

Unit 3 Health 4 (2022)

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

Unit Overview:

Unit 3 focuses on sexual health as students will learn the skills to safe sexual practices in various social situations. Students will first understand the importance of abstinence and how it is the most effective way to prevent pregnancy and transmission of STIs. While it is important to highlight abstinence, students must also know what contraception is, the many forms of contraceptives available to them, and how to access them. Students will identify the three reasons for contraceptive usage and be able to identify the benefits, side effects, and effectiveness for both various barrier and hormonal methods. The second half of Unit 3 focuses on identifying and analyzing the STIs that students may be at risk for if they engage in sexual activity. Students will be able to categorize all common STIs in one of the three categories: bacterial, parasitic, and viral. Students will learn the historical traces of STIs, specific groups that have suffered due to lack of sexual health education, and how to advocate for sexual health and continue to educate themselves through access to valid resources.

Essential Questions:

- What is abstinence?
- What is contraception?
- What are the two types contraception?
- What are the three reasons for contraceptive usage?
- What are the three types of sexually transmitted infections/diseases?
- What is a bacterial sexually transmitted infection and what STIs are categorized in this type?
- What is a parasitic sexually transmitted infection and what STIs are categorized in this type?
- What is a viral sexually transmitted infection and what STIs are categorized in this type?

Enduring Understandings:

- Abstinence is refraining from sexual activity.
- Contraception is the act of preventing pregnancy and transmission of STIs. Methods include medications, procedures, devices, and behaviors.
- The two types of contraception is barrier and hormonal methods.
- The three reasons for contraception are prevention of pregnancy, hormone regulation, and prevention of transmission or sexually transmitted infections/diseases.
- The three types of STIs are bacterial, parasitic and viral STIs.
- Bacterial STIs are spread through bacteria by vaginal, anal, or oral sex. The main bacterial STIs are chlamydia, gonorrhea and syphilis.
- Parasitic STIs are spread through parasites by vaginal, anal or oral sex. The main parasitic STIs are trichomoniasis, pubic lice, and scabies.

- Viral STIs are spread through blood, semen, and other bodily fluids by vaginal, anal or oral sex, infected needles, blood transfusions, and other unsanitary practices. The viral STIs include, HPV, Hepatitis A and B, Herpes, and HIV/AIDS.

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.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:

- Abstinence
- Reasons and Types of Contraceptives
- Contraceptive Project
- Signature Activity (Intro to STIs)
- Bacterial STIs
- Parasitic STIs
- Viral STIs
- Editorial Cartoons
- Real-Life Scenarios

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., NJSLA.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

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Benchmark
- Contraceptive Project
- Unit Assessment

Resources & Materials:

- Chromebooks
- Dice
- Editorial Cartoons Speaking On HIV and AIDS
- Magic Johnson "The Announcement" Video
- Personal Devices
- Personal whiteboards for each student
- Previous Projects from past students
- STI Chart
- Various Forms of Contraceptives

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

- Categorizing and Comparing the Types of Sexually Transmitted Infections
- Cause and Effect of Not Using Contraception
- Create a Project Highlighting the Assigned Contraceptive
- Dice Roll Activity (Intro Contraceptive Lesson)
- Guided Discussions
- Signature Activity (Intro to STIs)

Formative Assessment:

- Anticipatory Set
- Closure
- Do Now
- Exit Ticket
- 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

- AnswerGarden
- Character Strong
- Google Classroom
- Google Slides, Forms, Docs
- Jamboard
- Pear Deck

- [YouTube](#)

Computer Science and Design Thinking Standards
