

Winslow Township School District
9th Grade Health
Human Sexuality

Overview: This unit is designed to educate the students on understanding the responsibilities and changes that occur during pregnancy and while being a parent. We will go into detail about the health, legal, financial and social consequences of adolescent and unintended pregnancy along with the changes the female will experience while being pregnant. The unit also educates the students on early symptoms of pregnancy, the process of conception, and fetal development.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> ● Pregnancy ● Childbirth ● Teen Pregnancy ● Teen Parenting 	2.1.12.PP3 2.1.12.PP4 2.1.12.PP5 2.1.12.PP6 2.1.12.PP7 2.1.12.PP8	<ul style="list-style-type: none"> ● Students will list available methods of confirming pregnancy and describe the development of the embryo and fetus during pregnancy and identify how lifestyle choices can negatively affect fetal development. ● Students will research and evaluate various childbirth options and parenting strategies and determine which styles are appropriate/effective. 	<ul style="list-style-type: none"> ● What are some reasons why people choose to become parents and how can parenting styles differ? ● Why is it important to be able to access valid and reliable health information when making decisions about choices one may make during all stages of pregnancy?
<i>Enduring Understandings</i>	<ul style="list-style-type: none"> ● People may choose to become parents for various reasons. Sometimes they are for selfish reasons, such as, to build one’s ego, compensate for something that is missing in one’s life or to conform to what other’s want or are doing; other times they are for unselfish reasons, such as, to love and guide someone. The reasons by which people choose to have children will often reflect in their parenting styles; children born to people who have carefully thought through their reasons for having children will have the best chance to raise a healthy family. ● It is important to have access to valid and reliable health information, products and services to improve one’s ability to make health enhancing choices and protect quality of life. 		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> ● Pregnancy ● Childbirth ● Teen Pregnancy ● Teen Parenting 	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	11
	2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.	3	
	2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).	2	
	2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.	1	
	2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.	1	
	2.1.12.PP.8	Assess the skills needed to be an effective parent.	1	
	Assessment, Re-teach and Extension		2	

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Grade 9-12		
Core Idea	Indicator #	Performance Expectations
There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.	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.
There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.	2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.	2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.	2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.	2.1.12.PP.8	Assess the skills needed to be an effective parent.

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Parenting, Childbirth and Pregnancy	
Assessment Plan	
<ul style="list-style-type: none"> ● 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>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>
Resources	Activities
<p>Text book Yes You Can Make Smart Choices (By: NJ Physicians Advisory Group), Yes You Can Build Health Relationships (By: NJ Physicians Advisory Group)</p> <p>Edmodo www.pecentral.com www.njapherd.org Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ol style="list-style-type: none"> 1. List the methods of confirming pregnancy 2. Discuss reasons couples choose to have children. 3. Identify the stages of fetal development 4. Assess how lifestyle choices can impact fetal growth (fetal alcohol syndrome) 5. Identify various delivery options 6. Discuss the incidence of delivery complications, including infant mortality 7. Brainstorm various parenting strategies and discuss effectiveness.

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Instructional Best Practices and Exemplars

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|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 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 <ul style="list-style-type: none"> ❖ 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.

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.