

Junior Health - BOE Approved 10.13.2022.

Content Area: **Health and Physical Education**
Course(s): **Junior Health**
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	Marking Period	Week
Human Sexuality	1	1-2
Anatomy and Physiology	1	3-4
Healthy Relationships/Sexual Decision Making/Dating Violence	1	5,6,7
STI, HIV, Global HIV issues	1	8
Substance Abuse	1	9

Unit Overview

Human Sexuality

Learning about sexuality and discussing sexual issues, both locally and globally, is critical for sexual health, but is a sensitive and challenging process.

Raising a child requires physical, economic, emotional, social and intellectual commitment. Prenatal care has a direct impact on the delivery and long-term health of the child.

Informed healthy sexual decision making skills are critical to long-term positive health in all areas; social, emotional, physical, mental, and spiritual.

Male and Female reproductive system anatomical structures and physiological functions.

Reproductive health concerns

Birthing options□

Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality, reproductive health and relationships.

STI/HIV

Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality, reproductive health and relationships.

Substance Abuse

Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child

1. Increase the students' understanding of teen dating abuse and how to identify risk factors.
2. Enabling students to reach out for support and/or help a friend or family member who may be involved in an abusive relationship.
3. Increasing help-seeking behavior among students involved in abusive dating relationships.
4. Promoting healthier approaches to dating relationships and conflicts.

Enduring Understandings

Understanding the various aspects of human relationships, development and sexuality assists in making positive choices to optimize the multiple domains of health.

Essential Questions

- ☐ How do unsafe risks affect others around us? i.e. family, friends, partners?
- ☐ Why do we sometimes take risks that can cause harm to ourselves or others?
- ☐ How do you know when the time is right for you to become sexually active?
- ☐ What determines a person's sexual orientation?
- ☐ How do you know when you are ready to have a child?
- ☐ How do you know what form of contraception is best option for you?
- ☐ What are the local, national and global issues surrounding STI/HIV/AIDS, unintended pregnancy, abortion, adoption and LGBT?
- ☐ How are personal values influenced by family, society and/or technology?
- ☐ How does one communicate during relationships? i.e. personal boundaries, consent, expectations.
- ☐ What does a healthy vs. unhealthy relationship look like?
- What significant changes occur during each trimester during fetal development?
- What impact do our decisions on diet, exercise, use of drugs and/or alcohol have on fetal development and postpartum health? (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature)
- How do social factors and pressures impact our decisions making about pregnancy prevention and/or pregnancy options? (e.g., teen pregnancy, higher education expectations/pressure, cost analysis, abortion, adoption, etc.)

New Jersey Student Learning Standards (No CCS)

HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
HE.9-12.2.1.12.PP	Pregnancy and Parenting
HE.9-12.2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.

HE.9-12.2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
HE.9-12.2.1.12.PP.8	Assess the skills needed to be an effective parent.
HE.9-12.2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
HE.9-12.2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
HE.9-12.2.1.12.SSH.7	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
HE.9-12.2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
HE.9-12.2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
HE.9-12.2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
HE.9-12.2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

Amistad Integration

Discussion surrounding HIV and how mainly young black gay men in the south are impacted without access to proper education, testing, support, and preventative/post-exposure treatments.

Holocaust/Genocide Education

Sub-unit - Female Genital Mutilation related to countries dealing with genocide. Within anatomy/physiology unit - circumcision.

Interdisciplinary Connections

SCI.HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
SCI.HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.

Technology Standards

TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

21st Century Themes/Careers

List specific standards that are relevant

No general statements

CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Financial Literacy Integration

PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

Instructional Strategies & Learning Activities

Human Sexuality:

Free-word association. Create a Human Sexuality person containing the following: Communication & Relations Norms

- Investigate current and emerging topics related human sexuality.

Gender, Gender Roles, Sexual Orientation:

Inside the box: Students will associate what types of words are used to describe those titled. Students will use the negative connotations stemming from not fitting inside the box.

Anatomy and Physiology:

Note packet and diagrams.

Guided group research.

Utilize 3D interactive digital human anatomy displays

Learn and evaluate the importance of self-examination and baseline health.

- Breast self- exam.
- Testicular self- exam.
- Investigate reproductive and sexual health issues and discuss the importance of education and preventive
- The importance of Prostate exams and PAP Smear
- Recommend behaviors to enhance and support optimal functioning of body systems.
- Pregnancy and Childbirth
- Compare and contrast embryonic and fetal development in single and multiple pregnancies.

- Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
- Predict the impact of heredity and genetics on human growth and development
- Fertilization.
- Development of placenta and umbilical cord.
- Miscarriage.
- Methods of childbirth.
- Breastfeeding.

Healthy Relationships/Sexual Decision Making:

Role play

Scenario-based discussion

Dating Violence

- Domestic violence
- Warning Signs/Red Flags
- Ways to get help.
- Defining Consent
- Define various forms of assault
- Discuss the role of all people to not assault others
- Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted
- Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist
- Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
- Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk avoidance
- Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technologies influence sexual behavior

Discuss available outreach resources within the school and local community.

Abstinence and Contraceptives

- Evaluation of effectiveness of abstinence and various contraceptive options
- Prevention of STD's.
- Pregnancy Prevention
- Pregnancy options (i.e., live birth, adoption, abortion, Safe Haven Infant Protection Act)
- Variations in adoption options
- Independent Research Activity on Contraception Choices
- Cost analysis
- Emotional health
- Discuss physical, emotional, social, cultural, religious, and legal issues related to adoption and pregnancy
- Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and death syndrome, low birth weight, and disabilities.
- Analyze trends in teen pregnancy rates, teen births, and out-of wedlock births, considering shifts in marriage and the size and composition of the teen population
- Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
- Assess and evaluate parenting strategies used at various stages of child development.
- Investigate the legal rights and responsibilities of teen mothers and fathers.

- Discuss factors that influence the decision to have or to adopt a child.

STI, HIV, Global HIV issues

Discuss the local and global impact of sexual transmitted diseases.

Research and analyze local STI statistics in Camden County and compare to others in the state of NJ.

Compare statistics to other states in the nation.

Discuss how HIV continues to impact certain areas and demographic sub-cultures of our nation.

Develop personal protection strategies to reduce risk.

Awareness Topics:

- Qualities of Healthy Relationships
- Relationship spectrum or continuum (Healthy, unhealthy, abusive)
- Definitions and statistics about relationship abuse
- Different types of abuse (verbal, physical, controlling, digital, manipulation, etc)
- Myths and facts about sexual abuse
- Bystander education
- Risk factors for relationship violence
- Stereotypes about relationship violence
- How to break-up/leave relationships safely

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)

- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Pre-test - Multiple choice, True/False, Fill-in, Open-ended
- Teacher Assessment of student participation
- Group participation
- Homework
- Questionnaires

Summative Assessment

- Bi-Weekly Articles
- Health project grading rubric
- Project Presentations
- Post test

- Exit tickets

- Survey

Benchmark Assessments

SGO

Alternate Assessments

Kahoot

Do-now checks

Resources & Technology

- Genesis

- Canvas

- Google Classroom

- Bio-Digital Human

- YouTube Videos.

Loveisrespect.org

<https://sfusdhealtheducation.org/be-real-be-ready-2/>

BOE Approved Texts

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Such as:

- Alternate Responses

- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option

- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking