

Course: <i>Health 1</i> Unit #3: <i>Human Sexuality and Relationships</i>	Year of Implementation: 2026-2027
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
● Unit Standards: <i>(keep each of the following headings in place)</i> ○ Content Standards ■ 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.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. ■ 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. ■ 2.3.12.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,).
 - 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).
 - 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online
 - **2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction**
 - 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.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 - 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.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
 - 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. • 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 (e.g., S-ID.B.6b, HS-LS2-4).
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
 - 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).
- <https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf>

- ***Interdisciplinary Content Standards***

- 8.1.12.DA.5 – Create data visualizations to communicate findings
- 8.2.12.ED.1 – Use a design process to identify problems and create solutions.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats.
- HS-LS2-7 (NGSS) – Design, evaluate, and refine a solution for reducing impacts of human activities on the environment.
- 1.5.12prof.Cn11a – Investigate how media and contemporary issues influence artistic expression.

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

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)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

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 build and sustain healthy relationships, while demonstrating self-awareness and respect for their own identities and the diverse identities of others.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

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

Essential Questions

Students will understand that. . . <i>EU 1</i> • knowing the reproductive system helps us understand and respect diverse genders, sexual orientations, and identities. <i>EU 2</i> • decisions related to sexual health can have long term impacts on overall wellbeing, as well as support early detection and treatment options.	How do personal choices and social influences impact my sexual health, identity, and future well-being?
<u><i>Knowledge</i></u> Students will know . . . <i>EU 1</i> • the influence society has on the expression of gender, sexual orientation, and identity. (2.1.12.SSH.1) • the structure and function of the male and female reproductive systems. (2.1.12.SSH.1) <i>EU 2</i> • 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	<u><i>Skills</i></u> Students will be able to. . . <i>EU 1</i> • 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) • identify and label key parts of the reproductive system. (2.1.12.SSH.1) <i>EU 2</i> • 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)

- sharing sexually explicit images. (2.3.12.PS.10)
- 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)

- analyze the short-term and long-term consequences of sharing sexually explicit images. (2.3.12.PS.10)
- 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

Performance Task: (See Senior Supervisor for approval of modifications to task.)

Other Evidence:

- Quizzes/Tests on the parts of the sexual orientation, gender identity, sexually transmitted infections.
- Current events on new findings about the transmission, prevention, and treatment of sexually transmitted infections.
- Group work/class discussion on the dangers of sexting, society's role on sexually , sexually transmitted infections, cancer detection, prevention, and treatment.
- Notebook checks
- Pamphlets on cancer prevention, detection, and treatment.

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

{This chart will be identical in all of the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Healthy Living	34
2	Alcohol, Tobacco, and Drugs	8
3	Human Sexuality and Relationships	25

Instructional Materials

Suggested resources, but not limited to:

- McGraw Hill “Glencoe Health” Textbooks
- The Goodheart-Willcox Company, Inc. “Comprehensive Health” Textbook
- Teachers Toolbox School Health Education from SHAPE America
- <https://amaze.org>
- <https://www.plannedparenthood.org/learn/teens>
- <https://www.cdc.gov/teenpregnancy/index.htm>
- <https://www.loveisrespect.org/>

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.