

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

**Moorestown High School
Health and Physical Education**

**Health Education
*Grade 12***

Date: February 2020

Prepared by: *Russ Horton and Bill Donoghue*

Supervisor: Shawn Counard

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[Course Description and Fundamental Concepts](#)

A person creates a lifestyle for themselves to reach the highest potential for well-being. That person's lifestyle consists of actions you are able to lean and control, such as how to make decisions, coping and managing stress, developing a good self-concept, and suicide prevention. As well as understanding the workings of the male and female reproductive system, conception and prenatal health and the birth process. Senior health will also open the eyes of students into the world of rape and date rape to understanding an AIDS lifestyle. Achieving wellness requires continuous striving for a healthier lifestyle. Content and learning should be chosen to help students understand how to make smart and knowledgeable decisions in the areas that affect their health and well-being. This curriculum was created to give the students the opportunity to develop a positive attitude that will support a healthier lifestyle. Developing a positive attitude is just as important as learning the facts. This course involves student discussions on values and decision-making techniques that will benefit them going forward into senior year and beyond. The Health Education program is a nine week course designed to meet the practical needs of students as they mature. Health courses meet two (2) double class periods per week for one (1) marking period. Any student who opts out of Health due to a conflict with their religious beliefs must present a letter from his/her parents to the Physical Education/Health supervisor stating the reasons for exclusion. In order to receive a letter grade and credit for the course, the student must meet with the appropriate Health teacher to discuss an alternative assignment.

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 |
|---|----------------------|--|
| Social and Emotional Health | <i>2.1.12.PGD.1</i> | <i>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.</i> |
| | <i>2.1.12.EH.1</i> | <i>Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</i> |
| | <i>2.1.12.EH.2</i> | <i>Analyze factors that influence the emotional and social impact of mental health illness on the family.</i> |
| | <i>2.1.12.EH.3</i> | <i>Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</i> |
| Healthy Relationships and Dating | <i>2.1.12.SSH.5</i> | <i>Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</i> |
| | <i>2.1.12.SSH.9</i> | <i>Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</i> |
| | <i>2.3.12.PS.5</i> | <i>Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</i> |
| | <i>2.3.12.PS.6</i> | <i>Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</i> |
| Alcohol/Drugs/ Vaping | <i>2.3.12.ATD.1</i> | <i>Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</i> |
| | <i>2.3.12.ATD.2</i> | <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> |
| | <i>2.3.12.ATD.3</i> | <i>Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</i> |
| | <i>2.3.12.DSDT.1</i> | <i>Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance</i> |
| | <i>2.3.12.DSDT.2</i> | <i>Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs</i> |
| | <i>2.3.12.DSDT.3</i> | <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> |
| | <i>2.3.12.DSDT.4</i> | <i>Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.</i> |
| | <i>2.3.12.DSDT.5</i> | <i>Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).</i> |

| | | |
|---|--|--|
| <p>Female and Male Reproductive Health</p> | <p>2.3.8.HCDM.3 2.3.8.HCDM.4 2.3.8.HCDM.5 2.1.12.SSH.8</p> | <p><i>Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</i></p> <p><i>Describe the signs, symptoms, and potential impacts of STIs (including HIV).</i></p> <p><i>Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</i></p> <p><i>Describe the human sexual response cycle, including the role of hormones and pleasure</i></p> |
| <p>Pregnancy and Parenting</p> | <p>2.1.12.PP.1 2.1.12.PP.3 2.1.12.PP.4 2.1.12.PP.6 2.1.12.PP.7 2.1.12.PP.8</p> | <p><i>Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</i></p> <p><i>Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</i></p> <p><i>List the major milestones of each trimester of fetal development utilizing medically accurate information.</i></p> <p><i>Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</i></p> <p><i>Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent</i></p> <p><i>Assess the skills needed to be an effective parent.</i></p> |

(ADD UNIT #(s) INTO CHART)

| <p><u>English Companion Standards</u></p> | | |
|---|--------------------------|--|
| <p>List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are <u>required</u> in these subject/content areas.</p> | | |
| <p>Unit Addressed</p> | <p>Standard #</p> | <p>Standard Description</p> |
| <p>Social and Emotional Health</p> | <p><i>NJSLSA.R6.</i></p> | <p><i>Assess how point of view or purpose shapes the content and style of a text.</i></p> |
| <p>Healthy Relationships and Dating</p> | <p><i>NJSLSA.R7</i></p> | <p><i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p> |
| <p>Alcohol/Drugs/Vaping</p> | <p><i>NJSLSA.R8</i></p> | <p><i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></p> |
| <p>Female and Male Reproductive Health</p> | <p><i>NJSLSA.R2</i></p> | <p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> |
| <p>Pregnancy and Parenting</p> | <p><i>NJSLSA.R1</i></p> | <p><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></p> |

(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 |
| <p>Social and Emotional Health</p> <p>Healthy Relationships and Dating</p> | <p>There are strategies to improve one's professional value and marketability.</p> | <p><i>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</i></p> <p><i>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</i></p> <p><i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i></p> |
| <p>Social and Emotional Health</p> | <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> | <p><i>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</i></p> <p><i>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</i></p> <p><i>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</i></p> <p><i>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</i></p> <p><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></p> <p><i>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</i></p> <p><i>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</i></p> <p><i>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i></p> |
| <p>Social and Emotional Health</p> | <p>An individual's income and benefit needs and financial plan can change over time.</p> | <p><i>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</i></p> <p><i>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i></p> |
| <p>Social and Emotional Health</p> | <p>Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</p> | <p><i>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i></p> |

| | | |
|-----------------------------|--|--|
| Social and Emotional Health | Understanding income involves an analysis of payroll taxes, deductions and earned benefits. | <p><i>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i></p> <p><i>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i></p> <p><i>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i></p> <p><i>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i></p> <p><i>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i></p> <p><i>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</i></p> |
| Social and Emotional Health | There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. | <p><i>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</i></p> <p><i>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p><i>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</i></p> |

(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 |
| Social and Emotional Health Healthy Relationships and Dating Alcohol/Drugs/Vaping Female and Male Reproductive Health Pregnancy and Parenting | Creativity and Innovation: With a growth mindset, failure is an important part of success. | <p><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></p> |
| Social and Emotional Health Healthy Relationships and Dating Alcohol/Drugs/Vaping Female and Male Reproductive Health Pregnancy and Parenting | Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities. | <p><i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i></p> <p><i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i></p> |

| | | |
|---|---|--|
| <p>Social and Emotional Health</p> <p>Healthy Relationships and Dating</p> <p>Alcohol/Drugs/Vaping</p> <p>Female and Male Reproductive Health</p> <p>Pregnancy and Parenting</p> | <p>Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> | <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p> |
| <p>Social and Emotional Health</p> <p>Healthy Relationships and Dating</p> <p>Alcohol/Drugs/Vaping</p> <p>Female and Male Reproductive Health</p> <p>Pregnancy and Parenting</p> | <p>Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p> | <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</p> |
| <p>Social and Emotional Health</p> <p>Healthy Relationships and Dating</p> <p>Alcohol/Drugs/Vaping</p> <p>Female and Male Reproductive Health</p> <p>Pregnancy and Parenting</p> | <p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> | <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> |
| <p>Social and Emotional Health</p> <p>Healthy Relationships and Dating</p> <p>Alcohol/Drugs/Vaping</p> <p>Female and Male Reproductive Health</p> <p>Pregnancy and Parenting</p> | <p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> | <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</p> |

Other Interdisciplinary Content Standards

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

| Unit Addressed | Content / Standard # | Standard Description |
|----------------|----------------------|----------------------|
|----------------|----------------------|----------------------|

| | | |
|---|------------------------------|--|
| 2 | <i>6.1.12.HistorySE.14.a</i> | <i>Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society</i> |
| 2 | <i>6.1.12.HistorySE.14.b</i> | <i>Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.</i> |

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

| Unit/ Topic | Class Periods |
|--|----------------------|
| Social and Emotional Health | 3 |
| Healthy Relationships and Dating | 3 |
| Alcohol/Drugs/Vaping | 3 |
| Female and Male Reproductive Health | 3 |
| Pregnancy and Parenting | 3 |

Units Scope and Sequences

Unit Name: Social and Emotional Health

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

Standards

[NJSLS - 2.1.12.PGD.1, 2.1.12.EH.1, 2.1.12.EH.2, 2.1.12.EH.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 overall social and emotional health of an individual can have just as much impact on their overall well-being as their physical health.
- There are several internal and external factors that can influence an individual's social and emotional health
- When an individual has poor social and emotional health, there are several places where they can get help.

Objectives

Students will be able to...

- Define social and emotional health.
- List the benefits of high social and emotional health.
- Identify factors that influence the development of social and emotional health.
- Describe ways you can improve your social and emotional health.
- Describe five different causes of stress.
- Describe the body's physical response to stress.
- Differentiate between positive and negative stress.
- Describe how you can take care of yourself to avoid stress-related illness.
- List four facts about suicide.
- State the warning signs of suicidal behavior.
- Research organizations that promote social and emotional health and suicide prevention

Unit II: Relationships

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

Standards

[NJSLs - 2.1.12.SSH.5, 2.1.12.SSH.9, 2.3.12.PS.5, 2.3.12.PS.6](#)

[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?)

- Relationships and marriages come in all shapes and sizes and it is important to build strong healthy relationships and understand the role you have with each one.

Objectives

Students will be able to...

- *Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.*
- *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).*
- *Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.*
- *Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships*
- *Research the political, economic, and social contributions of person with disabilities and lesbian, gay bisexual, and transgender people.*

Unit III : Drugs/Alcohol/Vaping

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

Standards

[NJSLs](#) -2.3.12.ATD.1, 2.3.12.ATD.2, 2.3.12.ATD.3, 2.3.12.DSDT.1, 2.3.12.DSDT.2, 2.3.12.DSDT.3, 2.3.12.DSDT.4, 2.3.12.DSDT.5

[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, illegal drugs, vaping.

Objectives

Students will be able to...Know the dangers involved with using illegal drugs.

- *Know the dangers of Vaping.*
- *Know the consequences of using illegal drugs and/or vaping.*
- *Identify predatory marketing strategies employed by tobacco,-cigarettes/vape pen, and the alcohol industry.*
- *Understand the mechanisms by which the products of e-cigarettes/vape pens, drugs, and alcohol enter (or are absorbed) into the body.*
- *Obtain knowledge about the health consequences of using e-cigarettes/vape pens, illegal drugs, and alcohol.*
- *Create individual projects to reflect on the impact of e-cigarettes/vape pens.*
- *Learn and practice skills that will allow students to resist the use of illegal drugs, alcohol and vape pens.*
- *Analyze the misuse of opioids and suggest factors responsible for the progression from misuse to physical dependency.*
- *To learn about the negative health effects caused by Opioid use.*
- *Obtain knowledge about the health consequences caused by Opioid use.*
- *Use feedback mechanisms to explain the reinforcement given by chemical processes in opioid misuse.*

Unit IV: Female and Male Reproductive Health

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

Standards

[NJSLs - 2.3.8.HCDM.3, 2.3.8.HCDM.4 2.3.8.HCDM.5, 2.1.12.SSH.8](#)
[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 decision to become sexually active affects one's physical, social, and emotional health.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

Objectives

Students will be able to...

- *Identify and describe the functions of the male and female reproductive system*
- *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 and 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).*

Unit V: Pregnancy and Parenting

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

Standards

[NJSLs - 2.1.12.PP.1, 2.1.12.PP.3, 2.1.12.PP.4, 2.1.12.PP.6, 2.1.12.PP.7, 2.1.12.PP.8](#)

[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?)

- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

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.*

Please contact content supervisor for any questions.