

2022 - Reproductive Systems Unit

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **7**
Status: **Published**

Essential Questions:

1. What is the Reproductive System
2. What is the purpose and the functions of the Reproductive System?
3. How do you keep your Reproductive System Healthy?

Enduring Understandings:

Students will be able to identify the organs and functions of the Reproductive System.

Unit Overview:

During this unit the students will be able to describe, identify and understand the Male and Female Reproductive Systems. Students will be able to explain how the systems are similar, yet, different and be able to explain the function and purpose of the Reproductive system. Students will also be able to explain ways on how to care and keep their Reproductive Systems healthy.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
HE.6-8.2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.

Lesson Titles:

Reproductive System

Male Reproductive System

Female Reproductive System

Puberty (Informational Text)

Career Readiness, Life Literacies, & Key Skills:

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving

Inter-Disciplinary Connections:

LA.K-12.NJSLSA.R	Reading
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Equity Considerations

Amistad Mandate

Topic: Examining the historical and contemporary contributions of diverse populations to the advancement of reproductive health and healthcare.

Website: "Reproductive Health Equity: A Historical Perspective" by the Guttmacher Institute:
<https://www.guttmacher.org/>

This lesson addresses Component 3 of the Amistad Mandate: "Promote student understanding of the historical and contemporary contributions of diverse populations to the advancement of public health and the health of all communities."

- Amistad
- Contributions of African Americans in our society
- Slavery in America

Holocaust Mandate

Topic: Examining the impact of the Holocaust on reproductive health and the experiences of targeted groups

Website: "The Holocaust and Reproductive Health" by the United States Holocaust Memorial Museum (USHMM): <https://www.sciencedirect.com/science/article/pii/S1553465006006613>

This lesson addresses Component 2 of the Holocaust Mandate: "Analyze the causes and consequences of the Holocaust, emphasizing the systematic persecution and murder of European Jews."

- Bias
- Bigotry
- Bullying
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Exploring the unique needs and considerations for LGBTQ+ and Disabled individuals in reproductive health education and healthcare access.

Website: "Reproductive Health Services for People with Disabilities" by the National Disability Rights Network: <https://www.ndrn.org/>

This lesson addresses Component 1 of the LGBTQ+ and Disabilities Inclusion Mandate: "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."

- Economic
- Political
- Social

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic: Exploring the diverse cultural perspectives and practices related to reproductive health within AAPI communities.

Website: "Asian Health Coalition: Reproductive Health" <https://www.asianhealth.org/>

This lesson addresses Component 4 of the AAPI Mandate: "Infuse the contributions and perspectives of Asian American and Pacific Islander communities throughout history into all aspects of the curriculum."

- Economic
- Political
- Social

Resources & Materials:

1. Chrome Book

2. Youtube/ Kahn Academy Video

-<https://www.youtube.com/watch?v=jRYEqOOrjH8&list=PLbKSbFnKYVY2CBGrhObSpqQagg0fYpT8K>

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

-<https://www.youtube.com/watch?v=bHBDdmj1yIs>

3. Media Center

4. Teacher created wkst

Alternative Assessment

Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Alternative Assessment
- Chapter Assessment

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

Instructional Strategies:

Students grow emotionally, physically and socially at a rapid rate during this period of adolescence.

Students will learn the function of the reproductive system.

Students will describe the menstrual cycle.

Students will understand various different ways of how to keep the system healthy.

Learning Activities- Worksheets/ notes that go along with lessons to recall information from each lesson.

Blooms Taxonomy/Understanding Your Health objectives and outcomes:

- Students will be able to define the Reproductive body system. (comprehension)
- Students will describe the importance of health education and relate caring for the reproductive system to overall wellness of your body. (Comprehension)
- Students will describe heredity, environment, and culture as influences on health over which they have little or no control. (Comprehension)
- Students will categorize behaviors, choices, and decisions that affect health. (Application, analysis) Students will evaluate how accepting responsibility for their own health and the health of others is step toward wellness. (Evaluation)
- List three functions of the Reproductive System
- Students will be able to evaluate and describe how the Male and Female Reproductive Systems are similar and different.
- Students will be able to recall the organs and functions of the reproductive system.

Formative Assessment:

- Anticipatory Set
- Closure
- Question and Answer
- 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

Chromebooks

Access chapters saved in google drive

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

Computer Science and Design Thinking Standards
