

HEALTH III

Course # 0108

Credits 1.25

2018

I. COURSE DESCRIPTION:

Topics discussed in Health III are birth control, sexually transmitted infections, pregnancy, childbirth and ways to reach overall wellness. In this course the students will be informed about the many forms of birth control, how they prevent pregnancy and STI’s. They will learn about the stages of development as well as the various methods for birthing a child. Finally, this course offers information on wellness to reach his or her potential through “overall wellness.”

II. COURSE UNITS:

Content Area:	Health III	Grade(s)	11
Unit Plan Title:	Birth Control: Options, Abstinence, Oral, Injection, Surgical, Condoms (male, female, latex, polyurethane, Lamp skin)		
NJSLS Standard(s) Addressed in this unit			
2.4.6. B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active. 2.4.8. B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. 2.4.8. B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use. 2.4.6. B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. 2.4.6. B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. 2.4.12. B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.			
Essential Questions (3-5)			
<ol style="list-style-type: none"> 1. What does it mean to be abstinent? 2. How many different forms of oral contraception are there? 3. How long do injectable forms of birth control last for? 4. Are the surgical procedures reversible? 5. Why are there so many different types of condoms? 6. Is “Plan B” a form of birth control? Or is it only used for emergency purposes? 			

Anchor Text	
Glencoe Health, Bronson, Merki, Glencoe/McGraw-Hill, New York, New York 2007 ISBN# 13: 978-0077288-62	
Informational Texts (3-5)	
Short Texts (1-3)	
Formative & Summative Assessments	
Class participation, attendance, tests, quizzes, classwork, project, notebooks	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
http://www.ashaweb.org/resources/	
http://www.discoveryeducation.com/	
Suggested Time Frame:	1 week

Content Area:	Health III	Grade(s)	11th
Unit Plan Title:	Reproduction: Male and Female Reproductive systems Anatomy of Both male and female Circumcised vs. Uncircumcised (Discuss Testicular self-exam) Natural Conception Artificial Insemination Surrogate		
NJSLS Standard(s) Addressed in this unit			
2.4.12. B.2 Research and evaluate information that supports abstinence from sexual activity using reliable research data.			
2.4.12. B.5 Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine, AIDS Prevention).			
2.4.6. B.1 Compare growth patterns of males and females during adolescence.			

2.4.6. B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.

Essential Questions (3-5)

1. How do hormones affect both males and females?
2. What types of changes happen during puberty?
3. What are the reasons some couples have to use artificial insemination?
4. Does a circumcised/uncircumcised penis affect natural conception?
5. How does surrogate pregnancies work?
6. What is the male hormone that produces reproductive cells or sperm; and why is so many produced?
7. When are follicles formed in females; and what are the female hormones that are responsible for egg or ovum production?
8. Why do some couples have a hard time conceiving?
9. How does one properly conduct self-exams?

Anchor Text

Glencoe Health, Bronson, Merki, Glencoe/McGraw-Hill, New York, New York 2007 ISBN# 13: 978-0077288-62

Informational Texts (3-5)

Short Texts (1-3)

Formative & Summative Assessments

Class participation, attendance, tests, quizzes, classwork, project, notebooks

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

<https://www.samhsa.gov/>

<http://www.discoveryeducation.com/>

Suggested Time Frame:

1 ½ weeks

Content Area:	Health III	Grade(s)	11
Unit Plan Title:	STI/STD & HIV/Aids <ul style="list-style-type: none"> • Signs Of/Testing • Symptoms/asymptomatic • Cured vs. Not cured • Knowing your partner's History • Abstinence 		
NJSLS Standard(s) Addressed in this unit			
<p>2.4.8. B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.8. B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p> <p>2.4.12. B.1 Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>2.4.12. B.5 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).</p> <p>2.4.12. B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</p>			
Essential Questions (3-5)			
<ol style="list-style-type: none"> 1. Where can you go to for testing for HIV/AIDS, STI's? 2. How can you tell if your partner is clean or free of STD's? 3. What's the difference between viral and bacterial infections? 4. Why do some Sexually Transmitted Diseases (STD's) show no signs or symptoms? 			
Anchor Text			

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Informational Texts (3-5)

Short Texts (1-3)

Formative & Summative Assessments

Tests, Quizzes, projects, notebooks, classroom participation

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

<http://www.ashaweb.org/resources/>
<http://www.discoveryeducation.com/>

Suggested Time Frame:

1 week

Content Area:	Pregnancy/Childbirth	Grade(s)	11th
Unit Plan Title:	<ul style="list-style-type: none">• Stages of Development• Breakdown of Trimesters		

- Natural Birth
- C-Section
- Underwater Birth
- Understanding Twins (Identical-Fraternal)

NJSLS Standard(s) Addressed in this unit

2.4.12. B.1 Identify potential effects of adolescent sex on long term goals, life plans and overall wellness.

2.4.12. B.5, 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).

2.4.12. C.3 Investigate various preventative strategies to maintain reproductive sexual health as well as methods and resources to confirm pregnancy

2.4.12. C.1 Compare and contrast the embryonic growth and fetal development in single and multiple pregnancies including the occurrence of complications and infant mortality.

2.4.12. C.2 Investigate stages of fetal development and how individual health decisions during pregnancy can impact the growth and development of a child, including complications and disabilities.

2.4.12. C.5 Investigate and evaluate various parenting strategies that can be used as children develop. 11

2.4.12. C.4 Examine the impact (physical, social, cultural, emotional, ethical, legal, and religious) of elective pregnancy termination.

2.4.12. C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion and parenting.

Essential Questions (3-5)

1. What are the changes that occur during each trimester?
2. How do twins develop in the uterus? (Both identical and fraternal)
3. What type of birthing method is the best?
4. What does it mean when a woman says “My water broke”?
5. What is an epidural?
6. Why do some women get an episiotomy?

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Informational Texts (3-5)

Short Texts (1-3)	
What to Expect When You're Expecting, Heidi Murkoff and Sharon Mozel, 2016, ISBN# 9780761187486	
Formative & Summative Assessments	
Tests, Quizzes, projects, notebooks, classroom participation	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
http://www.ashaweb.org/resources/ http://www.discoveryeducation.com/	
Suggested Time Frame:	1 ½ weeks

Content Area:	Junior Health III (Wellness)	Grade(s)	11th
Unit Plan Title:	Wellness <ul style="list-style-type: none"> • Emotional/Mental • Environmental • Financial • Intellectual • Occupational • Physical • Social • Spiritual 		
NJSLS Standard(s) Addressed in this unit			
2.1.12. A.1- Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12. A.2-Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.			

- 2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12. B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
- 2.1.12. C.1- Examine behaviors during one’s lifespan that can either prevent or contribute to one’s risk of disease or other health conditions and investigate potential strategies for prevention and treatment.
- 2.6.12. A.4- Determine how the health-related fitness components may be used to measure one’s health and fitness levels.
- 2.1.12. A.2- Evaluate the social and ethical impact that technology and current medical advances have on personal wellness.

Essential Questions (3-5)

- What is the definition of health?
- What is the definition of wellness?
- What are the 8 components of health?
- How are these components affected by one another?
- How can a wellness plan help with overall wellness?
- What role does “Stress” have on our overall wellness?
- What can we do in each component to help reduce “stress”?

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Informational Texts (3-5)

http://www.state.nj.us/humanservices/dmhas/resources/mental/CSP_Wellness_8_Dimensions.pdf
The Eight Dimensions of Health Informational <https://www.integration.samhsa.gov/health-wellness/wellness-strategies/WELLNESS.pdf>
 Video

Short Texts (1-3)

<http://shp.rutgers.edu/dept/psyr/documents/wellnessassessment.pdf>
<https://www.goiam.org/wp-content/uploads/2017/01/New-Eight-Dimensions-of-Wellness.pdf>
<https://www.samhsa.gov/wellness-initiative/eight-dimensions-wellness>

Formative & Summative Assessments

Class participation, attendance, tests, quizzes, classwork, project, notebooks

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

<https://www.samhsa.gov/wellness-initiative/eight-dimension-wellness>, approved power-point slides,

<http://www.discoveryeducation.com/>

Suggested Time Frame:

2 weeks

III. METHODS OF EVALUATION:

Students will be evaluated using quizzes, tests, projects and class participation. Rubrics will be used as well to evaluate each student's projects.

IV. TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

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V. INSTRUCTIONAL STRATEGIES:

Various strategies will be used throughout the Health unit. Examples include: Lecture, group activity, research based learning and Smart-board presentations.

VI. SCOPE AND SEQUENCE CHART:

KEY I = INTRODUCED
D = DEVELOPED IN DEPTH
R = REINFORCED

SKILL TO BE LEARNED	9	10	11	12
Gain an understanding of Human Sexuality			IDR	
Gain a working knowledge of sexually transmitted diseases			IDR	
Understand the methods of STD STI Transmission			IDR	
Gain knowledge to communicate effectively and handle conflict			IDR	
Gain the knowledge to distinguish between inherited and acquire			IDR	

characteristics.				
Gain the knowledge of human reproduction			IDR	
Gain the knowledge of pregnancy and childbirth			IDR	
Gain the knowledge of contraceptives			IDR	
Gain knowledge needed for “overall wellness”			IDR	

VII. Student Handout:

COURSE OVERVIEW

Topics discussed in Health III are birth control, sexually transmitted infections, pregnancy, childbirth and ways to reach overall wellness. In this course the students will be informed about the many forms of birth control, how they prevent pregnancy and STI's. They will learn about the stages of development as well as the various methods for birthing a child. Finally, this course offers information on wellness to reach his or her potential through “overall wellness.”

PROFICIENCIES

Identify the components of male and female reproductive systems of humans and explain the functions of each.

Identify the various Sexually Transmitted Diseases (STD's); and explain how they are transmitted.

Identify the signs, symptoms and transmission of STD's & AIDS.

Explain the role of genetics; and distinguish between inherited and acquired characteristics of development.

Understanding of the stages of development of a fetus and the changes that occur through out pregnancy to both mother and child.

Understand the various types of birth control available to both male and female; and explain how they are used.

Explain the different types of childbirths (Caesarean, Natural, and Underwater)

Define health and wellness; and list the characteristics of each.

