

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown High School
Health and Physical Education**

**Health Education
*Grade 9***

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Course Description and Fundamental Concepts

Freshman Health begins with the Elements of Health Unit. This unit covers the aspects of Physical, Mental & Emotional and Social Health and continues on with a unit on Communication Skills. Students will also study how to use prescription and over the counter (OTC) drugs safely, why it is important to choose an alcohol and tobacco free lifestyle as well as avoiding illegal drug use. Students will also discuss sexually transmitted diseases/infections including HIV/AIDS, contraceptives, and abstinence behavior. Relationships and dating, teen pregnancy and cyberbullying will also be introduced and evaluated.

New Jersey Student Learning Standards (NJSLS)

2020 Comprehensive Health and Physical Education Standards

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

(ADD ALL SUBJECT/CONTENT STANDARDS TAUGHT IN THIS COURSE)

Unit Addressed	Standard #	Standard Description
Elements of Health (1)	2.1.12.PGD.2	<i>Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</i>
Elements of Health (1)	2.1.12.EH.1	<i>Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</i>
Elements of Health (1)	2.1.12.EH.4	<i>Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</i>
Communication (2)	2.3.12.PS.8	<i>Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</i>
Communication (2)	2.3.12.PS.9	<i>Evaluate strategies to use social media safely, legally, and respectfully</i>
Communication (2)	2.3.12.PS.10	<i>Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</i>
Nutrition (3)	2.2.12.N.1	<i>Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</i>
Nutrition (3)	2.2.12.N.3	<i>Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</i>
Drugs, Tobacco/Vape Alcohol, Opioids (4,5,6)	2.3.12.ATD.1	<i>Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</i>

Drugs, Tobacco/Vape Alcohol, Opioids (4,5,6)	2.3.12.ATD.2	<i>Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</i>
Drugs, Tobacco/Vape Alcohol, Opioids (4,5,6)	2.3.12.DSDT.3	<i>Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).</i>
Physical Fitness (7)	2.2.12.PF.1	<i>Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime</i>
Physical Fitness (7)	2.2.12.PF.2	<i>Respect and appreciate all levels of ability and encourage with care during all physical activities</i>
Physical Fitness (7)	2.2.12.LF.1	<i>Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</i>
Physical Fitness (7)	2.2.12.LF.5	<i>Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</i>
Healthy Relationships (8)	2.1.12.SSH.1	<i>Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</i>
Healthy Relationships (8)	2.1.12.SSH.2	<i>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.</i>
Teen Pregnancy (9)	2.1.12.PP.2	<i>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.</i>
Teen Pregnancy (9)	2.1.12.PP.5	<i>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).</i>
Teen Pregnancy (9)	2.1.12.PP.7	<i>Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</i>
STD/STI (10)	2.1.12.SSH.6	<i>Analyze the benefits of abstinence from sexual activity using reliable resources.</i>

STD/STI (10)	2.1.12.SSH.7	<i>Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies</i>
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(ADD UNIT #(s) INTO CHART)

English Companion Standards

List grade-level appropriate companion standards for **History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12**. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
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Communication/ Elements of Health (1, 2)	NJSLSA.R6	<i>Assess how point of view or purpose shapes the content and style of a text.</i> <i>Integration of Knowledge and Ideas</i>
Nutrition (3)	NJSLSA.SL4	<i>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i>
Drugs/Alcohol (4)	NJSLSA.W6	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>
Drugs (4,6)	SL.9-10.4	<i>Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</i>
Tobacco/Vaping (5)	NJSLSA.R1	<i>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.</i>
Relationships	SL.9-10.1.	<i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</i>
STD Prevention (10)	W.9-10.6.	<i>Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s</i>

		<i>capacity to link to other information and to display information flexibly and dynamically.</i>
STD Prevention (10)	NJSLSA.SL5	<i>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>

(ADD UNIT #(s) INTO CHART)

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)

List appropriate units below for which standards will be addressed

By Grade 12

Unit Addressed	Core Idea	Standard / Description
Elements of Health (1)	There are strategies to improve one's professional value and marketability.	<i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i>
Elements of Health (1)	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<i>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</i>
Drugs/Alcohol/Opioids (5,6)	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<i>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</i>

(ADD UNIT #(s) INTO CHART)

Life Literacies and Key Skills (Standard 9.4)

List appropriate units below for which standards will be addressed

By Grade 12

Unit Addressed	Core Idea	Standard / Description
Elements of Health	Creativity and Innovation: With a growth mindset, failure is an important part of success.	<i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>

Communication	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i>
Relationships	Information and Media Literacy: Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
7, 9	HS-LS1-4	<i>In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Elements of Health, Communication, Nutrition/ Physical Fitness	February (~18 days)
Alcohol, Drugs, Vaping, E-cigarettes	March (~15-20 days)
Opioids, Health Relationships,	April (~15-20 days)
Teen Pregnancy, STD's and Prevention	May (~18 days)

[Units Scope and Sequences](#)

Unit I Name: Elements of Health

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.1.12.PGD.2, 2.1.12.EH.1, 2.1.12.EH.4](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

A person's health encompasses physical, mental, emotional and social elements. Internal and External forces may impact those elements in positive and negative ways.

Objectives

Students will be able to...

- Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- Debate the social and ethical implications of the availability and use of technology and medical advance to support wellness
- Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
- Relate advances in medicine and technology to the diagnosis and treatment of mental illness
- Develop a personal stress management plan to improve/maintain wellness
- Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers
- Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- Analyze the impact of competition on personal character development
- Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others
- Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

Unit II Name: Communication

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - [2.3.12.PS.8](#), [2.3.12.PS.9](#), [2.3.12.PS.10](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards.](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Communication is a necessary skill needed as a student enters into high school. Being able to resolve conflicts, resist peer pressure, and navigate contemporary communication platforms will allow a student to increase their wellness.

Objectives

Students will be able to

- Predict the short- and long-term consequences of unresolved conflicts
- Analyze how new technologies (i.e. social media) may positively and negatively impact the incidence of conflict or crisis
- Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts
- Analyze the impact of technology on interpersonal communication in supporting wellness and healthy lifestyle.

Unit III Name: Nutrition

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.2.12.N.1, 2.2.12.N.3](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards.](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

This unit is to introduce nutrition and inform students about My Plate and the six categories of food and what the daily recommendations are. Students need to know what they are putting into their bodies so they can run correctly. Learning to make healthful food choices will keep you healthy throughout your life.

Objectives

Students will be able to...

- Apply basic nutritional and fitness concepts to lifestyle behaviors to see how it impacts wellness.
- Understanding the food they eat affects their health and quality of life.
- Know that there are a variety of factors that influence food choices.
- Apply how each of 6 nutrients has a specific job or vital function to keep you healthy.
- Use MyPlate to choose healthful foods.
- Understand how to balance Food and Physical Activity
- Learn how to read food labels and understand that they provide important information about ingredients and nutritional value of foods.
- Demonstrate how caffeine affects the body.
- Understand how much caffeine is in different, everyday products.
- Complete a final project that includes
 - how nutrition can affect the overall health status and quality of life.
 - demonstrate how advertisements can influence the choices we make and how those decisions can affect our health.
 - how to access valid information about nutritional facts on the computer.
 - demonstrate their ability to write a speech they would give to younger peers about the benefits of a balanced diet and risks of an unhealthy diet.
 - demonstrate his/her decision-making skills by comparing two labels and deciding which one is healthier and defend that decision.
 - demonstrate goal-setting skills by addressing his/her areas for improvement and creating goals around those to improve their nutrition.
 - demonstrate that he/she can calculate the number of calories consumed in one day and analyze the areas of the food groups that need improvement.
 - demonstrate how he/she would be an advocate and communicate the benefits of a balanced diet and risks of an unhealthy diet to a younger audience.

Unit IV Name: Alcohol and Drugs

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - [2.3.12.ATD.2](#), [2.3.12.ATD.1](#), [2.3.12.DSDT.3](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards.](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

The use and abuse of alcohol and illegal drugs can have lasting effects on a person's mental, physical, interpersonal and financial health. There are private and state based resources available to those individuals who may be addicted to alcohol or illegal drugs.

Objectives

Students will be able to...

- Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries
- Debate the various legal and financial consequences of the use, sale, and possession of illegal substances
- Correlate increased alcohol use with challenges that may occur at various life stages.
- Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- Relate injured drug use to the incidence of diseases such as HIV/AIDS and hepatitis
- Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death
- Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
- Analyze the societal impact of substance abuse on the individual, family, and community.

Unit V Name: Vaping, E-cigarettes

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.3.12.ATD.2, 2.3.12.ATD.1, 2.3.12.DSDT.3](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards.](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

This unit provides an understanding of the inner workings of e-cigarettes, the content of the aerosols they produce, and third hand smoke.

Objectives

Students will be able to...

- Increase knowledge about basic facts of e-cigarettes and the harm they cause
- Gain awareness of strategies manufacturers and sellers of e-cigarettes employ to increase use among adolescents, such as deceptive and creative marketing strategies
- Gain skills to refuse experimentation and use of e-cigarettes.

Unit VI Name: Understanding the Opioid Epidemic

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - [2.3.12.ATD.2](#), [2.3.12.ATD.1](#), [2.3.12.DSDT.3](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#).

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

This unit will look at the misconceptions and facts about opioids. Through the unit and lessons the students will learn the science behind prescription opioid misuse and heroin use, overdose, and withdrawal. The students will discover that opioid use may start off as a choice, but it can become a chemical dependency. Students will be able to apply what they learn to explain the science behind authentic stories of prescription opioid misuse and heroin use.

Objectives

Students will be able to...

- **ENGAGE:**Students will be introduced to what an opioid is, the different types of drugs that are classified as opioids, and common reasons why they are taken.
- **EXPLORE:**Students will compare and contrast models of a healthy nervous system with the natural release of endorphins to prescription opioid misuse and heroin use.
- **EXPLORE:**Students will be able to explain the chemical imbalances in each to describe why opioids are prescribed.
- **EXPLAIN:**Students will analyze images produced by brain mapping to explain how opioid misuse can cause changes in areas of the brain related to judgment, decision making, learning and memory, and behavior control. Students will construct an explanation of how this is evidence of a brain disease.
- **EXPLAIN:**Students will learn and be able to explain how brain development during adolescence leads to additional risks on their bodies.
- **ELABORATE:**Students will apply the information they obtained to compare and contrast homeostasis and allostasis during opioid misuse and to explain withdrawal cycles and overdose.
- **ELABORATE:**Students will uncover how we can become physically dependent on opioids.
- **EVALUATE:**Students will examine case studies modeled after real-world stories of prescription opioid misuse and heroin use and apply what they learned throughout the lesson to explain the science behind one of them. Their explanation will include at least one fact or misconception from the beginning of the lesson.

Unit VII Name: Physical Fitness Unit

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - [2.2.12.PF.1](#), [2.2.12.LF.1](#), [2.2.12.LF.5](#), [2.2.12.PF.2](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards.](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

This unit is to introduce the Physical Activity and Fitness Unit and inform students on the benefits of being physically active and specific ways to improve personal fitness. Students need to know how to take care of their overall health. Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Objectives

Students will be able to...

- Physical activity benefits all aspects of your health.
- Sedentary lifestyle increases your risk of a variety of health problems.
- Several short periods of physical activity throughout the day can have the same benefits as one long workout.
- Learn the 5 elements of fitness that affect their health in different ways.
- Use different forms of exercise to improve various elements of fitness.
- Understand that physical activities they choose depends on factors like fitness goals and activities they like.
- Learn effective fitness plans focus on 4 principles: Specificity, Overload, Progression, & Regularity
- Track their progress to see how their fitness levels increase.
- Take safety precautions to help avoid injuries during physical activity
- Learn to treat minor sports injuries and seek medical attention to major sports injuries

Unit VIII Name: Healthy Relationships and Dating

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - [2.1.12.SSH.1](#), [2.1.12.SSH.2](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards.](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

Healthy friendships within a person’s life is a contributing factor to wellness. Relationships will change over time with the advancement in technology and unhealthy relationships need to be addressed before they have a lasting negative impact on an individual’s health.

Objectives

Students will be able to...

- Compare and contrast the current and historical role of life commitments, such as marriage.
- Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage
- Determine effective prevention and intervention strategies to address domestic or dating violence (e.g. rules of consent, warning signs of dating violence).
- Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships

Unit IX Name: Teen Pregnancy

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.1.12.PP.2, 2.1.12.PP.5, 2.1.12.PP.7, 2.1.12.SSH.6, 2.1.12.SSH.7](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards.](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

Engaging in lifestyle choices that may lead to pregnancy is a tremendous choice that should not be taken lightly because childbirth will change the parents' and child's lives forever.

Objectives

Students will be able to...

- Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality
- Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
- Evaluate the methods and resources available to confirm pregnancy.
- Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
- Evaluate parenting strategies used at various stages of child development based on valid sources of information.
- Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
- Analyze factors that affect the decision to become a parent.

Unit X Name: STIs

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - [2.1.12.PP.2](#), [2.1.12.SSH.6](#), [2.1.12.SSH.7](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#).

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

Engaging in unsafe sex increases the risk of contracting an STI and not all STIs are curable. Abstinence from sexual activity is the only 100% effective preventative method

Objectives

Students will be able to...

- Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness
- Evaluate information that supports abstinence from sexual activity using reliable research data.
- Analyze factors that influence the choice, use, and effectiveness of safer sex, methods of contraception, including risk-reduction and risk-elimination strategies
- Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g. breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).

Please contact content supervisor for any questions.