

CURRICULUM

FOR

HEALTH

GRADE 12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Kevin K. Robinson, Program Supervisor of Math, Health & Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Health
Grade 12

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Health Education – Grade 12

PACING GUIDE

Unit	Title	Pacing
1	Building Healthy Relationships	2.5 weeks
2	Male and Female Reproductive Systems	1.5 weeks
3	Contraceptives	1.5 weeks
4	Sexually Transmitted Infections	1 week
5	Pregnancy, Childbirth, and Parenting	2.5 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 1: Building Healthy Relationships

Target Course/Grade Level: Grade 12

Unit Summary: Students will become familiar with characteristics of successful and healthy relationships in society. Healthy relationships can provide support and meet the needs of physical, mental, emotional, and social dimensions of health.

Approximate Length of Unit: 2.5 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.1 Personal and Mental Health and 2.3 Safety

- **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. (AAH) (LGBTQ/D)
- **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. (LGBTQ/D)
- **2.1.12.SSH.3:** Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. (AAH) (LGBTQ/D)
- **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.5:** Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- **2.1.12.SSH.6:** Analyze the benefits of abstinence from sexual activity using reliable resources.
- **2.1.12.SSH.9:** Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- **2.1.12.SSH.10:** Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
- **2.3.12.PS.2:** Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- **2.3.12.PS.5:** Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- **2.3.12.PS.6:** Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
- **2.3.12.PS.7:** Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

- **2.3.12.PS.8:** Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- **2.3.12.PS.9:** Evaluate strategies to use social media safely, legally, and respectfully.
- **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.
- Discussions of *Consent (N.J.S.A. 18A:35)*, *Domestic Violence Education (N.J.S.A. 18A:35-4.23a)*, *Domestic Violence Education (N.J.S.A. 18A:35-4.23)*, *Sexting (N.J.S.A. 18A:35-4.33)*, *Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a)*, *Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)*.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **NJLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- It is important for their social health to build healthy relationships throughout one's lifetime.
- There are various types of relationships within society today. (LGBTQ/D)
- There are multiple acceptable definitions of abstinence.
- Society contains both positive and negative pressures.
- There are state and federal laws that provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.
- Affirmative consent is required before physical contact or sexual activity.

Unit Essential Questions:

- What are qualities one looks for within a healthy successful relationship?
- What are some of the common reasons relationships end?
- What are the signs of any unhealthy relationships?
- What are the signs of an abusive relationship?
- Where can someone find help if in an abusive relationship?
- What is the definition of sexual harassment? Of sexual assault?
- Where can someone go to find help if they have been a victim of sexual harassment or sexual assault?
- What is human/sex trafficking?
- What is the difference between an internal/external pressure, protective factor, and risk factor?
- What is your personal definition of abstinence?
- What are the emotional/physical/social benefits of remaining abstinent?

Knowledge and Skills:

Students will know...

- Types of relationships (LGBTQ/D)
- Pros and cons of dating
- Positive and negative pressures of dating
- Benefits of remaining sexually abstinent
- The importance of maintaining individuality in a relationship
- Types of sexual assault
- Types of abuse
- About sexual assault prevention programs
- Preventing and responding to human/sex trafficking
- Where to find help (family member, friend, trusted adult, hotline, community services etc.)

Students will be able to...

- Differentiate between homosexual, heterosexual, bisexual, platonic and other relationships. (LGBTQ/D)
- Identify pros and cons of dating at any age.
- Create their own definitions of abstinence and identify benefits of remaining sexually abstinent.
- Describe how to set boundaries regarding physical intimacy.
- Identify healthy ways to handle a breakup.
- Recognize the signs of sexual harassment.
- Recognize the signs of an unsafe situation and how to safely remove themselves from it.
- Identify ways to prevent and respond to sexual assault.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Tests and Quizzes on unit topics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platform
- Do Now/Exit Ticket activities

RESOURCES

Teacher Resources:

- Movie: Reviving Ophelia, *Lifetime Original Movie*, (2010).
- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- NJ Coalition Against Sexual Assault: <https://njcasa.org/>

- Shape NJ: <https://www.njahperd.org/>
- Ask, Listen, Learn: <https://asklistenlearn.org/>
- One Love: <https://www.joinonelove.org/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- SexED Library: www.sexedlibrary.org
- Answer - Sex-Ed: <http://answer.rutgers.edu/>
- Planned Parenthood: <http://www.plannedparenthoodaction.org/issues/sex-education/>
- Foundations-Core Skills Training for Sex Ed: <https://foundationstraining.org/>
- National Prevention Information Network: <https://npin.cdc.gov/web-tools/condom-finder-widget>
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- SIECUS: <https://siecus.org/black-history-month-sex-ed-and-racial-justice/> (AAH)
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 2: Male and Female Reproductive Systems

Target Course/Grade Level: Grade 12

Unit Summary: Students will become familiar with both the male and female reproductive systems. By understanding the anatomy and functions of these systems, students will learn the roles both systems play in creating new life and the importance of properly caring for them (regular doctors visits, preventative care, etc.).

Approximate Length of Unit: 1.5 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.1 Personal and Mental Health and 2.3 Safety

- **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.8:** Describe the human sexual response cycle, including the role of hormones and pleasure.
- **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.
- **2.3.12.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.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). (AAH) (LGBTQ/D)
- **2.3.12.HCDM.5:** Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
- Discussion on *Breast Self-examination (N.J.S.A. 18A:35-5.4)*.

Career Readiness, Life Literacies, and Key Skills:

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- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- It is very important to understand how the male and female reproductive systems work.
- Both reproductive systems present many similarities.
- Damage that occurs now within the reproductive system is irreversible and can cause lifelong challenges for reproduction.
- Self-examinations should be performed regularly for preventative healthcare.
- Slang terms will no longer be acceptable vocabulary inside the classroom.

Unit Essential Questions:

- What are the main functions of both the male and female reproductive systems?
- What are the male and female sex glands?
- What are the male and female sex cells needed for reproduction?
- Which tubes act as a passageway and a connector?
- What are the steps of a testicular/breast self-examination?

Knowledge and Skills:

Students will know...

- How to trace the path of an unfertilized egg.
- How to trace the pathway of a sperm cell that does not fertilize an egg.
- The steps of performing a self-examination (breast/testicular).
- How to use the anatomical terms correctly, as if speaking with a doctor.
- To speak with a doctor if they recognize unusual signs/symptoms.
- The importance of yearly physicals/regular check-ups.

Students will be able to...

- Identify all external and internal parts of the male reproductive system.
- Identify all external (vulva) and internal parts of the female reproductive system.
- Differentiate between male and female reproductive organs.
- Label male and female diagrams of the reproductive systems.
- Explain the steps of a self-examination.
- Speak about the anatomy without slang terms.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Tests and Quizzes on unit topics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platform
- Do Now/Exit Ticket activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>
- Ask, Listen, Learn: <https://asklistenlearn.org/>
- One Love: <https://www.joinonelove.org/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- SexED Library: www.sexedlibrary.org
- Answer - Sex-Ed: <http://answer.rutgers.edu/>
- Planned Parenthood: <http://www.plannedparenthoodaction.org/issues/sex-education/>
- Foundations-Core Skills Training for Sex Ed: <https://foundationstraining.org/>
- National Prevention Information Network: <https://npin.cdc.gov/web-tools/condom-finder-widget>
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- SIECUS: <https://siecus.org/black-history-month-sex-ed-and-racial-justice/> (AAH)
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia resources
- Male and female reproductive plastic models
- Artificial breast and testicles for exams

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 3: Contraceptives

Target Course/Grade Level: Grade 12

Unit Summary: Students will become familiar with a variety of birth control methods that are currently available on the market. Students will learn that abstinence is the only 100% effective way to prevent a pregnancy, but there are methods that can lessen the chances of a pregnancy.

Approximate Length of Unit: 1 week

LEARNING TARGETS

NJ Student Learning Standards: 2.1 Personal and Mental Health and 2.3 Safety

- **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.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.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.
- Discussion on *Stress Abstinence (N.J.S.A. 18A35-4.19-20)*.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
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- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research..

Unit Understandings:

Students will understand that...

- There are numerous options of birth control methods available on the market.
- Contraceptives are grouped into categories: barrier methods, hormonal methods, natural methods and sterilization.
- All birth control methods have both advantages and disadvantages.
- Certain birth control methods have age restrictions.
- The only birth control method that is 100% effective is abstinence.
- Certain contraceptives provide more protection than others, in regards to STIs as well as pregnancy prevention.

Unit Essential Questions:

- What are the differences between barrier, hormonal, natural, and sterilization methods?
- What methods provides the best protection against sexually transmitted infections?
- Which methods are not recommended for teens?
- Which methods have age restrictions?

- What questions should we consider when selecting a method? (cost, effectiveness, STI prevention, pregnancy prevention etc.)
- Why is it important to know about these different methods for future use?

Knowledge and Skills:

Students will know...

- The history of contraceptive methods
- How each method works
- The effectiveness rates of each method
- Advantages and disadvantages of the individual methods
- If the individual method requires a prescription, doctor’s appointment, or if it is obtained over the counter

Students will be able to...

- Identify factors to consider when choosing a contraceptive method.
 - Am I comfortable using this method?
 - Do I know how to use this method properly?
 - Do I feel okay with the level of protection it will give me?
 - Does the method require a prescription or is it over the counter?
 - Can I afford this method/covered by medical insurance?
 - Does this method protect against STIs as well as pregnancy?
 - Does this method fit within my beliefs, religion, and culture?
 - Do I need more information about this method?
- Explain how to identify reliable information about sexual health.
- Analyze effectiveness rates for a given method.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Tests and Quizzes on unit topics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platform
- Do Now/Exit Ticket activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- NJ Coalition Against Sexual Assault: <https://njcasa.org/>
- Shape NJ: <https://www.njahperd.org/>
- Ask, Listen, Learn: <https://asklistenlearn.org/>
- One Love: <https://www.joinonelove.org/>
- NJ Safe Haven: <https://www.nj.gov/njsafehaven/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- SexED Library: www.sexedlibrary.org
- Answer - Sex-Ed: <http://answer.rutgers.edu/>
- Planned Parenthood: <http://www.plannedparenthoodaction.org/issues/sex-education/>
- Foundations-Core Skills Training for Sex Ed: <https://foundationstraining.org/>
- National Prevention Information Network: <https://npin.cdc.gov/web-tools/condom-finder-widget>
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- SIECUS: <https://siecus.org/black-history-month-sex-ed-and-racial-justice/> (AAH)
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer

- Internet
- Projector
- White Board
- Multimedia resources
- Methods of contraceptives (unused)
- Lubrications
- Models

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 4: Sexually Transmitted Infections

Target Course/Grade Level: Grade 12

Unit Summary: Students will become familiar with common sexually transmitted infections, as well as prevention and treatment of such infections.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.1 Personal and Mental Health and 2.3 Safety

- **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.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.CHSS.6:** Evaluate the validity of health information, resources, services, in school, home and in the community.
- **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.3:** Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). (LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
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- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
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- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
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- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

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- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- There are many myths associated with sexually transmitted infections.
- Sexually transmitted infections are grouped within 3 types of pathogens: bacterial, viral, and protozoan.
- Many STIs are asymptomatic, since the symptoms cannot be seen by the naked eye.
- Someone who is sexually active is encouraged to get regularly tested.
- Signs and symptoms are very similar with many sexually transmitted infections.
- Sexually transmitted infections do not go away on their own.
- Treatments for HIV/Aids are now available on the market (e.g. ART, PrEP, PEP). (LGBTQ/D)
- Vaccines are available for certain STI strains (e.g. hepatitis B vaccine, HPV vaccine).

Unit Essential Questions:

- What are sexually transmitted infections?
- How can one tell if they have a sexually transmitted infection?
- What are some signs and symptoms that men and women may show if they are infected?
- What should someone do if they believe they have been exposed or infected?
- What can happen if someone that is infected refuses to be treated?
- How can one protect themselves from these infections?
- Where can someone find treatment if they do have an STI?

Knowledge and Skills:

Students will know...

- Signs and symptoms of sexually transmitted infections.
- How sexually transmitted infections are transmitted from one individual to another.
- The three types of pathogens.
- The types of treatment available for each type of pathogen.
- The classifications of individual infections.
- Where to find treatment.

Students will be able to...

- Define sexually transmitted infections and their identifying characteristics.
- State the repercussions of leaving a sexually transmitted infection untreated.
- Identify potential dangers to infants born with an infection.
- Observe how easily infections are spread.
- Explain that most STIs are asymptomatic.
- Find a testing center and services available within the community.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Tests and Quizzes on unit topics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platform
- Do Now/Exit Ticket activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>
- Ask, Listen, Learn: <https://asklistenlearn.org/>
- One Love: <https://www.joinonelove.org/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- SexED Library: www.sexedlibrary.org
- Answer - Sex-Ed: <http://answer.rutgers.edu/>
- Planned Parenthood: <http://www.plannedparenthoodaction.org/issues/sex-education/>
- Foundations-Core Skills Training for Sex Ed: <https://foundationstraining.org/>
- National Prevention Information Network: <https://npin.cdc.gov/web-tools/condom-finder-widget>
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- SIECUS: <https://siecus.org/black-history-month-sex-ed-and-racial-justice/> (AAH)
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia resources
- Video - “She’s Too Young”

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 5: Pregnancy, Childbirth, and Parenting

Target Course/Grade Level: Grade 12

Unit Summary: Students will become familiar with the journey of pregnancy, childbirth and parenting. The healthcare system will also be discussed.

Approximate Length of Unit: 2.5 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.1 Personal and Mental Health and 2.3 Safety

- **2.1.12.PGD.1:** Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- **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.PP.4:** List the major milestones of each trimester of fetal development utilizing medically accurate information.
- **2.1.12.PP.5:** Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
- **2.1.12.PP.6:** Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- **2.1.12.PP.7:** Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- **2.1.12.PP.8:** Assess the skills needed to be an effective parent.
- **2.1.12.PP.9:** Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- **2.1.12. CHSS.3:** Explain the purpose of the Safe Haven Law and identify locations in your community.
- **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).
- **2.3.12.HCDM.5:** Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

- Discussion on *New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)*.

Career Readiness, Life Literacies, and Key Skills:

- **9.1.12.PB.2:** Prioritize financial decisions by considering alternatives and possible consequences.
- **9.1.12.RM.3:** Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
- **9.1.12.RM.4:** Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
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Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

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- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- What scientifically needs to happen for a pregnancy to occur.
- Fertilization occurs within the fallopian tubes.
- There are many stages of pregnancy, labor and childbirth.
- Prenatal care is extremely important in child development.
- There are benefits of waiting until adulthood to become a parent.
- There are risk factors and protective factors when it comes to teen parenting.
- Once a pregnancy occurs, it changes a parent's life forever.
- Seeing a doctor throughout the pregnancy is essential for ensuring the health of the mother and baby.
- There are different types of insurances available to help pay for healthcare costs.
- Basics of development and care for early childhood.

Unit Essential Questions:

- Where does fertilization occur?
- What is the name of a fertilized egg after implantation?
- Where does a developing fetus get its nutrients from?
- What are the developmental stages of a fetus?
- What are the stages of labor?
- What is postpartum and how can it affect a mother?
- What options are available if an unplanned pregnancy occurs?
- What is the safe haven law?
- What types of responsibilities are put on to new parents?
- What are the major milestones an infant achieves?
- What is a PCP? A specialist?
- What are conditions/symptoms that would require emergency healthcare?

Knowledge and Skills:

Students will know...

- Signs and symptoms of pregnancy.
- The stages of fetal development.
- The trimesters/stages of pregnancy.
- Common complications that can/may occur during pregnancy.
- The definition of the New Jersey Safe Haven Infant Protection Act and locations that honor this act (e.g. police station, fire department, and hospitals).
- The challenges of teen pregnancy and parenthood.
- Where to find resources to provide support for teen parents.
- Parents must provide for all their child's needs; nutrition, sleep, hygiene, communication, education, healthcare, etc.
- Basics of development and care for infant and toddler stages.
- The importance of getting regular checkups and screenings.
- The basics of health insurance.

Students will be able to...

- Identify fetal development stages by organs/systems developed.
- Describe trimesters, including common emotions/behaviors of expecting mothers.
- Identify common complications that can occur during pregnancy.
- Evaluate the benefits of waiting until adulthood to become a parent.

- Describe the options available if an unplanned pregnancy occurs.
- Identify behaviors that help or harm the developing baby.
- Understand the importance of parenting; being dependable and actively present in a child's life to foster a healthy relationship.
- Analyze the physical, social, emotional, and financial challenges of teen pregnancy.
- Summarize how people access health services in the United States.
- List the steps in seeking treatment for a health condition.
- Describe the basics of health insurance (HMO, PPO, premium, deductible, and co-payment).

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Tests and Quizzes on unit topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platform
- Do Now/Exit Ticket activities
- Projects

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook

- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Anxiety & Depression Association of America: <https://adaa.org/>
- Shape NJ: <https://www.njahperd.org/>
- Ask, Listen, Learn: <https://asklistenlearn.org/>
- One Love: <https://www.joinonelove.org/>
- NJ Safe Haven: <https://www.nj.gov/njsafehaven/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- SexED Library: www.sexedlibrary.org
- Answer - Sex-Ed: <http://answer.rutgers.edu/>
- Planned Parenthood: <http://www.plannedparenthoodaction.org/issues/sex-education/>
- Foundations-Core Skills Training for Sex Ed: <https://foundationstraining.org/>
- National Prevention Information Network: <https://npin.cdc.gov/web-tools/condom-finder-widget>
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- SIECUS: <https://siecus.org/black-history-month-sex-ed-and-racial-justice/> (AAH)
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources
- Pregnancy/Fetal Development Model
- Video - “In the Womb” or “Miracle of Life”