# Unit 1 - Reproduction and Disease

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Course(s): **Health 9**
Time Period:
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Status: **Published**

## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Comprehensive Health/Physical Education, Grade 9

# Unit 1 - Reproduction and Disease

**Belleville Board of Education**

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## Unit Overview

The students will compare and contrast the male and female reproductive anatomy. Students will identify problems that can occur within each and the importance of early detection (self exams). Students will be exposed to the female menstrual cycle, including ovulation and how this impacts reproduction. Students will compare and contrast the various forms of contraception methods and abstinence. Students will identify the different types of STIs and how to treat/cure them.

## Enduring Understanding

- Students will understand the differences between the male and female reproductive anatomy.
- Students will identify common disorders associated with both reproductive systems and how/where to seek help.
- Students will explain the processes of fertilization, menstruation and ovulation.
- Students will understand the importance of a self exam.
- Students will list and explain various contraceptive methods to prevent pregnancy and protect against STI'S.
- Students will identify which contraceptive methods are over the counter and which are prescribed by a doctor.
- Students will explain how some contraceptive methods protect against STI's, while others don't.
- Students will identify the various types of STIs, as well as how to treat and cure them.
- Students will have knowledge of the physical makeup of both the male and female reproductive system and their functions.
- Students will describe how to conduct self exams.

- Students will understand that abstinence is the only form on contraception that is 100% effective in preventing pregnancy and STI's.
- Students will develop strategies to remain sexually abstinent.
- Students will discuss the potential impact of adolescent sexual activity.
- Students will compare and contrast methods of contraception.

## Essential Questions

- What is the difference between the male and female sex cell?
- Why is it important to understand the reproductive anatomy?
- How does the female menstrual cycle impact reproduction?
- What role do contraceptives play in preventing pregnancy and disease?
- How are self exams a critical element in early detection of cancer/disease?
- How do you know when the time is right for you to become sexually active?
- What are the consequences of our choices in terms of wellness?
- To what extent can we keep ourselves disease free?
- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to others or ourselves?
- How does the human reproductive system work?
- Why is it important to maintain reproductive system health?
- How do you know which contraceptive method to use?
- What are the advantages and disadvantages of various forms of contraceptives?

## Exit Skills

- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Making responsible and informed choices will help maintain health and to promote safety for self and others.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| 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.1 | Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies. |
| 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.2.2.12.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.CS2 | Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems. |
| 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.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. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| LA.SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

| | |
|---|---|
| LA.SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| LA.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |
| LA.SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |
| LA.L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SCI.HS-LS3-1 | Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. |

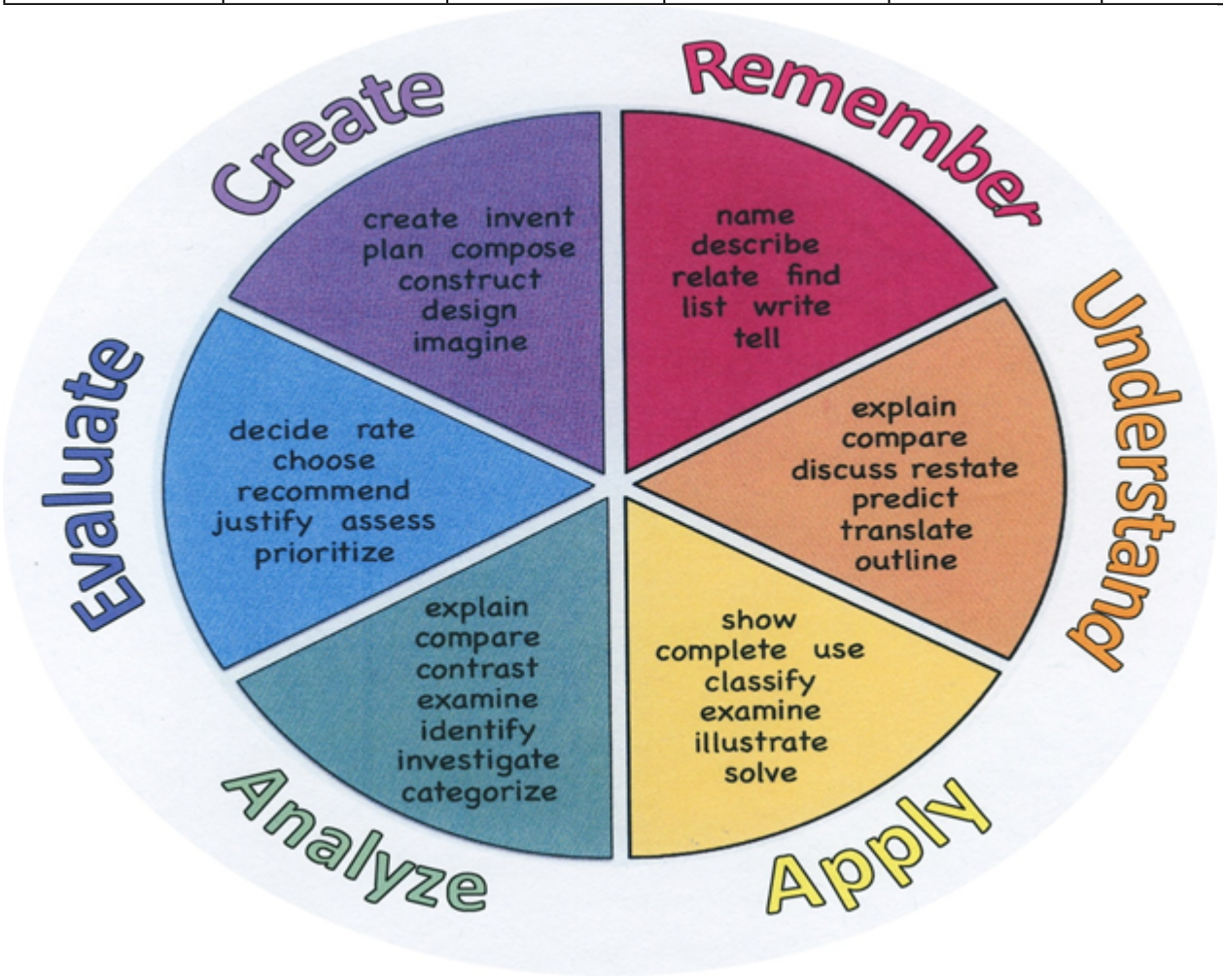
## Learning Objectives

- SWDAT Compare and contrast the various STIs and analyze and discuss how to prevent/treat each one.
- SWDAT Analyze the different disorders associated with the male and female reproductive systems.
- SWDAT compare and contrast male vs female anatomy.
- SWDAT identify and explain 5 stages of the menstrual cycle.
- SWDAT define ovulation and explain it's significance.
- SWDAT explain the importance of self examination and cancer screenings.
- SWDAT Compare and contrast the different methods of contraception.
- SWDAT Identify the different parts of the male and female reproductive system and explain each parts responsibility.
- SWDAT Compare and contrast the "healthy" and "unhealthy" reasons someone might want to have sex.
- SWDAT Identify the various challenges to staying abstinent and how to address them.
- SWDAT Analyze the consequences that result from unsafe and unprotected sex.
- SWDAT describe the signs and symptoms of various STI's.
- SWDAT understand how to prevent the contraction and spread of STI's.
- SWDAT identify and locate places to go for help when infected/pregnant.
- SWDAT Explain how contraceptive methods protect against pregnancy
- SWDAT Identify which contraceptive methods protect against STI's

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |

| | | | | | |
|---|---|---|---|---|---|
| Name<br>Omit<br>Recite<br>Select<br>State<br>Count<br>Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Illustrate<br>Indicate<br>Interrelate<br>Interpret<br>Infer<br>Match<br>Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Produce<br>Select<br>Show<br>Sketch<br>Solve<br>Use<br>Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Select<br>Subdivide<br>Survey<br>Arrange<br>Breakdown<br>Combine<br>Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Critique<br>Determine<br>Grade<br>Justify<br>Measure<br>Rank<br>Rate<br>Support<br>Test | Make<br>Originate<br>Organize<br>Plan<br>Produce<br>Role Play<br>Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |



## Suggested Activities & Best Practices

- "Post it Parade"
- active learning
- classroom assessment techniques
- Contraception Video analysis
- cooperative learning activities
- Discussion
- Fill in the Blanks
- Group Text Analysis
- Open Ended Questions
- Peer Led Team Learning
- STI BINGO
- STI Buzz Session
- Think, Pair, Share

## Assessment Evidence - Checking for Understanding (CFU)

Video discussions - formative assessment

Entrance/exit tickets - formative assessment

Think, pair, share - formative assessment

Unit test - summative assessment

Group presentations - alternative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks

- Compare & Contrast - STI/STD
- Compare and Contrast Contraceptive Methods
- Contraception Slides Presentation
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes - STI and Contraception
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- STI poster
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Mc Graw Hill Education - Glencoe Comprehensive Health and Physical Education Virtual Textbook

- Chapter 16 Edocrine and Reproductive Health - Lessons 1, 2 and 3 (with Spanish Translation)
- Chapter 24 Sexually Transmitted Diseases and HIV/AIDS - Lessons 1, 2, 3 and 4 (with Spanish Translation)

McGraw Hill Education - Human Sexuality

- Chapter 3 The Reproductive System - Lessons 1, 2 and 3 (with Spanish Translation)
- Chapter 7 Sexually Transmitted Diseases - Lessons 1 and 2 (with Spanish Translation)
- Chapter 8 HIV and AIDS - Lessons 1 and 2 (with Spanish Translation)

## Ancillary Resources

Supplemental Teacher Resources:

- Female reproductive system slideshow presentation
- Female reproductive system note sheet
- Female reproductive system fill in the blank diagram
- Female reproductive disorder information sheet
- "once upon a fallopian tube" storyboard
- Male reproductive system slideshow presentation
- Male reproductive system note sheet
- "journey of a sperm cell" storyboard
- Male reproductive disorder information sheet
- Making healthy decisions slideshow presentation
- Making Health decisions scenarios
- STI slideshow presentation
- STI fill in chart
- STI study guide
- Reproductive system unit review
- Reproductive system test
- Contraceptive methods slideshow presentation
- Contraceptive methods fill in chart

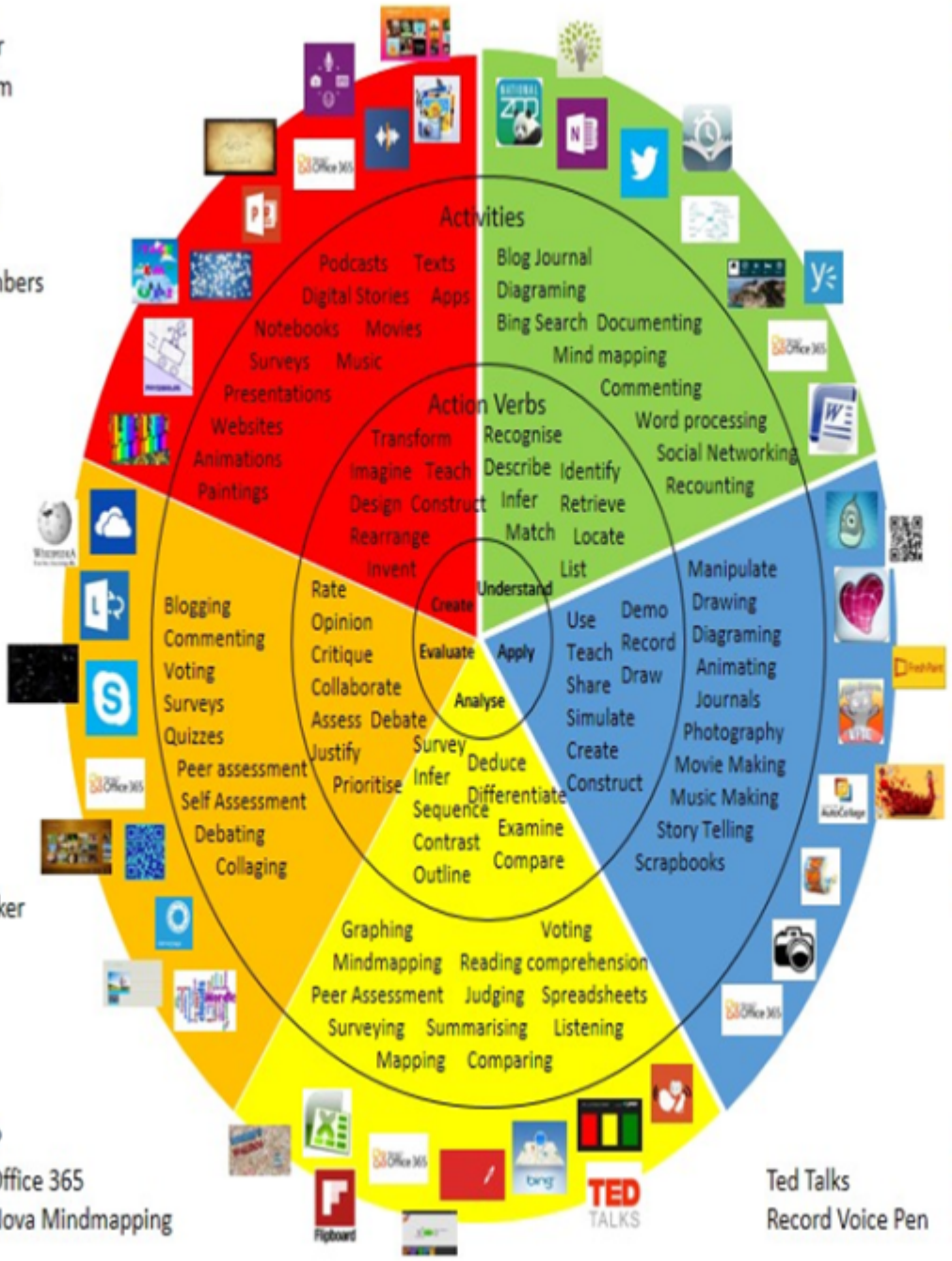
## Technology Infusion

- Smart TV
- Youtube: STI videos on signs and symptoms and treatment - CHLAMYDIA, PUBIC LICE, GENITAL HERPES, GONORRHEA, HIV, HPV, SYPHILIS, SCABIES
- Youtube: Female and male reproductive system videos
- Youtube: Contraceptive videos - male condom, female condom, vasectomy, tubal ligation
- Google Classroom
- Chromebooks
- Slideshow Presentations - female reproductive system, male reproductive system, STIs, Contraceptive methods

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.12.D.5 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. |
| TECH.8.1.12.F.CS1 | Identify and define authentic problems and significant questions for investigation. |
| TECH.8.1.12.F.CS2 | Plan and manage activities to develop a solution or complete a project. |
| TECH.8.1.12.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**Differentiations:**

- Choice of creating a powerpoint, poster or pamplet
- Notes posted on Google Classroom to reference
- Printed notes
- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Informational videos
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations

- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Kahoot!
- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- Contraceptive Visual Aides
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- Notes posted on Google Classroom
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- STI chart to assist with note taking
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- Glencoe Comprehensive Health and Human Sexuality Translated Materials
- having peers take notes or providing a copy of the teacher’s notes

- modifying tests to reflect selected objectives
- Partner Work with translator
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- Translated notes and worksheets
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- pictures, charts and Fill-in-the-blank notes
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- STI and contraception study guides
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Create campaigns to demonstrate advocacy
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Student-led review groups
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

**Unit Name:** Contraceptive Methods

**NJSLS:** (linked below)

**Interdisciplinary Connection:** English Literacy, Health Literacy, Scientific Reasoning

**Statement of Objective:**

- SWDAT Compare and contrast the different methods of contraception.
- SWDAT Identify the different parts of the male and female reproductive system and explain each parts responsibility.
- SWDAT Analyze the different disorders associated with the male and female reproductive systems.
- SWDAT Explain how contraceptive methods protect against pregnancy
- SWDAT Identify which contraceptive methods protect against STIs

**Anticipatory Set/Do Now:** Google Classroom Post: Explain why some contraceptives protect against STIs, but others do not.

**Learning Activity:** Students are to work with a partner to fill in the contraceptive chart. Focusing on the effectiveness against pregnancy and STIs, how the method is used, where to get it and if you need a prescription. Then, through the use of powerpoint and group discussion, the class will work together to complete the contraceptive method chart and answer any questions.

**Student Assessment/CFU's:** Teacher Observation

**Materials:** Smart TV, Powerpoint, Chromebooks, Contraceptive options chart, Google classroom

**21st Century Themes and Skills:** (linked)

**Differentiation:** By Process

**Integration of Technology:** Powerpoint, Google Classroom

| | |
|---|---|
| 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.CS1 | Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions. |
| 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.E.CS1 | Potential solutions to health issues are dependent on health literacy and available resources. |
| 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.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. |