

Winslow Township School District
9th Grade Health
Human Sexuality

Overview: This unit will build students’ understanding on reproductive health. Students will understand the importance of abstinence and different methods of contraception to prevent pregnancy and the spread of STI’s. Students will learn how to recognize and treat STI’s.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> ● Reproductive Health ● Abstinence ● Contraception ● Sexually Transmitted Diseases 	2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.3 2.1.12.SSH.5 2.1.12.SSH.6 2.1.12.SSH.7 2.1.12.SSH.8 2.1.12.CHSS.4 2.1.12.CHSS.5 WIDA 1	<ul style="list-style-type: none"> ● Students will analyze the impact of sexual activity on teens and compare and contrast choices teens can make regarding sexual activity. ● Students will analyze factors that influence choice, use, and effectiveness of contraceptive methods as they relate to STI’s and reproductive health and will be able to recall risk-reduction and risk- elimination strategies. 	<ul style="list-style-type: none"> ● Why is it important to perform male and female self-exams on a regular basis? ● What are the causes of common STI’s and how are they transmitted? ● What methods of contraception are available and effective in reducing the risk of pregnancy and STI’s?
<i>Enduring Understandings</i>	<ul style="list-style-type: none"> ● There are many minor and severe conditions that can affect the male and female reproductive organs, doing self-exams can help identify many of these prior to seeing a healthcare provider. ● STI’s are caused by bacteria, viruses, or parasites and are transmitted by unprotected sexual contact. ● There are many contraceptive methods, over the counter and through a doctor that are effective in reducing the risk of unintended pregnancy and the spread of STI’s. Except abstinence, there are no contraceptive methods that are 100% effective. 		

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Unit	Standards		Pacing	
			Days	Unit Days
Reproductive Health Abstinence Contraception Sexually Transmitted Diseases	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	18
	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.	2	
	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.	1	
	2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.	1	
	2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.	2	
	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.	2	
	2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.	1	
	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).	1	
	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).	1	
	Assessment, Re-teach and Extension			

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Grade 9		
Core Idea	Indicator #	Performance Expectations
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).
There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.	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.
There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.	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.
Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.	2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.	2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.	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.

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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.
Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.	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).

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Abstinence, Contraception, STI, Reproductive Health	
Assessment Plan	
<p>Assess student's knowledge in the form of a written test. Survey student's knowledge through a K-W-L-A chart Teacher observation of skills Self-evaluation Peer evaluation Current Event Article Summary Questioning Strategies Polls/Surveys Exit Tickets Student Demonstrations Individual, partner or group work</p>	<p>Alternative Assessments:</p> <p>Videos with discussion/enrichment</p> <p>Written Rubrics on identified activities</p> <p>Worksheets/Packets</p> <p>Guided Notes from PowerPoint presentation</p> <p>Warm up Questions</p>

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Resources	Activities
<p>Text book</p> <p>Yes You Can Make Smart Choices (By: NJ Physicians Advisory Group),</p> <p>Yes You Can Build Health Relationships (By: NJ Physicians Advisory Group)</p> <p>Edmodo</p> <p>www.pecentral.com</p> <p>www.njapherd.org</p> <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<p>Abstinence:</p> <ol style="list-style-type: none"> 1. Define sexual abstinence 2. Brainstorm the negative impacts of unintended teenage pregnancy on education and future careers 3. Investigate statistics on teenage pregnancy 4. Research responsible decision making methods and strategies to resist sexual activity <p>STI's and Contraception:</p> <ol style="list-style-type: none"> 1. Define STI 2. Discuss and categorize common STI's 3. Compare and contrast methods of contraception 4. Analyze factors that influence the choice, use and effectiveness of contraception 5. Develop risk-elimination strategies regarding STI's and contraception 6. Connect the use of alcohol and drugs and the increased rate of STI's and unintended pregnancy <p>Male/Female Reproductive Health:</p> <ol style="list-style-type: none"> 1. Define and label the male/female reproductive organs 2. Explain healthcare strategies of male/female reproductive systems to the prevention and treatment of disease

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> ● Relate to and identify commonalities in health practices in students home country ● Speak and display terminology and movement ● Teacher Modeling ● Peer Modeling ● Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> ● Students can complete extend research outside of the classroom ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Project Based Learning ● Real world scenarios ● Student Driven Instruction ● Gifted Programming Standards ● Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ● REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections

ELA

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Interdisciplinary Standards

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.