9th Grade HEALTH unit 2- STDs

Content Area: **Health & PE**
Course(s):
Time Period: **October**
Length: **3 Weeks**
Status: **Published**

Targeted Standards

2.1.12	Personal and Mental Health
2.1.12.PGD	Personal Growth and Development
	The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
	There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.
2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8	Assess the skills needed to be an effective parent.
2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
2.1.12.SSH	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.
	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.
	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.
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.

Rationale & 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 - What are the most essential conclusions that students should be guided towards throughout this unit?

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 the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

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

Content - What students will know

Communicable diseases

Sexually transmitted diseases

HIV/AIDS

Non communicable diseases

Skills - What students will be able to do

Discuss various types of STD’s

Discuss preventative measures to take against STD’s

Discuss types of peer relationships and pressure

Instructional Activites

Activities/Strategies - How we teach content and skills

How we teach content and skills

Presentation; STDs and diseases.

Role playing scenarios

Packet; STDs

Evidence (Assessments) - How we know students have learned

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 - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Note taking

Effective communication

Healthy relationships

Respecting yourself and others

Spiral Focus from Previous Unit

Effective communication

Literacy activities

Peer relationships

Respecting yourself and others

Instructional Activity

Health literacy activities

Group scenarios

Projects

(PSA) on STD & Preventions

T-charts – causes/ways to spread-preventions

Chapter assessment

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

- • 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).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

Interdisciplinary Connections - How does this content impact the following groups

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

MATH

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

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

Key Resources

Glencoe Health

www.Glencoe.com

www.pecentral.com