

## Health IV

**Implement start year – 2014-2015**

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### **Unit #1, Topic – Lifecycle Events**

**Transfer goal: Students will be able to independently use their learning to live a high quality of life.**

### **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

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

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

#### 21<sup>st</sup> 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><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  Decisions that affect how their reproductive systems work can aid in disease prevention.</p> <p><i>EU 2</i>  Good decision making, from prenatal care to delivery, is essential for a healthy reproductive lifestyle.</p> <p><i>EU 3</i>  Lifestyle choices that refrain from destructive decisions directly affect length and quality of life.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Why is it important to know the anatomy and physiology of the male and female reproductive systems?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What is a healthy reproductive lifestyle?</li> <li>• Why is prenatal care important?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How do lifestyle decisions affect life?</li> <li>• Should I be an organ donor?</li> <li>• How can I protect my reproductive health?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• The structure and function of the male reproductive systems.</li> <li>• How to perform testicular and breast self-exams.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Proper prenatal care.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• The leading causes of death.</li> <li>• How to become an organ donor.</li> <li>• Products that aid in disease prevention</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Apply awareness of the body in disease prevention by having the knowledge and ability to perform self-exams, as well as information on the importance of medical checkups.</li> <li>• Identify and describe the structure and function of male/female reproductive systems.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Practice proper prenatal care.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Explain the process of becoming an organ donor.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	

**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.*

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

- Formal tests/quizzes on Lifecycle Events
- Current Event articles
- Guest speaker summaries
- Notebook/portfolio checks
- Role playing
- Essays

### 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 menstrual cycle (M)
- Create a powerpoint based on specific "What if?" scenarios depicting potential reproductive problems. (M)
- Create informational pamphlets on the detection, prevention, and treatment of different types of reproductive cancer. (T)
- Design an illustrated prenatal brochure to teach parents about the importance of prenatal care and healthy pregnancy and the problems associated with pregnancy. (T)
- Create a chart comparing/contrasting the different stages of labor. (A)
- Watch various videos on pregnancy, prenatal care, gestation period, and delivery options. (A)
- End of life terminology (living will, organ donation application, etc). (A)
- Create your own "Bucket List" of goals and aspirations you would like to accomplish in your lifetime. (M)
- Create a song or Prezi illustrating how our environment can influence decision making that ultimately leads to our lifestyle. (A)
- Create a poster advertising Organ Donation, include how to become an organ donor as well as the benefits of organ donations. (M)