

Unit 3: STDs/Contraception 2022

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

Unit Overview:

Contraception is used to prevent pregnancy. There are hormonal, barrier, surgical, and knowledge-based options that one can choose from. Some forms of contraception can also be used to prevent the spread of STDs. Sexually transmitted diseases are worldwide issues that have short and long-term effects that can have a major impact on one's health. Illness and Disease Prevention is a skill that must be learned from a young age. As adolescents move toward sexual decision-making, prevention is a crucial part of making sure one is set up for a successful future.

Essential Questions:

- What is contraception and how does it work?
- What are the different forms of contraception, and how does each person find which option is right for them?
- What are some preventative measures people can take to avoid the spreading and receiving of STDs?
- What different types of STDs are out there, and how are each different?
- Can STDs be cured, and if not, what can one do to ensure a healthy future?
- When one is diagnosed with an STD, what measures should be taken to ensure minimal effects to both themselves and society?
- Why is it so difficult to discuss STDs among sexual partners, and what can one do to make the process easier?
- What is a way that someone can 100% avoid teen pregnancy and STDs?

Enduring Understandings:

- Contraception is an object or an idea that prevents a female from getting pregnant, by keeping a male sperm from fertilizing a female's ova.
- Contraception comes in many forms: hormonal, barrier, surgical procedures, and knowledge-based methods.
- Contraception as well as utilizing other safety measures can help with the prevention of sexually transmitted diseases.
- Sexually transmitted diseases can be divided into three main categories: Bacterial, Viral, and Parasitic.
- All STDs have either a cure or treatment plan and depending on one's individual situation, there can be both short and long-term effects.
- When one becomes diagnosed with an STD, there is a list of actions that must be taken in order to prevent further damage to one's self and/or society.
- Telling a partner you have an STD is a very challenging task, however, there are helpful tips put in place that can make it easier.
- Choosing Abstinence is the only way to be sure one does not become pregnant or contract any STDs.

Standards/Indicators/Student Learning Objectives (SLOs):

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.D	Safety
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.2.12	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.12.A	Interpersonal Communication
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
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.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

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.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
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.
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.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.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
HPE.2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
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.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
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.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding 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:

- What is contraception?
- Avoiding Teen Pregnancy

- Illness and Disease Prevention
- Abstinence: The Only Way to be Sure
- STDs Around the World
- You've Just Been Diagnosed... Now What?
- Living with a Sexually Transmitted Disease
- Partner Communication

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.7	<p>Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p> <p>Accurate information may help in making valuable and ethical choices.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p>

Inter-Disciplinary Connections:

LA.K-12.NJSLSA.R	Reading
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
SOC.K-12.3	Seeking Diverse Perspectives
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.

Equity Considerations

Amistad Mandate

Topic:

- STDs: Tuskegee Syphilis Experiment- Unfair treatment towards African Americans where health was concerned.
- African American Men and Women who have fought for reproductive rights: Elaine Brown, Byllye Avery, Khiara M. Bridges.

Materials Used:

<https://www.youtube.com/watch?v=fxeLohZEqs0>

<https://www.plannedparenthood.org/planned-parenthood-delaware/blog/brief-history-of-black-americans-fighting-for-reproductive-rights-and-justice>

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

Topic: Contraception:

- Holocaust victims were given hormones (unknowingly), causing infertility/ children being born with unusually low IQs.
- Modern-day Jewish beliefs towards the use of contraception.
- Unfair access to medical/reproductive resources.

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

Topic (Person and Contribution Addressed):

- Contraception: Contraception should be used regardless of gender identity, sexual orientation, disability, or reproductive ability.
- Rates of STDs: Differ among different groups of people.

Materials Used: <https://www.cdc.gov/std/life-stages-populations/stdfact-msm.htm>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

<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

Topic (Person and Contribution Addresses):

- Contraceptive use among Asian women: Lower than the global average due to lack of information and resources

Materials Used: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4776867/> National Library of Medicine Study

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Marking Period Assessment
- Quizzes

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Resources & Materials:

- Contraception Brief Case
- Google Platform
- STDs Pictures

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

- Define contraception through how it relates to pregnancy.
- Compare and contrast the difference between a hormonal and barrier method of contraception.
- Apply the methods of contraception that are used to prevent sexual transmitted infections.
- Identify preventative methods to avoid the spread of sexual transmitted infections.
- Differentiate the difference between the 3 types of STI's, (bacterial, viral, parasitic).
- Identify patterns between the types of STIs and their symptoms/treatments.
- Develop a plan on how to tell your partner you have an STI.
- Develop a logical argument that defends how abstinence is the only 100% effective way to avoid pregnancy or STIs.

Formative Assessment:

- Anticipatory Set
- Closure
- Do Now Questions
- Exit Tickets
- Warm-Up

Modifications

ELL Modifications:

- 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:

*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:

- 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

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

- Character Strong
- Google Classroom
- Google Docs/Forms/Etc.

Computer Science and Design Thinking Standards

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.