

# Unit 2: Reproduction 2022

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview:

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Through hormonal and environmental factors, the reproductive systems change in ways that determine how effectively one reaches reproductive maturity. Reproductive health and well-being are components of one's overall health that can be monitored by way of medical care and self-examination. Fetal development, labor, and the delivery process are all stages of pregnancy that are greatly impacted by both genetic and environmental factors. Teen pregnancy is a worldwide issue that can be avoided through access to proper resources and information. Through this information, teens will be able to make the best personal decision, should they find themselves in a teen pregnancy situation.

## Essential Questions:

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- What hormones play a role in the reproductive systems, and what do they contribute?
- What are the parts of the male and female reproductive systems, and what is the function of each?
- What causes sperm production to start, and what body parts play a role in this process?
- What causes ovulation and menstruation to occur, and what body parts play a role in these processes?
- What are the different reproductive disorders, and what are the causes, effects, and treatments of each?
- What actions can be taken to decrease one's chances of getting a reproductive disorder?
- When a teen becomes pregnant in the state of NJ, what options do they have, and what resources can help them make the best decision for themselves?
- How is pregnancy divided, and how does the fetus develop within each stage?
- What factors play a role in the outcome of one's labor and delivery process?

## Enduring Understandings:

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- Estrogen, progesterone, and testosterone are hormones that greatly affect both the male and female reproductive systems.
- Each reproductive system is comprised of many different parts, each with its own unique function.
- When the male reproductive system reaches reproductive maturity, sperm production will begin.
- When the female reproductive system reaches reproductive maturity, ovulation and the menstrual cycle will begin.
- Both genetic and environmental factors can increase or decrease one's chances of having a reproductive system disorder.
- Practicing self-examinations can prevent severe reproductive disorders.
- When a teen becomes pregnant in the state of NJ, they have the option to choose parenting, adoption, or abortion.
- Pregnancy is divided into trimesters, each of which holds its own purpose where fetal development is concerned.
- Different genetic and environmental factors can lead to different labor and delivery experiences.

## **Standards/Indicators/Student Learning Objectives (SLOs):**

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| HPE.2.1.12       | All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.   |
| HPE.2.1.12.A     | Personal Growth and Development  |
| HPE.2.1.12.A.1   | Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.   |
| HPE.2.1.12.A.2   | Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.   |
| HPE.2.1.12.A.CS1 | Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.   |
| HPE.2.1.12.C     | Diseases and Health Conditions   |
| HPE.2.1.12.C.1   | Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.  |
| HPE.2.1.12.C.2   | Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.   |
| HPE.2.1.12.C.CS1 | Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.   |
| HPE.2.1.12.E     | Social and Emotional Health  |
| HPE.2.1.12.E.3   | Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.   |
| HPE.2.1.12.E.CS1 | Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. |
| HPE.2.2.12.B     | Decision-Making and Goal Setting   |
| HPE.2.2.12.B.1   | Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.  |
| HPE.2.2.12.C     | Character Development  |
| HPE.2.2.12.C.2   | Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.   |
| HPE.2.2.12.D     | Advocacy and Service   |
| HPE.2.2.12.D.1   | Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.   |
| HPE.2.2.12.D.CS1 | Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.                   |
| HPE.2.2.12.E     | Health Services and Information  |
| HPE.2.2.12.E.1   | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.   |
| HPE.2.2.12.E.2   | Determine the effect of accessibility and affordability of healthcare on family, community, and global health.   |
| HPE.2.2.12.E.CS1 | Potential solutions to health issues are dependent on health literacy and available resources.   |

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| HPE.2.2.12.E.CS2 | Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.   |
| HPE.2.4.12       | All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.                          |
| HPE.2.4.12.A     | Relationships  |
| HPE.2.4.12.A.1   | Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.  |
| HPE.2.4.12.A.2   | Compare and contrast the current and historical role of life commitments, such as marriage.  |
| HPE.2.4.12.A.3   | Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.  |
| HPE.2.4.12.A.4   | Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.   |
| HPE.2.4.12.A.5   | Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).  |
| HPE.2.4.12.A.6   | Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.   |
| HPE.2.4.12.A.CS1 | Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.                       |
| HPE.2.4.12.A.CS2 | Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.  |
| HPE.2.4.12.B     | Sexuality  |
| HPE.2.4.12.B.1   | Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.  |
| HPE.2.4.12.B.4   | Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.   |
| HPE.2.4.12.B.5   | Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).           |
| HPE.2.4.12.B.CS1 | The decision to become sexually active affects one's physical, social, and emotional health.   |
| HPE.2.4.12.B.CS2 | Responsible actions regarding sexual behavior impact the health of oneself and others.   |
| HPE.2.4.12.B.CS4 | Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.  |
| HPE.2.4.12.C     | Pregnancy and Parenting  |
| HPE.2.4.12.C.1   | Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.  |
| HPE.2.4.12.C.2   | Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities. |
| HPE.2.4.12.C.3   | Evaluate the methods and resources available to confirm pregnancy.   |
| HPE.2.4.12.C.4   | Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.   |
| HPE.2.4.12.C.5   | Evaluate parenting strategies used at various stages of child development based on valid sources of information.   |
| HPE.2.4.12.C.6   | Compare the legal rights and responsibilities of adolescents with those of adults regarding  |

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|                  | pregnancy, abortion, and parenting.   |
| HPE.2.4.12.C.7   | Analyze factors that affect the decision to become a parent.  |
| HPE.2.4.12.C.CS1 | Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others. |

## Lesson Titles:

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- Who has Hormones?
- The Male Reproductive System
- The pathway of the sperm
- The Female Reproductive System
- Ovulation and menstrual cycle
- Reproductive Disorders
- How to conduct Self Exams
- Teen Pregnancy Options
- How much does it cost to raise a baby?
- Fetal Development throughout the trimesters
- Vaginal Deliveries and C-Sections

## Career Readiness, Life Literacies, & Key Skills:

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| WRK.9.2.12.CAP   | Career Awareness and Planning   |
| WRK.9.2.12.CAP.1 | Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.  |
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth.   |
| WRK.9.2.12.CAP.4 | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. |
| WRK.9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans.  |
| TECH.9.4.12.CI   | Creativity and Innovation   |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).   |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).   |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).   |
|                  | Innovative ideas or innovation can lead to career opportunities.  |
|                  | With a growth mindset, failure is an important part of success.   |
|                  | Career planning requires purposeful planning based on research, self-knowledge, and informed choices.   |
|                  | There are strategies to improve one's professional value and marketability.   |

## Inter-Disciplinary Connections:

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| LA.K-12.NJSLSA.W  | Writing  |
| LA.K-12.NJSLSA.W3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br><br>Research to Build and Present Knowledge |
| LA.K-12.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.    |
| SCI.K-LS1         | From Molecules to Organisms: Structures and Processes  |
| SCI.K-LS1-1       | Use observations to describe patterns of what plants and animals (including humans) need to survive.   |
| SCI.K-LS1.C       | Organization for Matter and Energy Flow in Organisms   |

## Equity Considerations

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### Amistad Mandate

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Topic: Labor and Delivery

Materials Used: <https://news.harvard.edu/gazette/story/2019/10/ramifications-of-slavery-persist-in-health-care-inequality/> -African American females are 4x more likely to die during childbirth in the US than other groups.

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

### Holocaust Mandate

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Topic: Reproductive Disorders- Infertility due to added hormones by Nazis

Materials Used: <https://www.jta.org/archive/hormone-used-by-nazis-on-prisoners-is-studied-for-effect-on->

## [childrens-intelligence](#)

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses):

- Hormonal treatment options
- Family planning- LGBTQ options for starting a family

Materials Used: <https://www.plannedparenthood.org/get-care/our-services/pregnancy-testing-services>

[https://www.uranj.com/blog/lgbtq-fertility-treatments-options-common-questions#:~:text=The%20two%20main%20fertility%20treatment,been%20streamlined%20over%20the%20years.-Family planning](https://www.uranj.com/blog/lgbtq-fertility-treatments-options-common-questions#:~:text=The%20two%20main%20fertility%20treatment,been%20streamlined%20over%20the%20years.-Family%20planning)

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Climate Change**

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<https://womendeliver.org/wp-content/uploads/2021/02/Climate-Change-Report.pdf>

The connection between climate change and women's sexual and reproductive health.

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Reproductive Disorders: Endometriosis- Higher among groups who are less likely to utilize hormonal birth control options.

Materials Used: <https://www.healthxchange.sg/women/urology/endometriosis-asian-women-higher-risk>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

## **Benchmark Assessment**

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Writing prompt

Skills based assessment

Reading response

## **Summative Assessment:**

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- Benchmark

- Quizzes
- Reproductive Systems: Stuff Project
- Reproductive Systems: Stuff Project

## **Resources & Materials:**

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- Arts & Craft Supplies
- Reproductive Systems Mannequins

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Identify who has hormones and what they are.
- Label parts of the male reproductive system.
- Create a model that identifies parts of the male reproductive system.
- Connect parts of the male reproductive system to create the pathway of sperm.
- Label parts of the female reproductive system.
- Create a model that identifies parts of the female reproductive system.
- Identify how ovulation and the menstrual cycle relate to one another.
- Discuss how reproductive disorders may effect fertility.
- Analyze how self exams can relate to reproductive health.
- Describe and analyze the three teen pregnancy options, (adoption, abortion, parenting).
- Conduct a baby budget to determine how much raising a baby costs.
- Identify the major milestones through each of the trimesters during a pregnancy.
- Compare and contrast the difference between a vaginal and cesarean delivery.
- Support examples why a cesarean delivery may be necessary.

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- Do Now Question
- Exit Ticket
- Warm-Up

## **Modifications**

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## **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments

- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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- Character Strong
- Google Classroom

- Google Docs/Forms/Etc.
- Ovulation/Menstrual Cycle Videos

## **Computer Science and Design Thinking Standards**

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CS.CS

Computing Systems

CS.K-2.8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.