

**Winslow Township School District**  
**9<sup>th</sup> Grade Health**  
**Human Sexuality**

**Overview:** This unit is designed to educate the students on the importance of building good character based on the core ethical values. The unit also educates the students on communication and listening skills.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> <li>● <b>Character Development</b></li> <li>● <b>Communication Skills</b></li> <li>● <b>Relationships</b></li> </ul>	2.1.12.PGD.1  2.1.12.EH.1  2.1.12.EH.3  2.1.12.SSH.2 2.1.12.EH.4 2.1.12.SSH.4  2.1.12.CHSS.1  WIDA 1	<ul style="list-style-type: none"> <li>● Students will explain the impact of core ethical values on personal character development and analyze how it may impact the community, including current issues among the disabled and create recommendations to address those issues.</li> <li>● Students will define and assess different types of relationships to be able to identify the risk factors for unhealthy relationships and analyze ways in which individuals can choose and promote healthy relationships as well as intervention strategies for unhealthy relationships.</li> <li>● Students will identify effective communication skills to show respect for others, regardless of differences, and assess how their current communication styles may need to be changed to strengthen interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important to have good character?</li> <li>● What are the traits of a person with good character?</li> <li>● What is a role model and why is it important?</li> <li>● What are the three communication styles?</li> </ul>
<i><b>Enduring Understandings</b></i>	<ul style="list-style-type: none"> <li>● Good character is an outward expression of inner values. A person with good character demonstrates core ethical values; responsibility, honesty, integrity, and respect. They understand techniques for communicating, consideration, and respect themselves and others.</li> <li>● A person with good character demonstrates responsibility, trustworthiness, respect, fairness, caring, and citizenship.</li> <li>● A role model is someone whose success or behavior serves as an example for others and is important in developing and strengthening good character traits.</li> <li>● The three communication styles are; passive (the inability and unwillingness to express thoughts and feelings), aggressive (the inability to consider the rights of others by often trying to get their way through intimidation and bullying), and assertive (expressing thoughts and feelings clearly and directly without hurting others).</li> </ul>		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> <li>● <b>Character Development</b></li> <li>● <b>Communication Skills</b></li> <li>● <b>Relationships</b></li> </ul>	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.	1	9
	2.1.12.EH.1	Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.	1	
	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).	1	
	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).	1	
	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.	1	
	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).	1	
	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.	1	
	<b>Assessment, Re-teach and Extension</b>			

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<b>Grade 9-12</b>		
<b>Core Idea</b>	<b>Indicator #</b>	<b>Performance Expectations</b>
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.
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.
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).
Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.	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).
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.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.
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).
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.

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<b>Parenting, Childbirth and Pregnancy</b>	
<b>Assessment Plan</b>	
<ul style="list-style-type: none"><li>● Assess student's knowledge in the form of a written test.</li><li>● Survey student's knowledge through a K-W-L-A chart</li><li>● Teacher observation of skills</li><li>● Self-evaluation</li><li>● Peer evaluation</li><li>● Current Event Article Summary</li><li>● Questioning Strategies</li><li>● Polls/Surveys</li><li>● Exit Tickets</li><li>● Student Demonstrations</li><li>● Individual, partner or group work</li></ul>	<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><a href="http://www.pecentral.com">www.pecentral.com</a></p> <p><a href="http://www.njapherd.org">www.njapherd.org</a></p> <p>Diversity, Equity &amp; Inclusion Educational Resources  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<p><b>Character Development:</b></p> <ul style="list-style-type: none"> <li>● Identify personal/family core ethical values.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>● Define communication and list the types of ways in which you can communicate.</li> <li>● Evaluate your own forms of communication and determine if changes need to be made to communicate more effectively and improve interpersonal relationships.</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>● Define healthy and unhealthy relationships; list the characteristics of a healthy relationship and unhealthy relationship; compare and contrast the list</li> <li>● Predict and discuss how relationships evolve over time friendships, family, dating relationships, lifetime commitment</li> <li>● Identify risk factors for relationship abuse</li> <li>● List the long term negative implications of relationship abuse</li> <li>● Determine effective prevention and intervention strategies to address domestic or dating violence (including date rape)</li> </ul>
<b>Instructional Best Practices and Exemplars</b>	
1. Identifying similarities and differences	6. Cooperative learning

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- 2. Summarizing and note taking
- 3. Reinforcing effort and providing recognition
- 4. Homework and practice
- 5. Nonlinguistic representations

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



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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.

**Computer Science and Design Thinking**

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

**8.2.12.ED.5:** Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

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

**8.2.12.ED.1:** Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.