

Health IV

Implement start year – 2014-2015

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Unit #2, topic – Sexually Transmitted Infections and Birth Control

Transfer goal: Students will be able to independently use their learning to learn reproductive health strategies in order to safely protect their reproductive systems.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- A. Personal Growth and Development
- C. Diseases and Health Conditions
- 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
- C. Character Development
- D. Advocacy and Service

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

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

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
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Abstinence is the only 100% effective way to avoid STI's and pregnancy.</p> <p><i>EU 2</i> Making good sexual health decisions requires knowledge, personal responsibility, and respect for oneself and others.</p> <p><i>EU 3</i> Various factors influence the choice, use, and effectiveness of contraception.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What influences determine whether you are sexually active or abstinent? • What does being abstinent mean to you? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does one remain sexually healthy? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What are good risk elimination strategies to STI's and Pregnancy?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Benefits of being abstinent. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Consequences of unhealthy sexual practices. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Different birth control methods and their effectiveness. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Roleplay various situations in order to remain abstinent. • Identify pros and cons of remaining abstinent. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Identify the effects of STI's on sexual health. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Create scenarios where different birth control methods may be best for individuals at various times in life

EU 3

- Explain the proper use of birth control methods.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

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

- Formal tests/quizzes
- Current Event articles
- Guest speaker summaries

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= Tr*

- Stage a debate featuring the Pros and Cons of Abstinence. (M)
- List potential influences that may impact your decision to be sexually active (A)
- Use the internet to research different types of sexually transmitted infections. (A)
- Create a chart that separates each sexually transmitted infection into the appropriate category (viral, bacterial, other) (A)
- Analyze various forms of contraception and identify which are mechanical, natural, or chemical. (M)
- Discuss how you would counsel someone who has acquired an incurable sexually transmitted infection. (M)
- Create a Power Point presentation highlighting the different forms of birth control as well as how certain methods can prevent the transmission of STI's. (M)
- Role play a peer pressure teen sexual scenario. (M)
- Create a poster highlighting STI symptoms. (A)
- Create a song/poem about abstinence. (A)