

Course: *Health 1*
Unit #3: *Human Sexuality and Relationships*

Year of Implementation: 2023-2024

Curriculum Team Members : *Ashlie Donzuso:* adonzuso@lrhsd.org, *Callie Darroch:* cdarroch@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams)
 - 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
 - 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
 - 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
 - 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
 - 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
 - 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
 - 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
 - 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
 - 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.

- 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
- 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
- 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
- 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).

- **Career Readiness, Life Literacies, and Key Skills NJSL**

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- ***Interdisciplinary Content Standards***

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- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
 - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
 - 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
 - 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
 - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Sexting: N.J.S.A. 18A:35-4.32 It is imperative that students understand at a young age the severity of sending sexually explicit text messages and the impact that these actions have on the students themselves, their victims, and the community and that they receive instruction on how and why to refrain from this very dangerous behavior.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

Breast Self Exam (NJSA 18:A35-5.4) 8A:35-5.4. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

Cancer Awareness (NJSA 18A:40-33) Requires the development of a school program on cancer awareness

Stress Abstinence (NJSA 18A:35-4.19) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Sexual Abuse and Assault Awareness and Prevention (NJSA 18A:35-4.5a) Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such programs shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Dating Violence Education (N.J.S.A. 18A: 35-4.23a) Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Incorporation of Age Appropriate Instruction Relative to Consent for Physical Contact and Sexual Activity (NJSA 18A:35-4.38) A school district shall incorporate age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Information about "New Jersey Safe haven Infant Protection Act" Included in Public School Curriculum (NJSA 18A:35-4.40) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to maintain healthy relationships including friendships and/or romantic/sexual relationships as well as develop awareness and support of their own identifies and the identities of others.

As aligned with LRHSD Long Term Learning Goal(s):

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve “real world” health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

Enduring Understandings

Students will understand that. . .

EU 1

- society can influence an individual’s ability to be respected based on one’s gender, sexual orientation, and identity.

EU 2

- the decisions I make regarding sexual activity will have long lasting effects on my future lifestyle.

EU3

- by correctly performing regular self-exams a person can detect different forms of cancer early and have a better chance of survival.

Essential Questions

EU 1

- What influences do peers, family, media, social norms, and culture have on an individual’s expression of gender, sexual orientation, and identity?

EU 2

- Do I really need to protect myself?
- How does abstinence use affect the community in a positive way?
- Why are there various forms of contraceptives?
- How can an individual find both reliable and available personal and professional resources to assist with relationship programs?

EU3

- What are some lifestyle choices that can help individuals avoid cancer or prevent cancer from spreading?

Knowledge

Students will know . . .

Skills

Students will be able to. . .

EU 1

- the influences society has on the expression of gender, sexual orientation, and identity. (2.1.12.SSH.1)
- how school and community policies and programs can promote respect for people of all genders, gender expressions, gender identities, and sexual orientations. (2.1.12.SSH.2)

EU 2

- the benefits abstinence has on one's health (2.1.12.PP.1)
- the possible ways that sexually transmitted infections can affect your overall health. (2.1.12.SSH.7)
- which birth control methods help prevent the spread of sexually transmitted infections. (2.1.12.PP.1, 2.1.12.PP.2, 2.3.12.HCDM.3)
- the short-term and long-term consequences of sharing sexually explicit images. (2.3.12.PS.10)

EU3

- the necessity of testicular self-exams and how to properly perform them. (2.3.12.HCDM.1)
- the necessity of breast exams and how to properly perform them. (2.3.12.HCDM.1)
- the different treatment options for cancer patients (2.3.12.HCDM.4)

EU 1

- analyze the impact peers, family, media, social norms, and culture has on an individual's expression of gender, sexual orientation, and identity. (2.1.12.SSH.1)
- advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. (2.1.12.SSH.2)

EU 2

- analyze the benefits of abstinence from sexual activity using reliable resources (2.1.12.SSH.6)
- list health complications linked to sexually transmitted infections. (2.3.12.HCDM.1)
- recognize which methods of birth control are effective in preventing the transmission of sexually transmitted infections. (2.1.12.PP.1, 2.1.12.CHSS.4)
- analyze the short-term and long-term consequences of sharing sexually explicit images. (2.3.12.PS.10)

EU3

- list the steps to perform both male and female self-exams. (2.3.12.HCDM.1)
- identify the many treatment options that cancer patients can choose from and discuss how they would assist an individual with cancer. (2.3.12.HCDM.4)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

The teacher may include but are not limited to the following:

- Use the internet to research different types of sexually transmitted infections. A (EU 2)
- Create a chart that separates each sexually transmitted infection into its appropriate category (viral, bacterial, or other). A (EU 2)
- Analyze various forms of contraception and identify which are mechanical, natural, or chemical. A/M (EU 2)
- Create a visual representation including at least three different sexual orientations. Describe the three components of sexual orientation (orientation, behavior and identity) and how they are unique from and connected to each other. M (EU 1)
- Create a scenario explaining what gender and gender identity are, and how these concepts differ from biological sex. Then, define "gender script" while providing several examples of these scripts. M (EU 2)
- Create a Public Service Announcement explaining both the short-term and long-term consequences of sharing sexually explicit images M (EU 2)
- Discuss how you would counsel someone who has acquired an incurable sexually transmitted infection. M (EU 2)
- Create a power point presentation highlighting the different forms of birth control as well as how certain methods can prevent the transmission of sexually transmitted infections. T (EU 2)
- Create informational pamphlets on the detection, prevention, and treatment of different types of cancer. T (EU 3)
- Develop a skit that involves one individual who makes the decision to be abstinent, one individual who develops a sexual transmitted infection, and one individual who conceives a child due to not using protection. Be sure to show the decision making process in all three situations as well as how drastically these individuals' lives are affected because of their decisions. T (EU2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Healthy Living	30
2	Alcohol, Tobacco, and Drugs	30
3	Human Sexuality and Relationships	30

Instructional Materials

- McGraw Hill “Glencoe Health” Textbooks
- The Goodheart-Willcox Company, Inc. “Comprehensive Health” Textbook
- Teachers Toolbox School Health Education from SHAPE America

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.