| ***Health Grade 9 Unit 10: Sexually Transmitted Diseases***  ***January*** | | | | | |
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| **Targeted Standards**  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.1 Personal and Mental Health by the End of Grade 12**  **Personal Growth and Development**  The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.  • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.  • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.  **Pregnancy and Parenting**  There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.  • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).  • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.  **Emotional Health**  Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.  • 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.  • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.  Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.  • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).  • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).  **Social and Sexual Health**  How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.  • 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.  • 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.  • 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.  Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.  • 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).  • 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.  • 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.  • 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.  There are many factors that influence how we feel about ourselves and the decisions that we make.  • 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.  • 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.  There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.  2.1.12.SSH.10: Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media.  **Community Health Services and Support**  Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.  • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.  • 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.  • 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.  • 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).  Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.  • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.  Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.  2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.3 Safety by the End of Grade 12**  **Personal Safety**  Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.  • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).  • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.  State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.  • 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).  • 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.  • 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.  Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.  • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).  • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.  • 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.  **Health Conditions, Diseases and Medicines**  Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.  • 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).  Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.  • 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.  • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).  Public health policies are created to influence health promotion and disease prevention and can have global impact.  • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).  • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).  Mental health conditions affect individuals, family members, and communities.  • 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).  **Alcohol, Tobacco and other Drugs**  • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.  **Dependency, Substances Disorder and Treatment**  Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.  • 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.   |  | | | | --- | --- | --- | |  |  | | | | | | |
| Rationale and Transfer Goals:  The number of sexually transmitted diseases increases by the day.  This unit is designed to show students what kinds of diseases are out in the world and how they can avoid them. | | | | | |
| Enduring Understandings:  Types of STDs and their symptoms.  Preventive behaviors can reduce your risk of transmission.  How to prevent STDs and pregnancy using preventative measures | | | | | |
| Essential Questions:  What are STDs?  What do you know about infections that are spread through sexual contact?  Why is it important to know about these infections?  What are their symptoms?  How do you become infected?  What preventative measures can be taken? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| ***Content***  ***What students will know*** | ***Skills***  ***What students will be able to do*** | | ***Activities/Strategies***  ***How we teach content and skills*** | | ***Evidence (Assessments)***  ***How we know students have learned*** |
| What students will know  Communicable diseases  Sexually transmitted diseases  HIV/AIDS  Non communicable diseases | Discuss various types of STD’s  Discuss preventative measures to take against STD’s  Discuss types of peer relationships and pressure | | How we teach content and skills  Presentation; STDs and diseases.  Role playing scenarios  Packet; STDs | | Presentation  Summative: Personal Project  Students will research a Sexually transmitted disease and present their information to the class.  20 Standards Assessed  Public Service  Summative: Sample Assessment Item  Students will create a pamphlet for preventing AIDS.  20 Standards Assessed  Tests and Quizzes  Formative: Written Test  written exam on diseases.  20 Standards Assessed |
| Spiraling for Mastery | | | | | |
| ***Content or Skill for this Unit*** | | ***Spiral Focus from Previous Unit*** | | ***Instructional Activity*** | |
| Note taking  Effective communication  Healthy relationships  Respecting yourself and others | | Effective communication  Literacy activities  Peer relationships  Respecting yourself and others | | Health literacy activities  Group scenarios  Projects  (PSA) on STD & Preventions  T-charts – causes/ways to spread-preventions  Chapter assessment | |
| **21st Century Skills:**  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health  Cross-cutting discussions of financial costs and benefits to lifelong fitness  **CRP6. Demonstrate creativity and innovation.**  Creativity in development of workout plans for variety and maintaining interest  **CRP11. Use technology to enhance productivity.**  Use of online and mobile technology to support lifetime health and fitness goals  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create, problem solve, and participate in games  **CRP4. Communicate clearly and effectively and with reason.**   * all aspects of course | | | | | |
| **Key resources:**    *Glencoe Health*  [www.Glencoe.com](http://www.glencoe.com)  [www.pecentral.com](http://www.pecentral.com) | | | | | |
| **Interdisciplinary Connections**  **ELA**  **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.  **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  **RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.  **RST.9-10.2.** Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  **RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.  **RST.9-10.7.** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.  **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **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.   * standards supporting written and print communication across all areas of the course   **Science**  **HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]  **HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.  **HS-LS2-8.** Evaluate evidence for the role of group behavior on individual and species’ chances to survive and reproduce.   * Connections to study of exercise physiology and associated anatomy * Basic understanding of communicability of diseases in discussion of wellness   **Math**  **Creating Equations A -CED**  A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*  **Modeling with Geometry G-MG**  A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).  **Interpreting Categorical and Quantitative Data S-ID N-ILN**  A. Summarize, represent, and interpret data on a single count or measurement variable  1. Represent data with plots on the real number line (dot plots, histograms, and box plots).  **Making Inferences and Justifying Conclusions S-IC**  B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies  math processes related to fitness and health data, geometry in gameplay, and quantitative representationss | | | | | |