



Ewing Public Schools Health and Physical Education Curriculum

Grade Level: 11th

Content Area: Health

Rationale and Summary:

In today's world and economy and in conjunction with the NJ Core Curriculum Content Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

Pacing: 20- 25 Days

Unit 1: Healthy Relationships and Family (3-4 days)

Unit 2: Human Reproduction (3-4 days)

Unit 3: Pregnancy, Birth and Parenthood (4-5 days)

Unit 4: Contraception (1-2 days)

Unit 5: Sexually Transmitted Diseases (3-4 days)

NJSLS for Health Education:

Personal Growth and Development

Core Idea: The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

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.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

Pregnancy and Parenting

Core Idea: There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infection

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.

Core Idea: There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.

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.

Social and Sexual Health

Core Idea: How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.

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

Core Idea: Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

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.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

Core Idea: There are many factors that influence how we feel about ourselves and the decisions that we make.

2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.

2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

Core Idea: There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.

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.

NJSLS for 21st Century Life and Careers:

Career Ready Practices

CRP 2 Apply appropriate academic and technical skills

CRP 4 Communicate clearly and effectively and with reason

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

CRP11. Use technology to enhance productivity

Career Awareness, Exploration and Preparation

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology Integration:

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Cross-Curricular Integration and Connections:

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Interdisciplinary Connections

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.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.

9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.8.CAP.4 Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.12 Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.18 Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

New Jersey Student Learning Standards for Computer Science and Design Thinking

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats

Instructional Focus:

Enduring Understandings

- a. Students will learn how to form healthy relationships and will be aware of the signs of an unhealthy/abusive relationship.
- b. Students will learn the signs of a healthy family and the different types of family structure.
- c. Students will learn the responsibilities associated with maintaining a successful marriage and family.
- d. Students will become familiar with the parts and functions of the female reproductive systems.
- e. Students will become familiar with the parts and functions of the male reproductive systems.
- f. Students will gain an understanding of the diseases and disorders that accompany the reproductive systems and the ways of how early detection can be beneficial.
- g. Students will learn about the challenges associated with teenage parenthood.
- h. Students will learn the stages of pregnancy, what occurs during each trimester, and fetal development.
- i. Students will learn the possible problems and complications associated with pregnancy and birth.
- j. Students will learn the benefits of practicing abstinence during their adolescence and young adulthood.
- k. Students will learn the various methods of contraception and how they function.
- l. Students will learn the signs and symptoms associated with various sexually transmitted diseases and infections.
- m. Students will understand why the HIV/AIDS virus is transmitted, how it works and why it is so deadly.
- n. Students will learn how to cope if they become infected with an STI or STD.
- o. Students will learn how to treat various types of STIs and STDs.
- p. Students will understand the steps and processes when a parent is unable to care for a baby
- q. Students will know locations and numbers of centers for safely and anonymously surrendering an infant

Essential Questions

- a. What are the different types of relationships and the characteristics associated with those relationships?
- b. What are the signs of an unhealthy/abusive relationship?
- c. Where are some places you could go to get help if you or a friend were involved in an unhealthy relationship?
- d. What are traits associated with having and maintaining a healthy marriage?
- e. What are the internal and external parts of the male reproductive system and their various functions?
- f. What are the internal and external parts of the female reproductive system and their various functions.
- g. What are the most common disorders that affect the female and male reproductive systems and what are the signs and symptoms associated with these disorders?
- h. What are the signs that a female is pregnant?
- i. What are the signs of labor?
- j. What are the complications associated with pregnancy?
- k. What are the different trimesters and how does the baby develop throughout each trimester?
- l. What are some complications and/or problems a teenage parent could face?
- m. Describe the most effective method of contraception and actions you could take to practice that method?
- n. Why is abstinence the best method of contraception?
- o. What are the barrier methods of contraception?
- p. What are the chemical methods of contraception?
- q. What are the permanent methods of contraception and what makes them permanent?
- r. What are the four incurable STIs and why are they incurable?
- s. What are the symptoms a person might experience if they are infected with an STI/STD?
- t. How would you seek treatment if you suspect that you are infected with an STI/STD?
- u. What is the difference between HIV and AIDS?
- v. What are some risky behaviors through which you could contract an STI/STD?
- w. Explain how a person with HIV could be discriminated against?
- x. What are some common myths associated with HIV/AIDS?

Objectives:**Students will know**

- a. Relationships
- b. Abusive relationship
- c. Nuclear family

- d. Couple family
- e. Single parent family
- f. Extended family
- g. Dysfunctional family
- h. Marriage
- i. Physical abuse
- j. Emotional abuse
- k. Mental abuse
- l. Verbal abuse
- m. Sexual abuse
- n. Neglect
- o. Divorce
- p. Penis
- q. Scrotum
- r. Testicle
- s. Prostate
- t. Vas Deferens
- u. Epididymis
- v. Rectum
- w. Seminal vesicles
- x. Foreskin
- y. Circumcision
- z. Bladder
- aa. Cowper's gland
- bb. Urethra
- cc. Sperm
- dd. Semen
- ee. Erection
- ff. Nocturnal emission
- gg. Testicular torsion
- hh. Inflammation of the penis
- ii. Prostate cancer
- jj. Testicular cancer
- kk. Ovaries
- ll. Ovulation
- mm. Mons pubis
- nn. Labia major
- oo. Labia minor
- pp. Clitoris
- qq. Urethral opening
- rr. Vaginal opening
- ss. Vagina
- tt. Uterus

uu. Fallopian tubes
vv. Uterine lining
ww. Ovum/Egg
xx. Cervix
yy. Vulva
zz. Pre-Menstrual Syndrome (PMS)
aaa. Vaginitis
bbb. Ovarian cancer
ccc. Cervical cancer
ddd. Ovarian Cysts
eee. Menstruation
fff. Menopause
ggg. Menstrual cycle
hhh. Cilia
iii. Fimbria
jjj. Toxic shock syndrome
kkk. Pregnancy
lll. Trimesters
mmm. Fetus
nnn. Embryo
ooo. Infertility
ppp. Ovulation
qqq. Zygote
rrr. Implantation
sss. Miscarriage
ttt. Still birth
uuu. Ectopic pregnancy
vvv. C Section
www. Vaginal birth
xxx. Dilation
yyy. Fertilization
zzz. Crowning
aaaa. Expulsion
bbbb. Water break
cccc. Amniotic sac
dddd. Spotting
eeee. After birth
ffff. Fertility
gggg. Placenta
hhhh. Umbilical cord
iiii. Baby
jjjj. Human Chorionic Gonadotropin (HCG)
kkkk. Hormones

III. Dilation

mmmm. Premature birth
nnnn. Multiple births
oooo. Sperm
pppp. Egg
qqqq. Cervical mucus
rrrr. Blastocyst
ssss. Basal Body Temperature (BBT)
tttt. Folic Acid
uuuu. In Vitro Fertilization (IVF)
vvvv. Fraternal twin
wwww. Identical twin
xxxx. Hemolysis, Elevated Liver enzymes, Low Platelet count (HELLP Syndrome)
yyyy. Preeclampsia
zzzz. Abstinence
aaaaa. Withdrawal
bbbbb. Rhythm method
ccccc. Pre-ejaculation
ddddd. Pill
eeee. Injections
ffff. Patch
ggggg. Norplant
hhhhh. Spermicidal gels/creams
iiii. Plan B/Emergency contraception
jjjj. Condom
kkkkk. Female condom
IIII. Diaphragm
mmmmm. Sponge
nnnnn. Intrauterine device
ooooo. Vasectomy
ppppp. Tubal ligation
qqqqq. Human Immunodeficiency Virus (HIV)
rrrrr. Acquired Immunodeficiency Syndrome (AIDS)
sssss. Genital Herpes
ttttt. Hepatitis B
uuuuu. Human Papillomavirus (HPV)
vvvvv. Chlamydia
wwwww. Syphilis
xxxxx. Gonorrhea
yyyyy. Trichomoniasis
zzzzz. Yeast infections
aaaaaa. Public lice
bbbbbb. Sexual orientation

Students will be able to

- a. Recognize when there is a problem in a relationship and how to recognize the qualities of a good, healthy relationship
- b. Cope with abusive relationships and the various resources available for help
- c. Recognize the different types of families
- d. Gain understanding of the accumulating and understanding responsibilities of marriage or a long-term relationship
- e. Recognize the anatomy of the human reproductive systems and the proper functions of the various parts
- f. Recognize the disorders and the diseases associated with the male reproductive system
- g. Recognize the disorders and diseases associated with the female reproductive system
- h. Learn how to deal and cope with the various disorders and disease associated with the human reproductive systems
- i. Recognize the early signs of pregnancy
- j. Recognize the complications and problems associated with pregnancy
- k. Understand the trimesters and stages associated with parenthood
- l. Know how to acquire contraceptive devices
- m. Know information on how to utilize the best methods of contraception for each individual
- n. Know the proper usage of various contraceptive methods
- o. Know the pros and cons of the various methods of contraception
- p. Recognize the signs and symptoms of an STI/STD
- q. Recognize how to seek proper treatment if you do contract an STI/STD
- r. Understand the different between HIV and AIDS
- s. Understand how various STIs and STDs are transmitted from person to person
- t. Understand how to keep yourself healthy through the practice of safe sex

Evidence of Learning**Assessment**

- Formative-Student and teacher discussion using vocabulary presented in the lessons
- Alternative-Observations
- Benchmark-Review of student activities
- Benchmark-Midterm and Final Exam
- Alternative-Comments during whole group discussions
- Summative-Unit assessments
- Alternative-Group projects

Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner

- Globally Aware, Active, & Responsible Student/Citizen

Resources

Suggested Resources:

Core Instructional Materials:

- Current Events Articles
- Livestrong.com
- Healthyteen.org
- <https://www.nj.gov/njsafehaven/>
- <https://www.nj.gov/dcf/about/divisions/ol/AdoptionAgency.pdf>
- <https://njcedv.org/>
- <https://www.pa-of-nj.org/>

Supplemental Materials:

- CDC.gov
- Medlineplus.gov
- Webmd.com
- You Tube Videos
- HRM video library
- Sunburst Video library