



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
CURRICULUM

# Physical Education & Health Grade 11

Prepared by:  
Lisa McNerney

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

*Director of Curriculum, Instruction, & Assessment:*

June Chang

*Approved by the Midland Park Board of Education on  
September 16, 2014*

## ***Physical Education 11***

Through active participation in a wide variety of team sports, dual and individual sports, life time sports, and recreational activities, Physical Education develops skills, knowledge and attitudes which contribute directly to the development of physical efficiency and social competency. Fitness is an important component of the entire curriculum. Fitness activities and testing are done to complement the core curriculum. The program of instruction is fully co-ed. Students take Physical Education daily except when in Health Education.

### ***Suggested Course Sequence:***

Unit 1: Physical Fitness

Unit 2: Team Activities and Cooperative Games

Unit 3: Lifetime Activities

Pre-requisites:

Unit Overview	
<b>Content Area:</b>	Physical Education
<b>Unit Title:</b>	Unit 1: Physical Fitness
<b>Target Course/Grade Level:</b>	Grade 11
<b>Unit Summary</b> In this unit students will be able to explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another. Students will also be able to analyze application of force and motion and modify movement to impact performance. Students will be able to design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships. Lastly, students will be able to critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
<b>Standards:</b> <b>2.5 Motor Skill Development: All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active, lifestyle.</b> <ul style="list-style-type: none"> <li><b>A. Movement Skills and Concepts</b></li> </ul>	
<b>CPI #</b>	Cumulative Progress Indicator (CPI)
<b>2.5.12.A.1</b>	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball)
<b>2.5.12.A.2</b>	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
<b>2.5.12.A.3</b>	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance)
<b>2.5.12.A.4</b>	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does stress affect the body and what are ways in which exercise can reduce the negative effects of stress</li> <li>What is the relationship between good fitness and life-long health?</li> <li>How does one design and implement fitness plan that addresses personal fitness goals?</li> <li>How does one assess the effectiveness of a fitness plan as well as make modifications to improve?</li> <li>What are the community resources available to assist in the fostering of a healthy life style?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding the relationship between stress and overall health, and being able to employ stress reduction techniques, is essential to effectively decreasing the negative effects of stress on the body.</li> <li>Being able to design, implement and assess a personal fitness program is necessary in order to maintain good health throughout life.</li> <li>Identifying and utilizing community preventive health resources will enhance the effectiveness of personal fitness programs.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Define cardiovascular fitness and defend the benefits of being physically fit.</li> <li>Compare and contrast the physiological response of the body to aerobic and anaerobic activities.</li> <li>Examine the relationship between good cardiovascular fitness and heart rate (resting heart rate, target heart rate, and recovery heart rate.)</li> <li>Explain and use assessment techniques to identify fitness strengths and weaknesses.</li> <li>Design a personal fitness plan which addresses fitness weaknesses and utilizes effective goal setting and the F.I.T.T principle.</li> </ul>	

- Explain the modifications one would make to a fitness plan based upon age, genetics, gender, or injury.
- Assess effectiveness of personal fitness plans based upon collected data.

### Evidence of Learning

#### Summative Assessment (5 days)

- Participation Assessment  
Rubric  
Teacher observation  
Student/peer observation
- Skill Performance  
Specific Skill Assessment Rubrics  
Teacher observation  
Skill testing
- Written Assessments  
Open-ended questions  
Quizzes/worksheets  
Reports/labs

**Equipment Needed:** Various physical education equipment (balls, bats, bases, cones, weights, etc.)

**Teacher Resources:** Physical education texts, websites, workshops, guest speakers ,etc.

#### Formative Assessments

- |  |                                     |
|--|-------------------------------------|
| • Teacher Observation  | • Preparation                       |
| • Class Participation (rubric for teamwork, sportsmanship, effort) | • Skill Performance                 |
| • Self and Peer Assessments  | • Open-ended Questions              |
| • Written Assessments  | • Specific Skill Assessment Rubrics |
| • Fitness Testing  | • Discussions                       |
|  | • Preparation                       |

### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Fitness Testing	1 week
2	Weight Training	2 weeks
3	Cardiovascular Training	2 weeks
4	Fitness Testing	1 week

**Teacher Notes:**

#### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

[www.pecentral.com](http://www.pecentral.com)

<http://www.teachingideas.co.uk>

<http://www.pegames.org>

PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001

Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988

Unit Overview	
<b>Content Area:</b>	Physical Education
<b>Unit Title:</b>	Unit #2 – Fitness/Team Activities/Cooperative Games
<b>Target Course/Grade Level:</b>	Grade 11
<b>Unit Summary</b> <p>In this unit, students will learn that individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. Students will also learn that self-initiated behaviors promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Students will demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. Students will apply a variety of mental strategies to improve performance. Students will also be able to analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p><b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<b>Standards:</b> <b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b> <ul style="list-style-type: none"> <li>• <b>B. Strategy</b></li> <li>• <b>C. Sportsmanship, Rules, and Safety</b></li> </ul>	
<b>CPI #</b>	Cumulative Progress Indicator (CPI)
<b>2.5.12.B.1</b>	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
<b>2.5.12.B.2</b>	Apply a variety of mental strategies to improve performance
<b>2.5.12.B.3</b>	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
<b>2.5.12.C.1</b>	Analyze the roles, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
<b>2.5.12.C.2</b>	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I assess movement and correct errors to improve performance?</li> <li>• How does one enhance participation in activity through application of mental strategies and game strategies?</li> <li>• How do good sportsmanship, effort, and teamwork build confidence and support within a group?</li> <li>• What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Feeling competent in the execution of movement skills and game strategies increases the likelihood of participation in regular physical activity.</li> <li>• Skill development involves an understanding of movement concepts and the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li> <li>• Cooperation, sportsmanship, and preparation are necessary for successful</li> </ul>

	<p>performance of movement.</p> <ul style="list-style-type: none"> <li>Knowing and executing effective game and mental strategies improves overall performance in game situations.</li> <li>Discovering enjoyable, vigorous activities to participate in outside of school increases the likelihood of lifelong physical activity and fitness.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Explain and apply performance points of movement skills in applied settings.</li> <li>Identify movement skill errors in self and others and utilize feedback to improve skill execution.</li> <li>Explain performance points of advanced movement skills in applied settings</li> <li>Assess the effectiveness of specific practice techniques used to improve performance including mental strategies.</li> <li>Explain and apply the movement concepts necessary for proficient skill performance.</li> <li>Discuss and analyze the historical and cultural influences on activity and predict the impact of globalization and technology on existing movement activities.</li> <li>Explain and apply game rules, safety, and scorekeeping during game play.</li> <li>Assess and defend the fitness benefits of a particular activity.</li> <li>Apply effective offensive and defensive strategies during game play which are chosen in consideration of opponent's weaknesses and strengths.</li> <li>Assess personal participation based upon the competent use of mental strategies, game strategies, teamwork, sportsmanship and effort.</li> <li>Determine whether a particular activity would be compatible with your personal fitness.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment (X days) 5</b> <ul style="list-style-type: none"> <li>Participation Assessment Rubric Teacher observation Student/peer observation</li> <li>Skill Performance Specific Skill Assessment Rubrics Teacher observation Skill testing</li> <li>Written Assessments Open-ended questions Quizzes/worksheets Reports/labs</li> </ul>	
<b>Equipment Needed:</b> Various physical education equipment (balls, bats, bases, cones, weights, etc.) <b>Teacher Resources:</b> Physical education texts, websites, workshops, guest speakers ,etc.	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Participation (rubric for teamwork, sportsmanship, effort)</li> <li>Preparation</li> <li>Skill Performance</li> <li>Open-ended Questions</li> </ul>	

- Self and Peer Assessments
- Written Assessments
- Fitness Testing
- Specific Skill Assessment Rubrics
- Discussions
- Preparation

#### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Flag Football	2 weeks
2	Softball	2 weeks
3	Soccer	2 weeks
4	Ultimate Frisbee	2 weeks
5	Volleyball	2 weeks
6	Handball	2 weeks
7	Basketball	2 weeks
8	Group Games	2 weeks

#### Teacher Notes:

#### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

[www.pecentral.com](http://www.pecentral.com)

<http://www.teachingideas.co.uk>

<http://www.pegames.org>

PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001

Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988

Unit Overview	
<b>Content Area:</b>	Physical Education
<b>Unit Title:</b>	Unit #3 – Fitness/Lifetime Activities
<b>Target Course/Grade Level:</b>	Grade 11
<b>Unit Summary</b> <p>In this unit, students are taught basic skills and have the opportunity to enhance their knowledge about sport, exercise, and other forms of physical activity. The focus of this unit is to develop immediate and lifelong benefits and enjoyment of regular physical activity. This unit focuses on skill instruction, knowledge of rules and etiquette, and strategy for effective play in lifetime activities. It is designed to offer a higher level of proficiency and more in-depth instruction in a variety of individual activities. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in a variety of activities.</p> <p><b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<b>Standards:</b> <b>2.5 Motor Skill Development: All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active, lifestyle.</b> <ul style="list-style-type: none"> <li>• <b>A. Movement Skills and Concepts</b></li> <li>• <b>B. Strategy</b></li> <li>• <b>C. Sportsmanship, Rules, and Safety</b></li> </ul>	
<b>CPI #</b>	Cumulative Progress Indicator (CPI)
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball)
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
2.5.12.C.1	Analyze the roles, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Explain and apply game rules, safety, and scorekeeping during game play.</li> <li>• Discuss/analyze the historical and cultural influences on activity.</li> <li>• Explain and implement movement skills in isolated and applied settings.</li> <li>• Compare and contrast activities in terms of applied skills, rules, and strategies.</li> <li>• Identify movement skill errors and modify in response to feedback.</li> </ul>	



- Explain and apply the movement concepts regarding stability, weight transfer, absorption of force and increasing of force in enhancing skill execution.
- Compare and contrast activities in terms of applied skills, rules, and strategies.
- Explain and demonstrate effective offensive and defensive game strategies.
- Assess personal and team behaviors for evidence of effective teamwork, effort, and sportsmanship.

#### Evidence of Learning

##### Summative Assessment (5 days)

- Participation Assessment  
Rubric  
Teacher observation  
Student/peer observation
- Skill Performance  
Specific Skill Assessment Rubrics  
Teacher observation  
Skill testing
- Written Assessments  
Open-ended questions  
Quizzes/worksheets  
Reports/labs

**Equipment Needed:** Various physical education equipment (balls, bats, bases, cones, weights, etc.)

**Teacher Resources:** Physical education texts, websites, workshops, guest speakers, etc.

##### Formative Assessments

- |  |                                     |
|--|-------------------------------------|
| • Teacher Observation  | • Preparation                       |
| • Class Participation (rubric for teamwork, sportsmanship, effort) | • Skill Performance                 |
| • Self and Peer Assessments  | • Open-ended Questions              |
| • Written Assessments  | • Specific Skill Assessment Rubrics |
| • Fitness Testing  | • Discussions                       |
|  | • Preparation                       |

#### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Badminton	2 weeks
2	Pickleball	2 weeks
3	Tennis	2 weeks
4	Strength Training	1 weeks
5	Cardiovascular Training	1 week

**Teacher Notes:**

### **Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.pecentral.com](http://www.pecentral.com)

<http://www.teachingideas.co.uk>

<http://www.pegames.org>

PE Games and Activities Kit, Ken Lumsden, Parker Publishing Co.;2001

Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988

## ***Health 11***

### ***Course Description:***

This course is designed to empower students by providing learning experiences that encourage conscious decision making into the ideology of sexuality and relationships. This unit includes discussion of abstinence and aids in developing the attitudes, values and skills that are crucial for making responsible decisions regarding sexuality throughout life. This unit also encourages positive attitudes about one's own sexuality and how it is essential to making self-enhancing decisions about one's own behaviors. This unit provides opportunities for students to examine personal decisions within historical, social, and ethical contexts and promotes their development into sexually healthy adults. Topics include marriage, parenthood, family living, pregnancy and childbirth, sexually transmitted infections and birth control methods.

### ***Suggested Course Sequence:***

Unit 1: Introduction to Values  
Unit 2: Relationships  
Unit 3: What is Sexuality?  
Unit 4: Marriage, Parenthood, and Family Living  
Unit 5: Violence in Relationships  
Unit 6: Sexually Transmitted Infections  
Unit 7: Pregnancy and Childbirth  
Unit 8: Birth Control Methods

Pre-requisite:

Unit Overview	
<b>Content Area:</b>	Health
<b>Unit Title:</b>	Unit #1 – Introduction to Values
<b>Target Course/Grade Level:</b>	Health 11
<b>Unit Summary</b> The focus of this unit is for the student to understand the meaning of values and to identify personal, family, religious, and cultural values. The students will explore where values come from and discover which values are most important to them. The students will also examine the relationship between values and behavior. Students will also have the opportunity to practice communicating values to others and accepting the values of others.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
<b>Standards</b> <b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> <li>• C. Character Development</li> </ul> <b>2.4 Human Relationships and Sexuality:</b> 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. <ul style="list-style-type: none"> <li>• A. Relationships</li> </ul>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>2.2.12.C.2</b>	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
<b>2.4.12.A.1</b>	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
<b>2.4.12.A.3</b>	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are values?</li> <li>• Where do we get our values?</li> <li>• What are the values you find important?</li> <li>• What are values you have been taught?</li> <li>• What values come from your cultural beliefs?</li> <li>• What are important things to people of your cultural heritage?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Values are those qualities, principles, beliefs and ideas we feel strongly about.</li> <li>• Different people have different values.</li> <li>• People tell others about the values that are important to them.</li> <li>• People do what their values tell them to do, and don't do what their values tell them to do.</li> <li>• People make decisions based on their values.</li> <li>• People often stand up for their values and feel bad when they do not behave according to their values.</li> <li>• </li> </ul>

**Unit Learning Targets***Students will...*

- Define the concept of values
- Identify values learned from families
- Articulate things that matter and why
- Become aware of values and priorities
- Rank the importance of various personal values
- Explain personal values
- Examine the relationship between values and behavior.
- Practice relating decisions to personal values.
- Identify valuable components of cultural heritage.

**Evidence of Learning****Summative Assessment (4 days)**

- Activities

**Equipment Needed:** Inter-write board, Computer**Teacher Resources:** Textbook, Advocates for Youth Lesson Planning Guide**Formative Assessments**

- Teacher observation
- Written responses
- Class discussions
- Class work

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Values	15-25 minutes
2	Family Messages	40-50 minutes
3	What Do You Value?	35-45 minutes
4	What's Most Important	40-50 minutes
5	Values Auction	40-50 minutes
6	Values Voting	40-50 minutes
7	Values and Behaviors	35-45 minutes
8	Values and Decisions	40-50 minutes
9	Cross-Cultural Exchange	30-40 minutes
10	Review	1 day
11	Test	1 day

**Teacher Notes:****Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)[www.dcmp.org](http://www.dcmp.org)

Unit Overview	
<b>Content Area:</b>	Health
<b>Unit Title:</b>	Unit #2 - Relationships
<b>Target Course/Grade Level:</b>	Health 11
<b>Unit Summary</b> This unit focuses on relationships. Students will learn which behaviors can enhance or destroy a friendship. Students will understand the nature of family relationships and what influences them. Students will also be able to identify qualities that develop and define friendship and romantic relationships. Lastly, students will explore community relationships and identify those that can serve as resources.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
<b>Standards</b> <b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> <li>• A. Interpersonal Communication</li> </ul> <b>2.4 Human Relationships and Sexuality:</b> 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. <ul style="list-style-type: none"> <li>• A. Relationships</li> </ul>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>2.4.12.A.1</b>	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
<b>2.4.12.A.2</b>	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
<b>2.4.12.A.3</b>	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
<b>2.4.12.A.4</b>	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are skills you can practice to have a healthful relationships?</li> <li>• What are responsible values that help you have good character?</li> <li>• How can you practice a proactive decision-making style?</li> <li>• What are ways you can demonstrate active listening?</li> <li>• What are examples of nonverbal communication?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Relationships are the connections that people have with each other.</li> <li>• Healthful relationships are relationships that promote self-respect</li> <li>• Harmful relationships are relationships that destroy self-respect, interfere with productivity and health, and may include addictions and/or violence.</li> <li>• “Give” and “Take” is a key element in successful relationships.</li> <li>• By early adolescence, relationships with friends become extremely important.</li> <li>• Everyone has relationships with different kinds of people and they share different</li> </ul>

		things with each of them.
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Recognize differences between healthful and harmful relationships.</li> <li>• Understand what enhances or damages a relationship.</li> <li>• Explore feelings about relationships.</li> <li>• Define family and determine the nature of relationships in families.</li> <li>• Identify the privileges and responsibilities of family membership.</li> <li>• Encourage communication between teens and parents.</li> <li>• Identify the qualities of a good friend.</li> <li>• Recognize different kinds of friends.</li> <li>• Identify how to get to know new people and make friends.</li> <li>• Explore the limits of friendship.</li> <li>• Identify trusted adults to go to for help.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Summative Assessment (X days) 4</b> <ul style="list-style-type: none"> <li>• Activities</li> </ul>		
<b>Equipment Needed:</b> Inter-write board, Computer <b>Teacher Resources:</b> Textbook, Advocates for Youth Lesson Planning Guide		
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Written responses</li> <li>• Class discussions</li> <li>• Class work</li> </ul>		
<b>Lesson Plans</b>		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Relationships	30-40 minutes
2	Assessing Relationships	40-50 minutes
3	Diagramming My Family	30-40 minutes
4	Privileges and Responsibilities	40-50 minutes
5	Who Makes a Good Friend?	30-40 minutes
6	Circles of Friendship	20-30 minutes
7	Making Friends	40-50 minutes
8	Likes and Dislikes	40-50 minutes
9	What Would You Do for a Friend	20-30 minutes
10	Where Do You Go?	30-40 minutes
11	Review	1 day
12	Test	1 day
<b>Teacher Notes:</b>		

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

[www.dcmp.org](http://www.dcmp.org)

[www.discoveryeducation.com](http://www.discoveryeducation.com)



Unit Overview	
<b>Content Area:</b>	Health
<b>Unit Title:</b>	Unit #4 – What is Sexuality?
<b>Target Course/Grade Level:</b>	Health 11
<b>Unit Summary</b> <p>The purpose of this unit is to define sexuality, learn what it is, and how it affects our behavior. The students will become more comfortable talking and asking questions about sexuality and review how male and female bodies change during puberty. Students will be able to discuss how feelings and relationships change during sexual development and review how human reproduction occurs. Students will be able to review and dispel myths about sexual activity and reproduction. Lastly, this unit will define and discuss sexual orientation.</p>	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
<b>Standards</b> <b>2.4 Human Relationships and Sexuality:</b> 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. <ul style="list-style-type: none"> <li>B. Sexuality</li> </ul>	
<b>N.J.S.A. 18A:35-5.4 – Requires instruction on breast-self examination.</b>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>2.4.12.B.1</b>	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
<b>2.4.12.B.2</b>	Evaluate information that supports abstinence from sexual activity using reliable research data.
<b>2.4.12.B.4</b>	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What is sexuality?</li> <li>What are the circles of sexuality?</li> <li>What are the physical and emotional changes of puberty?</li> <li>What are some of the emotions that accompany adolescence?</li> <li>What are the parts of the male and female reproductive system?</li> <li>What is the anatomy and physiology of reproduction?</li> <li>What are the facts and myths related to sexuality and reproduction?</li> <li>What are good health and hygiene practices?</li> <li>What are issues faced by lesbian, gay, and bisexual people and how can I promote tolerance of all sexual orientations?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Sexuality is an important part of who a person is and what he or she will become</li> <li>Sexuality includes all the feelings, thoughts, and behaviors of being male or female, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.</li> <li>The circles of sexuality include: sensuality, sexualization, intimacy, sexual identity, and sexual health and reproduction.</li> <li>Puberty is the time of a person's life when the body and feelings change from those of a child to those of an adult.</li> <li>Structures and organs that make up the</li> </ul>

	<p>male reproductive system are: the scrotum, testes, seminiferous tubules, epididymis, vas deferens, seminal vesicles, ejaculatory duct, prostate gland, Cowper's glands, urethra, and penis.</p> <ul style="list-style-type: none"> <li>The internal organs of the female reproductive system are the Fallopian tubes, ovaries, uterus, cervix and vagina.</li> </ul>
--	---

### Unit Learning Targets

*Students will...*

- Define sexuality as more than genital sexual activity.
- Define human sexuality is and how it affects our behavior.
- Identify how male and female bodies develop and change during puberty.
- Discuss how feelings and relationships change during sexual development.
- Identify how human reproduction occurs.
- Define sexual activity.
- Identify structures and organs of the male and female reproductive systems.
- Define sexual orientation.

### Evidence of Learning

#### Summative Assessment (X days) 4

- Activities

**Equipment Needed:** Inter-write board, Computer

**Teacher Resources:** Textbook, Advocates for Youth Lesson Planning Guide

#### Formative Assessments

- |                       |                     |
|-----------------------|---------------------|
| • Teacher observation | • Class discussions |
| • Written responses   | • Class work        |

### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Sexuality	15-20 minutes
2	The Circles of Human Sexuality	40-50 minutes
3	Picturing Sexuality	45-55 minutes
4	Feelings, Fears and Frustrations	40-50 minutes
5	Reproduction Review	40-50 minutes
6	Fact or Fiction?	45-55 minutes
7	Health and Hygiene	40-50 minutes
8	Introduction to Sexual Orientation	2 days
9	Review	1 day
10	Test	1 day

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

[www.dcmp.org](http://www.dcmp.org)

Unit Overview	
<b>Content Area:</b>	Health
<b>Unit Title:</b>	Unit #4 – Marriage, Parenthood, and Family Living
<b>Target Course/Grade Level:</b>	Health 11
<b>Unit Summary</b> The purpose of this unit is to explore personal values and attitudes about parenthood. Students will learn about the challenges teenage parents face and identify the qualities and resources needed for parenthood. Students will examine the costs of caring for an infant and evaluate their personal readiness for parenthood.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
<b>Standards</b> <b>2.4 Human Relationships and Sexuality:</b> 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. <ul style="list-style-type: none"> <li>• A. Relationships</li> <li>• C. Pregnancy and Parenting</li> </ul>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>2.4.12.A.1</b>	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
<b>2.4.12.A.2</b>	Compare and contrast the current and historical role of life commitments, such as marriage.
<b>2.4.12.A.3</b>	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
<b>2.4.12.A.4</b>	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
<b>2.4.12.C.4</b>	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
<b>2.4.12.C.5</b>	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
<b>2.4.12.C.6</b>	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
<b>2.4.12.C.7</b>	Analyze factors that affect the decision to become a parent.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is a commitment?</li> <li>• What factors predict success in marriage?</li> <li>• Why is it risky for teens to marry?</li> <li>• What are some reasons for choosing parenthood?</li> <li>• What are the growth and developmental stages of childhood?</li> <li>• What are the factors that can predict success in marriages?</li> <li>• What are the different kinds of intimacy in</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• A commitment is a pledge or a promise that is made.</li> <li>• A marriage commitment is a promise to love and nurture a spouse for a lifetime.</li> <li>• There are many factors that predict success in marriage.</li> <li>• There are many growth and developmental stages of childhood.</li> <li>• Parents need knowledge and skills to care for a child so they can grow up in a</li> </ul>

marriage? <ul style="list-style-type: none"> <li>• How can marriage partners insure that their marriage will last?</li> <li>• What are the risks associated with teen marriage?</li> <li>• What should I consider before becoming a parent?</li> <li>• What is the growth and development of a child from birth to age six?</li> <li>• How can parents help their children develop self-discipline and self-control?</li> <li>• What are the causes of dysfunctional family relationships?</li> <li>• What are ways to improve dysfunctional family relationships?</li> </ul>	healthy, positive environment. <ul style="list-style-type: none"> <li>• The cost of raising a baby is a high.</li> <li>• There are many causes of dysfunctional family relationships, but many ways to improve them.</li> </ul>
---	---

### Unit Learning Targets

*Students will...*

- Identify factors to predict success in marriage.
- Explain kinds of intimacy in marriage.
- Explain ways marriage partners can insure that their marriage will last.
- Discuss the risks associated with teen marriage.
- Discuss the three “Rs” (reasons, resources, responsibilities) to consider before coming a parent.
- Outline the growth and development of a child from birth to age six.
- Explain ways parents help their children develop self-discipline and self-control.
- Identify skills that must be developed by teens who want to childsit.
- List and explain skills that children who have ideal family relationships learn from their parents and guardians.
- Discuss the causes of dysfunctional family relationships.
- Discuss feelings and behaviors that describe family members who are codependent.
- Outline ways to improve dysfunctional family relationships.
- Discuss adjustments children must make to family changes.

### Evidence of Learning

#### Summative Assessment (X days) 4

- Activities

**Equipment Needed:** Inter-write board, Computer

**Teacher Resources:** Textbook, Advocates for Youth Lesson Planning Guide

#### Formative Assessments

- |                       |                     |
|-----------------------|---------------------|
| • Teacher observation | • Class discussions |
| • Written responses   | • Class work        |

### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Marriage and Teen Marriage	1 day
2	Family Living & Relationships	1 day
3	Parenthood	1 day

4	Teenage Parents	1 day
5	Cost of Parenting	1 day
6	Review	1 day
7	Test	1 day

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

[www.dcmp.org](http://www.dcmp.org)

[www.discoveryeducation.com](http://www.discoveryeducation.com)

Unit Overview			
<b>Content Area:</b>	Health		
<b>Unit Title:</b>	Unit #5 – Violence in Relationships		
<b>Target Course/Grade Level:</b>	Health 11		
<b>Unit Summary</b> <p>The purpose of this unit is to have students learn when, where, and why violent acts are most likely to occur. Students will understand the relationship between anger and violence. Students will learn that angry feelings do not have to result in violent behavior. In this unit, students will identify appropriate responses to anger, learn to negotiate compromise in conflict situations, and explore options to avoid violent or abusive situations. Lastly, students will learn what date rape is, when it can occur, and how to prevent it.</p> <p><b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>			
Learning Targets			
<b>Standards</b> <p><b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> <li>E. Social and Emotional Health</li> </ul> <p><b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> <li>A. Interpersonal Communication</li> </ul> <p><b>2.4 Human Relationships and Sexuality:</b> 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.</p> <ul style="list-style-type: none"> <li>A. Relationships</li> </ul> <p><b>N.J.S.A. 18A:35-4.3</b> – requires the development of a sexual assault prevention education program.  <b>N.J.S.A. 18A:35-4.23</b> – allows instruction on problems related to domestic violence and child abuse.</p>			
<b>CPI#</b>	Cumulative Progress Indicator (CPI)		
<b>2.1.12.E.1</b>	Predict the short-and long-term consequences of unresolved conflicts.		
<b>2.1.12.E.2</b>	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.		
<b>2.1.12.E.3</b>	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.		
<b>2.2.12.A.1</b>	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.		
<b>2.2.12.A.2</b>	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.		
<b>2.4.12.A.5</b>	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent)		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What is a harmful relationship?</li> <li>What is a violent relationship?</li> <li>How can I practice protective factors to reduce the risk of violence?</li> <li>How can I practice self-protection strategies?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>A harmful relationship destroys self-respect, interferes with productivity and health, and includes addictions and/or violence.</li> <li>A violent relationship is a relationship in</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What is a harmful relationship?</li> <li>What is a violent relationship?</li> <li>How can I practice protective factors to reduce the risk of violence?</li> <li>How can I practice self-protection strategies?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>A harmful relationship destroys self-respect, interferes with productivity and health, and includes addictions and/or violence.</li> <li>A violent relationship is a relationship in</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What is a harmful relationship?</li> <li>What is a violent relationship?</li> <li>How can I practice protective factors to reduce the risk of violence?</li> <li>How can I practice self-protection strategies?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>A harmful relationship destroys self-respect, interferes with productivity and health, and includes addictions and/or violence.</li> <li>A violent relationship is a relationship in</li> </ul>		

<ul style="list-style-type: none"> <li>• How can I participate in recovery strategies if I am harmed by violence?</li> <li>• What are steps I can take to prevent and/or resolve harmful relationships?</li> <li>• What are the types of abusive relationships?</li> <li>• What is the relationship between anger and violence?</li> <li>• What are appropriate responses to anger?</li> <li>• How can I negotiate compromise in conflict situations?</li> <li>• What is date rape, when can it occur and how can I prevent it?</li> <li>• What are recovery strategies for victims of violence?</li> </ul>	<p>which one or both persons are harmed physically, mentally, and/or emotionally.</p> <ul style="list-style-type: none"> <li>• A perpetrator of violence is a person who commits a violent act.</li> <li>• A victim of violence is a person who has been harmed by violence.</li> <li>• A survivor of violence is a person who was harmed by violence, has participated in recovery, and has adopted self-protection strategies.</li> <li>• There are many steps to prevent and/or resolve harmful relationships.</li> <li>• There are many types of abusive relationships.</li> <li>• Date rape is forced sexual relations by someone the person knows and may even have a romantic relationship with.</li> </ul>
---	--

### Unit Learning Targets

*Students will...*

- Identify risk factors for harmful and violent relationships.
- Identify when, where, and why violent acts are most likely to occur.
- Discuss steps to prevent and/or resolve harmful relationships.
- Discuss four types of abusive relationships: physical; emotional; neglect; and sexual.
- Identify the relationship between anger and violence.
- Explain that angry feelings do not have to result in violent behavior.
- Identify appropriate responses to anger.
- Negotiate compromise in conflict situations.
- Explore options to avoid violent or abusive situations.
- Define date rape, when it can occur, and how to prevent it.
- Discuss recovery strategies for victims of violence.

### Evidence of Learning

#### Summative Assessment (X days) 4

- Activities

**Equipment Needed:** Inter-write board, Computer

**Teacher Resources:** Textbook, Advocates for Youth Lesson Planning Guide

#### Formative Assessments

- |                       |                     |
|-----------------------|---------------------|
| • Teacher observation | • Class discussions |
| • Written responses   | • Class work        |

### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Violence	30-40 minutes
2	What Do You Know about Violence?	35-45 minutes
3	Where Does Violence Come From?	30-40 minutes
4	Ways of Handling Anger	40-50 minutes



5	Resolving Conflict with Negotiation – Session 1	45-55 minutes
6	Resolving Conflict with Negotiation – Session 2	
7	Dealing with Sexual Abuse and Family Violence	45-55 minutes
8	Sexual Violence: Rape and Date Rape	45-55 minutes
9	Date/Acquaintance Rape	45-55 minutes
10	Review	1 day
11	Test	1 day

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

[www.dcmp.org](http://www.dcmp.org)

Unit Overview			
<b>Content Area:</b>	Health		
<b>Unit Title:</b>	Unit #6 – Sexually Transmitted Infections		
<b>Target Course/Grade Level:</b>	Health 11		
<b>Unit Summary</b> This unit will focus on risk behaviors and risk situations for transmission of Sexually Transmitted Infection (STIs). Students will discuss the cause, transmission, symptoms, diagnosis, and treatment for common STIs. Students will also learn the ways to reduce the risk of infection with STIs. Lastly, students will outline resistance skills to use to resist pressure to engage in risk behaviors and the risk situations for infections with STIs.			
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills			
Learning Targets			
<b>Standards</b> <b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> <li>• C. Diseases and Health Conditions</li> </ul> <b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> <li>• B. Decision-Making and Goal Setting</li> </ul> <b>2.4 Human Relationships and Sexuality:</b> 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. <ul style="list-style-type: none"> <li>• B. Sexuality</li> </ul>			
<b>N.J.S.A. 18A:35-4.19-20 – Also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.</b>			
<b>CPI#</b>	Cumulative Progress Indicator (CPI)		
<b>2.1.12.C.1</b>	Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.		
<b>2.2.12.B.1</b>	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.		
<b>2.4.12.B.1</b>	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.		
<b>2.2.12.B.2</b>	Evaluate information that supports abstinence from sexuality activity using reliable research data.		
<b>2.2.12.B.3</b>	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.		
<b>2.2.12.B.4</b>	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.		
<b>2.4.12.B.5</b>	Relative preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the risk behaviors and risk situations</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• About 15 million Americans become</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the risk behaviors and risk situations</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• About 15 million Americans become</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the risk behaviors and risk situations</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• About 15 million Americans become</li> </ul>		

<p>for transmission of STIs?</p> <ul style="list-style-type: none"> <li>• What are the causes of STIs?</li> <li>• How are STIs transmitted?</li> <li>• What are symptoms of STIs?</li> <li>• How can I reduce the risk of infection with STIs?</li> <li>• What are the resistance skills to use to resist pressure to engage in risk behaviors and risk situations for infections with STIs?</li> <li>• What are the Universal Precautions for Health Care Workers?</li> <li>• Why is abstinence from sex the most effective method for preventing transmission of STIs?</li> <li>• What are the risk behaviors and risk situations for HIV transmission?</li> <li>• What is the progression of HIV infection and AIDS?</li> <li>• What is an opportunistic infection?</li> <li>• How can I reduce the risk of HIV infection?</li> </ul>	<p>infected with a sexually transmitted infection each year.</p> <ul style="list-style-type: none"> <li>• About 1/3 of STIs occur in adolescents.</li> <li>• About 2/3 of STIs occur in people younger than 25 years of age.</li> <li>• There are many risk behaviors and risk situations for transmission of STIs.</li> <li>• The most common sexually transmitted infection are Bacterial Vaginosis, Candidiasis, Trichomoniasis, Chlamydia, Gonorrhea, Nongonoccal Urethritis, Syphilis, Herpes, Human Papillomavirus, Pediculosis, and Viral Hepatitis.</li> <li>• There are many ways to avoid infection with STIs.</li> <li>• Universal precautions are steps taken to prevent the spread of disease by treating all blood and body fluids as if they contained a disease.</li> <li>• Abstinence from sex is choosing not to be sexually active.</li> <li>• HIV is a pathogen that destroys infection-fighting cells in the body and is the virus that causes AIDs.</li> </ul>
--	--

### **Unit Learning Targets**

*Students will...*

- Identify and discuss risk behaviors and risk situations for transmission of STIs
- Discuss the cause, transmission, symptoms, diagnosis, and treatment for common STIs.
- Discuss ways to reduce the risk of infection with STIs.
- Identify resistance skills to use to resist pressure to engage in risk behaviors and risk situations for infections with STIs
- Explain how the immune system responds to pathogens other than HIV.
- Explain how the immune system responds to HIV.
- Identify and discuss risk behaviors and risk situations for HIV transmission.
- Identify ways HIV is not transmitted.
- Discuss tests used to determine HIV status.
- Explain the progression of HIV infection and AIDS, including the opportunistic infections that might develop.
- Discuss treatment for HIV infection and AIDS.
- Discuss ways to reduce the risk of HIV infection.
- Discuss resistance skills to use to resist pressure to engage in risk behaviors and risk situations for HIV infection.

## Evidence of Learning

### Summative Assessment (X days) 4

- Activities
- Written Tests

**Equipment Needed:** Inter-write board, Computer

**Teacher Resources:** Textbook, Advocates for Youth Lesson Planning Guide

### Formative Assessments

- |                       |                     |
|-----------------------|---------------------|
| • Teacher observation | • Class discussions |
| • Written responses   | • Class work        |

## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	About Sexually Transmitted Infections	1 day
2	Transmission of STIs	1 day
3	Bacterial Vaginosis and Candidiasis	1 day
4	Trichomoniasis and Chlamydia	1 day
5	Gonorrhea and Nongonococcal Urethritis	1 day
6	Syphilis and Herpes	1 day
7	HPV, Pediculosis, and Viral Hepatitis	1 day
8	Reducing the Risk of Infection with STIs	1 day
9	HIV/AIDS	2 days
9	Abstinence	
10	Review	1 day
11	Test	1 day

**Teacher Notes:**

### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

[www.dcmp.org](http://www.dcmp.org)

Unit Overview			
<b>Content Area:</b>	Health		
<b>Unit Title:</b>	Unit #7 – Pregnancy and Childbirth		
<b>Target Course/Grade Level:</b>	Health 11		
<b>Unit Summary</b> This unit will discuss lifestyle habits that potential parents should adopt before trying to have a baby. Students will be able to explain the process of fertilization and conception. Students will also be able to explain how a baby's sex and inherited traits are determined. This unit will discuss the development of the embryo and fetus and the effects of pregnancy on the mother-to-be and father-to-be. The students will discuss the risks associated with teen pregnancy and how birth defects are detected. Childbirth preparation and pain management will be discussed, as well as the postpartum period including breastfeeding and parental bonding.			
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills			
Learning Targets			
<b>Standards</b> <b>2.4 Human Relationships and Sexuality:</b> 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. <ul style="list-style-type: none"> <li>• C. Pregnancy and Parenting</li> </ul>			
<b>CPI#</b>	Cumulative Progress Indicator (CPI)		
<b>2.4.12.C.1</b>	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.		
<b>2.4.12.C.2</b>	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.		
<b>2.4.12.C.3</b>	Evaluate the methods and resources available to confirm pregnancy.		
<b>2.4.12.C.4</b>	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.		
<b>2.4.12.C.6</b>	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What lifestyle habits are important to adopt before trying to have a baby?</li> <li>• What is fertilization?</li> <li>• What are reproductive technologies?</li> <li>• How are pregnancy and estimated due date determined?</li> <li>• How is a baby's sex and inherited traits determined?</li> <li>• How important is prenatal care?</li> <li>• How does the embryo and fetus develop?</li> <li>• What are the effects of pregnancy on the mother-to-be and father-to-be?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• A pregnant woman should have a healthful diet, use medicines responsibly, live a drug-free lifestyle, and participate in physical activity and fitness.</li> <li>• Fertilization is the union of a sperm and ovum.</li> <li>• There are many ways to increase fertility and the probability of conception.</li> <li>• Assisted reproductive technologies include intrauterine insemination and in vitro fertilization.</li> <li>• There are many ways to detect</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What lifestyle habits are important to adopt before trying to have a baby?</li> <li>• What is fertilization?</li> <li>• What are reproductive technologies?</li> <li>• How are pregnancy and estimated due date determined?</li> <li>• How is a baby's sex and inherited traits determined?</li> <li>• How important is prenatal care?</li> <li>• How does the embryo and fetus develop?</li> <li>• What are the effects of pregnancy on the mother-to-be and father-to-be?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• A pregnant woman should have a healthful diet, use medicines responsibly, live a drug-free lifestyle, and participate in physical activity and fitness.</li> <li>• Fertilization is the union of a sperm and ovum.</li> <li>• There are many ways to increase fertility and the probability of conception.</li> <li>• Assisted reproductive technologies include intrauterine insemination and in vitro fertilization.</li> <li>• There are many ways to detect</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What lifestyle habits are important to adopt before trying to have a baby?</li> <li>• What is fertilization?</li> <li>• What are reproductive technologies?</li> <li>• How are pregnancy and estimated due date determined?</li> <li>• How is a baby's sex and inherited traits determined?</li> <li>• How important is prenatal care?</li> <li>• How does the embryo and fetus develop?</li> <li>• What are the effects of pregnancy on the mother-to-be and father-to-be?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• A pregnant woman should have a healthful diet, use medicines responsibly, live a drug-free lifestyle, and participate in physical activity and fitness.</li> <li>• Fertilization is the union of a sperm and ovum.</li> <li>• There are many ways to increase fertility and the probability of conception.</li> <li>• Assisted reproductive technologies include intrauterine insemination and in vitro fertilization.</li> <li>• There are many ways to detect</li> </ul>		

<ul style="list-style-type: none"> <li>• What atypical conditions may occur during pregnancy?</li> <li>• How are birth defects detected?</li> <li>• What are the risks associated with teen pregnancy?</li> <li>• How does the mother prepare for childbirth and pain management?</li> <li>• What happens during each of the three stages of labor?</li> <li>• What is breastfeeding?</li> <li>• What is parental bonding?</li> </ul>	<p>pregnancy.</p> <ul style="list-style-type: none"> <li>• Prenatal care should begin as soon as conception has occurred.</li> <li>• An ultrasound is a diagnostic technique that uses sound waves to create images of the developing baby.</li> <li>• There are three trimesters of pregnancy.</li> <li>• There are many atypical conditions that may develop during pregnancy including pseudocyesis, ectopic pregnancy, multiple births, miscarriage, and premature birth.</li> <li>• Amniocentesis and CVS are screening tools for determining birth defects.</li> <li>• Teenage pregnancy is risky for many reasons.</li> <li>• There are many ways to prepare for childbirth</li> <li>• There are pain management options during labor.</li> <li>• There are 3 stages of labor.</li> <li>• Breastfeeding facilitates the bonding between mother and child.</li> <li>• Bonding is a process in which people develop a feeling of closeness.</li> </ul>
---	---

### Unit Learning Targets

*Students will...*

- Discuss lifestyle habits that potential parents should adopt before trying to have a baby.
- Explain fertilization.
- Discuss male and female infertility.
- Discuss assisted reproductive technologies.
- Explain how pregnancy and estimated due date are determined.
- Explain how a baby's sex and inherited traits are determined.
- Discuss the importance of prenatal care.
- Describe the development of the embryo and fetus.
- Discuss the effects of pregnancy on the mother-to-be and father-to-be.
- Identify atypical conditions that may occur during pregnancy.
- Discuss ways birth defects are detected.
- Discuss the risks associated with teen pregnancy.
- Discuss childbirth preparation and pain management.
- Discuss what happens during each of the three stages of labor.
- Discuss the postpartum period including breastfeeding and parental bonding.

### Evidence of Learning

#### Summative Assessment (4 days)

- Activities
- Written Tests

**Equipment Needed:** Inter-write board, Computer

**Teacher Resources:** Textbook, Advocates for Youth Lesson Planning Guide

**Formative Assessments**

- Teacher observation
- Written responses
- Class discussions
- Class work

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	About Pregnancy and Childbirth	1 day
2	Lifestyle Habits of Potential Parents	1 day
3	The Process of Conception	1 day
4	Assisted Reproductive Technologies	1 day
5	Pregnancy	1 day
6	Prenatal Care and Effects of Pregnancy	1 day
7	Atypical Conditions During Pregnancy and Birth Defects	1 day
8	Childbirth Preparation and Stages of Labor	1 day
9	Postpartum Period	1 day
10	Review	1 day
11	Test	1 day

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

[www.dcmp.org](http://www.dcmp.org)

Unit Overview	
<b>Content Area:</b>	Health
<b>Unit Title:</b>	Unit #8 – Birth Control Methods
<b>Target Course/Grade Level:</b>	Health 11
<b>Unit Summary</b> This unit will help students learn the facts about birth control methods. Students will be able to identify different birth control methods. The types of birth control methods discussed are: abstinence; oral contraceptives; vaginal ring; injectable contraceptives; skin patch; barrier methods; intrauterine devices; fertility awareness methods; sterilization methods; and unreliable methods. Students will be able to state facts about each birth control method: how they work; instructions for correct use; effectiveness; side effects; and cost. Abstinence from sex is discussed as the most effective birth control method.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
<b>Standards</b> <b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> <li>E. Health Services and Information.</li> </ul> <b>2.4 Human Relationships and Sexuality:</b> 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. <ul style="list-style-type: none"> <li>B. Sexuality</li> </ul>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>2.2.12.E.1</b>	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
<b>2.4.12.B.2</b>	Evaluate information that supports abstinence from sexual activity using reliable research data.
<b>2.4.12.B.3</b>	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What are birth control methods?</li> <li>What are the different types of birth control methods?</li> <li>What are facts to know about a birth control method?</li> <li>What is abstinence from sex?</li> <li>What are the different types of oral contraceptive pills?</li> <li>How does a vaginal ring work?</li> <li>What is an injectable progestin?</li> <li>How does a skin patch work?</li> <li>What are spermicides?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Birth control methods are ways to alter the conditions necessary for conception or pregnancy to occur.</li> <li>The types of birth control methods are: abstinence; oral contraceptives; vaginal ring; injectable contraceptives; skin patch; barrier methods; intrauterine devices; fertility awareness methods; sterilization methods; and unreliable methods.</li> <li>You must know how each birth control methods works, instructions for correct use, effectiveness, side effects, who</li> </ul>



- What are diaphragms and cervical caps?
- How do male and female condoms work?
- What is an intrauterine device?
- How does the basal body temperature method work?
- What are the calendar method and mucus methods?
- What are sterilization methods available for men and women?
- How do I determine if my birth control method is reliable?

should use it or not, and the cost.

- Abstinence from sex is the only birth control method that is 100%.
- The combination pill, the progestin-only pill, and the extended cycle pill are all oral contraceptives.
- The vaginal ring is placed in the vagina each month to prevent pregnancy.
- Injectable progestin is a shot of synthetic progesterone that is given every 3 months.
- The skin patch is a soft, thin, plastic patch that is worn on the skin to prevent pregnancy.
- Spermicides contain chemicals that kill sperm.
- The diaphragm and cervical caps fit over the cervix to prevent sperm from entering the uterus.
- The male condom and female condoms are barrier methods.
- The IUD is a small device that fits into the uterus to prevent pregnancy.
- The basal body temperature method, the calendar method, and the mucus methods are all methods used to predict when ovulation will occur.

### Unit Learning Targets

*Students will...*

- Explain that learning facts about birth control methods helps you prepare for adulthood, when you might choose to marry and plan a family.
- Identify kinds of birth control methods.
- State facts about different birth control methods: how they work; instructions for correct use; effectiveness; other benefits from correct use; side effects; who should not use; and cost.
- Explain why abstinence from sex is the most effective method.

### Evidence of Learning

#### Summative Assessment (4 days)

- Activities
- Written Tests

**Equipment Needed:** Inter-write board, Computer

**Teacher Resources:** Textbook, Advocates for Youth Lesson Planning Guide

#### Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	About Birth Control Methods	1 day
2	Abstinence	1 day
3	Oral Contraceptives	1 day
4	Vaginal Ring and Injectable Contraceptives	1 day
5	Skin Patch and Barrier Methods	1 day
6	IUDs and Fertility Awareness Methods	1 day
7	Sterilization and Unreliable Methods	1 day
8	Review	1 day
9	Test	1 day
<b>Teacher Notes:</b>  		
<b>Curriculum Development Resources</b> Click links below to access additional resources used to design this unit:  <a href="http://www.advocatesforyouth.org">www.advocatesforyouth.org</a> <a href="http://www.dcmp.org">www.dcmp.org</a>		