

**Course: Health 4 Self-Contained
Unit 2 - Life Cycle**

Year of Implementation: 2021-2022

Curriculum Team Members

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Stage One - Desired Results

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

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

Unit Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- A. Personal Growth and Development
- C. Diseases and Health Conditions
- E. Social and Emotional Health

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- A. Interpersonal Communication
- B. Character Development
- C. Advocacy and Service

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

21st Century Life Standards

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

*Health Science Career Cluster

*Human Service Career Cluster

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

Transfer Goal: Students will be able to independently use their learning to make positive lifestyle choices to improve the quality of their life.

As aligned with LRHSD Long-Term Learning goal(s):

- maximize independence
- advance and accomplish their personal, educational, and career goals
- self-advocate in real-life situations
- make sound decisions with confidence
- positively contribute to society

Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

decisions about sexual activity and reproductive system procedures that affect one's reproductive system aid in disease prevention.

EU 2

lifestyle choices that refrain from destructive decisions directly affect length and quality of life.

EU 3

positive decision-making and lifestyle choices, for all stages of life, from prenatal care to death, are essential for a healthy reproductive lifestyle.

EU 1

- Why is it important to know the anatomy and physiology of the male and female reproductive systems?

EU 2

- How do positive and negative decisions affect life?
- How can I protect my reproductive health?
- How do destructive decisions directly affect your relationships with family and those around you?

EU 3

- What is a healthy reproductive lifestyle?
- Why is prenatal care important?
- Why is hygiene so important?
- How does poor hygiene affect those around you?
- Should I be an organ donor?

Knowledge

Students will know . . .

EU 1

- the structure and function of the male reproductive systems. (2.1,2.2,2.4)
- the structure and function of the female reproductive systems. (2.1,2.2,2.4)
- how to perform testicular and breast self-exams. (2.1,2.2,2.4)

EU 2

- the leading causes of death.(2.1,2.2)
- products that aid in disease prevention.(2.1,2.2)

EU 3

- the components of a healthy life cycle.(2.1,2.2)
- components of hygiene.(2.1,2.2)
- ways to practice good hygiene in their daily lives.(2.1,2.2)

Skills

Students will be able to. . .

EU 1

- apply awareness of the body in disease prevention by having the knowledge and ability to perform (2.1,2.2,2.4)
- self-exams, as well as information on the importance of medical checkups. (2.1,2.2,2.4)
- describe and analyze the structure and function of male/female reproductive systems. (2.1,2.2,2.4)

EU 2

- describe and analyze the primary health risk factors in premature deaths. (2.1,2.2)
- explain the process of becoming an organ donor.(2.1,2.2)

EU 3

- analyze and describe the components of a healthy life cycle.(2.1,2.2)
- incorporate proper hygiene practices in order to maintain a healthy environment.(2.1,2.2)
- apply necessary hygiene practices in your daily routines.(2.1,2.2)

Stage Two - Assessment

Other Evidence:

- Formal tests/quizzes
- Current Event articles
- Guest speaker summaries
- Notebook/portfolio checks
- Role playing

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}

- Label and Identify the parts of the male and female reproductive systems (A)(EU1)
- Design a calendar that outlines the process of the menstrual cycle (M)(EU1)
- Create a powerpoint based on specific: "What if?" scenarios depicting potential reproductive problems. (M)(EU1)
- Create informational pamphlets on the detection, prevention, and treatment of different types of reproductive cancer. (T)(EU1, EU3)
- Design an illustrated prenatal brochure to teach parents about the importance of prenatal care and healthy pregnancy and the problems associated with pregnancy. (T)(EU3)
- Create a chart comparing/contrasting the different stages of labor. (A)(EU1, EU3)
- Watch various videos on pregnancy, prenatal care, gestation period, and delivery options. (A)(EU3)
- End of life terminology (living will, organ donation application, etc). (A)(EU2)
- Create your own "Bucket List" of goals and aspirations you would like to accomplish in your lifetime. (M)(EU2)
- Create a song or Prezi illustrating how our environment can influence decision making that ultimately leads to our lifestyle.

(A)(EU3)

- Create a poster advertising Organ Donation, include how to become an organ donor as well as the benefits of organ donations. (M)(EU2)
- Stage a debate featuring the Pros and Cons of Abstinence. (M)(EU1, EU3)
- List potential influences that may impact your decision to be sexually active (A)(EU1, EU3)
- Use the internet to research different types of sexually transmitted infections. (A)(EU1, EU2)
- Create a chart that separates each sexually transmitted infection into the appropriate category (viral, bacterial, other) (A)(EU1, EU2)
- Analyze various forms of contraception and identify which are mechanical, natural, or chemical. (M)(EU1, EU2, EU3)
- Discuss how you would counsel someone who has acquired an incurable sexually transmitted infection. (M)(EU2)
- Create a PowerPoint presentation highlighting the different forms of birth control as well as how certain methods can prevent the transmission of STI's. (M)(EU1, EU2)
- Role-play a peer pressure teen sexual scenario. (M)(EU1, EU2)
- Create a poster highlighting STI symptoms. (A)(EU1, EU2)
- Create a song/poem about abstinence. (A)(EU1, EU2)
- Utilize a daily personal hygiene checklist. (A)(EU3)
- Write a journal reflection of their daily hygiene habits and ways to improve self-care. (M)(EU3)
- Discussion on the consequences of personal hygiene and determine how each can have a positive or negative effect on a person's likeability. (T) (EU3)
- Watch "The Great Sperm Race"- YouTube <https://www.youtube.com/watch?v=Fda5rigma14> (M)
- Watch "Life's Greatest Miracle"- YouTube <https://www.youtube.com/watch?v=sbTh8CgzfDE> (M)