

Freshman Health	
2013-2014	
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Unit 3: Human Sexuality	
Transfer Goals - Students will be able to independently use their learning to make healthy choices regarding their reproductive health and physical well-being. (department goal # 3, 6, 7)	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle</p> <ul style="list-style-type: none"> • A. Personal Growth and Development 	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p>

- C. Diseases and Health Conditions
- D. Safety
- E. Social and Emotional Health

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- E. Health Services and Information

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- A. Medicines

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> The male and female reproductive systems' structures and functions play a major role in their individual needs regarding reproductive health. <i>EU 2</i> The decisions I make regarding sexual activity will have long lasting effects on my future lifestyle.</p> <p><i>EU 3</i> By correctly performing regular self-exams a person can detect different forms of cancer early and have a better chance of survival.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can an individual maintain or promote a healthy reproductive system? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Do I really need to protect myself? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Can a person avoid cancer?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The functions of the female and male reproductive systems. • The similarities and differences between the male and female reproductive systems. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The possible ways that sexually transmitted infections can affect your overall health. • Which birth control methods help prevent the spread of sexually 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Create a Venn diagram comparing and contrasting the male and female reproductive systems. • Identify the parts of the male and female reproductive systems using a diagram. • List the steps from conception till birth. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • List health complications linked to sexually transmitted infections. • Recognize which methods of birth control are effective in preventing the transmission of sexually transmitted infections.
<p>transmitted infections.</p>	

- EU3* How to properly perform testicular self-exams.
How to properly perform breast self-exams.
- The different treatment options for cancer patients.
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- EU3*
- List the steps to perform both male and female self-exams.
 - Identify the many treatment options that cancer patients can choose from.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

You are an author that has been asked to write a book for parents who want to talk to their children about conception, labor, and delivery. The book will be used to educate young students on these sensitive topics. In your book, include the structures and functions of the male and female reproductive systems, how the structures and functions play a part in the processes, and how an individual can properly care for and maintain their reproductive system to ensure that they are functioning properly. Your book should be aimed at a younger audience. (EU1)

You are an employee of the Centers for Disease Control. You have been asked to create a public service announcement targeting teens about the transmission, prevention, and treatment of sexually transmitted infections. The public service announcement can be created by using movie maker, photo story, or videotape. (EU2)

You are a student who has been diagnosed with a certain form of cancer. You will create a treatment plan that will include your story of detection, treatment and chance of survival. Your treatment plan will be used to educate people who were just diagnosed with your type cancer. It will provide them with hope and guidance to help them with the important decisions that they will need to make. Each student will choose a different

type of cancer that is either male or female specific. (EU3)

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes/Tests on the parts of the male and female reproductive systems, conception, labor and delivery, and sexually transmitted infections.
- Current events on new findings about the transmission, prevention, and treatment of sexually transmitted infections.
- Written essays on the parts and functions of the male and female reproductive systems.
- Group work/Class discussion on the male and female reproductive systems, sexually transmitted infections, cancer detection, prevention, and treatment.
- Notebook checks
- Pamphlets on cancer prevention, detection, and treatment.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Label the parts of the male and female reproductive systems. **A**
- Identify the male and female reproductive systems parts and their functions. **A**
- Design a calendar that outlines the process of the female menstrual cycle. **A/M**
- Create a timeline that outlines the important milestones in a female's reproductive systems lifespan. **A/M**
- Show and discuss the video Conception to Birth. Discuss the stages of fetal development. **A/M**
- Use the internet to research different types of sexually transmitted infections. **A**
- Create a chart that separates each sexually transmitted infection into its appropriate category (viral, bacterial, or other). **A**
- Analyze various forms of contraception and identify which are mechanical, natural, or chemical. **A/M**
- Discuss how you would counsel someone who has acquired an incurable sexually transmitted infection. **M**
- **C**reate a power point presentation highlighting the different forms of birth control as well as how certain methods can prevent the transmission of sexually transmitted infections. **T**
- Design an informational packet for expecting parents highlighting important milestones in their baby's growth and development. **T**
- Create informational pamphlets on the detection, prevention, and treatment of different types of cancer. **T**