

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, New Jersey**

**Curriculum Guide**

**Human Sexuality**  
**Grade 9**

Text:

**Health: Skills for Wellness. Prentice Hall (2010)**

Prepared by:

**Nicole Pacicco**  
**Dana LaVorne**

**Conforms to New Jersey Core Curriculum Content Standards**

**Salvatore Goncalves, Superintendent of Schools**  
**Jaynellen Behre-Jenkins, Asst. Superintendent of Curriculum**  
**Steven Jenkins, Supervisor of Health and Physical Education**

**Board Approved: February 25, 2014**

**Course Title: Grade 9 Health-Human Sexuality**

The philosophy of education within the health education department is that all students possess the ability to learn in an environment that nurtures the development of positive personal and social behavior. This view allows BHS educators to prepare lessons and tasks that challenge and stimulate our learners. Students are guided toward authentic understanding of concepts related to current life and for the future. This includes the knowledge of essential questions and enduring understandings related to Family Life Education. As life-long learners, it is critical to apply the information and skills relevant to apply to real life experiences. In order to measure true transfer and authentic understanding, multiple student-centered strategies of instruction and assessment will be implemented. It is a goal at Bloomfield High School to create an environment that nurtures the development of interpersonal skills, ethical and moral behavior, along with physical and psychological well-being. The community is involved in the establishment of this curriculum through parent meetings, and Board of Education presentations.

Family Life Education is designed to supplement, not substitute, what is taught within the home by providing all students with scientific sexuality information. The program includes instruction in matters of sexuality that include: sexual identity, reproduction, growth, and development. Respect for the self and others, and positive interpersonal relationships are fostered with an emphasis on abstinence from sexual intercourse. The rationale for this curriculum can be witnessed on a daily basis within the news media. Without direct instruction and authentic understanding of the risks and consequences of early sexual activities, the incidence of unwanted teenage pregnancy and sexually transmitted infections multiply exponentially. Therefore, abstinence will be stressed. The program conforms to the NJ Standards for Comprehensive Health and Physical Education (2009) <http://www.state.nj.us/njded/ccs/s2chpe.htm> as it promotes responsible personal, sexual, and social behavior.

Throughout the course students will experience tasks that promote critical thinking, decision making, and problem solving to enhance authentic understanding. The instructional strategies include cooperative learning, independent or group research, lecture, and video clips. To help understand the topics contained in this curriculum, refer to the New Jersey Core Content Standards, and the Comprehensive Health and Physical Education Curriculum Framework (<http://www.state.nj.us/njded/ccs/s2chpe.htm>).

**Exclusion Provision:** Should any parent/guardian deem that instruction is likely to be in conflict with morally, conscientiously or religiously held beliefs, students may be excused from such instruction by providing the school principal with a signed statement in this regard. It is important for parents/guardians to communicate directly with the health educator so that appropriate alternative learning activities can be arranged. ([Bloomfield BOE Policy #5250](#))

<b>Title of Unit</b>	Personality and Self Esteem	<b>Grade Level</b>	9
<b>Curriculum Area</b>	Health Education	<b>Time Frame</b>	9 Days
<b>Developed By</b>	Nicole Pacicco/ Dana LaVorne		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>			
<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>			
<b>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.</b>			
<b>Primary Interdisciplinary Connections</b>			
2.1.12.C.1- Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.			
2.1.12.C.2- Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.			
2.1.12.C.3- Determine the emotional, social, and financial impact of mental illness on the family, community, and state..			
2.1.12.C.4- Relate advances in medicine and technology to the diagnosis and treatment of mental illness.			
2.1.12.E.1- Predict the short- and long-term consequences of unresolved conflicts.			
2.1.12.E.2- Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.			
2.1.12.E.3- Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.			
2.2.12.A.1- Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.			
2.2.12.A.2- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.			
2.2.12.A.3- Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.			
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.			
2.2.12.E.2- Determine the effect of accessibility and affordability of healthcare on family, community, and global health.			
2.4.12.A.1- Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.			
2.4.12.A.2- Compare and contrast the current and historical role of life commitments, such as marriage.			
2.4.12.A.3- Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.			
2.4.12.A.4- Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.			
2.4.12.A.5- Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).			
2.4.12.A.6- Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.			

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

2.4.12.B.2- Evaluate information that supports abstinence from sexual activity using reliable research data.

2.4.12.B.3- Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.

2.4.12.B.4- Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures

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).

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

2.4.12.C.2- 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.

2.4.12.C.3- Evaluate the methods and resources available to confirm pregnancy.

2.4.12.C.4- Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

2.4.12.C.5- Evaluate parenting strategies used at various stages of child development based on valid sources of information

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

2.4.12.C.7- Analyze factors that affect the decision to become a parent.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☐ Global Awareness  
☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy  
☒ Health Literacy

**Transfer**

**Students will be able to independently use their learning to...**

Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.

**Meaning**

**Understandings**

**Students will understand that...**

**Essential Questions**

**Students will keep considering...**

<p>U1: People with positive mental health have high self-esteem, can meet daily challenges and can develop healthy relationships.</p> <p>U2: A person's self-esteem basically determines their everyday behavior. Someone with high self-esteem is more likely to succeed, and more likely to attempt new things.</p> <p>U3: A person can maintain a healthy personality by surrounding themselves with positive people.</p>		<p>Q1: Why is it important to have healthy self-esteem?</p> <p>Q2: What is considered to be a healthy personality?</p> <p>Q3: When can an individual's personality have a negative impact on health?</p> <p>Q4: Why is self-esteem often affected in high school?</p>
<b>Acquisition</b>		
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...
<p>The definition of the following terms and how they relate to the content.</p> <ul style="list-style-type: none"> <li>- Mental Health</li> <li>- Self-Esteem</li> <li>- Healthy Relationships</li> <li>- Personality</li> <li>- Positive People vs. Negative People</li> <li>- Improving Self-Esteem</li> </ul>		<ul style="list-style-type: none"> <li>- Identify ways to have a healthy self-esteem</li> <li>- Describe healthy characteristics</li> <li>- Identify ways that a person's self-esteem is affected in high school</li> <li>- Analyze how an individual's personality has a negative impact on health</li> <li>- Identify how they feel about themselves</li> <li>- Set values and rules for their every day living</li> </ul>
<b>Evidence (Stage 2)</b>		
<u><b>Checks for Alignment</b></u>	<u><b>Evaluation Criteria</b></u> <b>Performance is judged in terms of...</b>	<u><b>Assessment Evidence</b></u>
<b>T1,2</b> <b>Ui</b> <b>Q1-6</b>	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> </ul>	<u><b>Transfer Task(s)</b></u> Formative  Daily in-class assessments of student progress. <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> <li>- Periodic questions to students and written responses in their own words.</li> </ul>

	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	Summative  Assessment via, in-class assignments, homework, tests, quizzes and projects
<b>K1-4</b> <b>S1-4</b>	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	<div> <b><u>Other Evidence</u></b>            Formative             Daily in-class assessments of student progress.           <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> </ul>           Periodic questions to students and written responses in their own words.         </div> <div>           Summative             Assessment via, in-class assignments, homework, tests, quizzes and projects         </div>

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction	
	<i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Personality and Self-Esteem Activities pg. 34-40	Human Sexuality (2007) Mary Bronson, PhD
	Healthy Skills Activity: Mental Health	Health (2010) Prentice Hall B.E Pruitt
	How to develop a healthy personality pg. 45	
	All About Me Project- Make a poster with magazines and pictures to describe ones personality	
	Suggested Activities	Suggested Resources
	Related Topic Videos	Miracle of Life, Male vs. Female Brain, Lifetime Movies: Mom at 16, She's Too Young
	Problem Solving Techniques	
	Critical thinking strategies	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Making Healthy Choices	Grade Level	9
Curriculum Area	Health Education	Time Frame	9 Days
Developed By	Nicole Pacicco/ Dana LaVorne		
Desired Results (Stage 1)			
Established Goals			
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.			
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.			
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.			
Primary Interdisciplinary Connections			
2.1.12.C.1- Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.			
2.1.12.C.2- Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.			
2.1.12.C.3- Determine the emotional, social, and financial impact of mental illness on the family, community, and state..			
2.1.12.C.4- Relate advances in medicine and technology to the diagnosis and treatment of mental illness.			
2.1.12.E.1- Predict the short- and long-term consequences of unresolved conflicts.			
2.1.12.E.2- Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.			
2.1.12.E.3- Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.			
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2.2.12.A.3- Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.			
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.			
2.2.12.E.2- Determine the effect of accessibility and affordability of healthcare on family, community, and global health.			
2.4.12.A.1- Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.			
2.4.12.A.2- Compare and contrast the current and historical role of life commitments, such as marriage.			
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2.4.12.A.4- Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

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2.4.12.B.2- Evaluate information that supports abstinence from sexual activity using reliable research data.

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2.4.12.C.7- Analyze factors that affect the decision to become a parent.

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☐ Global Awareness

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☐ Civic Literacy

☒ Health Literacy

**Transfer**

**Students will be able to independently use their learning to...**

Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.

**Meaning**

Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Human sexuality is sexual health, reproduction and sexual identity including the concept of being male or female.</p> <p>U2: Terminology and diagrams are an important part of the explanation process</p> <p>U3: Accessing valid sexual health information improves the ability to make health enhancing choices and overall quality of life</p>	<p>Q1: What does it mean to make a healthy decision?</p> <p>Q2: Why is it necessary to have a strategy for dealing with difficult decisions?</p> <p>Q3: How does our environment shape our overall wellness?</p> <p>Q4: What is HIV/AIDS? Symptoms? Treatment?</p> <p>Q5: What are contraceptives and its benefits?</p> <p>Q6: What is HPV and how can you prevent it?</p>
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p>The definition of the following terms and how they relate to the content.</p> <ul style="list-style-type: none"> <li>- Human sexuality                      -Family planning</li> <li>- Reproduction                              -HIV/AIDS</li> <li>- Sexual Identity                              - STI</li> <li>- Healthy decisions                              -Use of contraceptives</li> <li>- Healthy characteristics                              -Prophylactics and effectiveness</li> <li>- Wellness</li> </ul> <p>Contraception:</p> <ol style="list-style-type: none"> <li>1. Abstinence</li> <li>2. Sterilization</li> <li>3. Oral contraceptives</li> <li>4. Intrauterine device (IUD)</li> <li>5. Diaphragm</li> <li>6. Cervical Cap</li> <li>7. Condoms</li> </ol>	<ul style="list-style-type: none"> <li>- Identify ways to make a healthy decision</li> <li>- Establish strategies for dealing with difficult decisions</li> <li>- Identify his/her own self identity</li> <li>- Describe and list contraceptives?</li> <li>- Identify ways to prevent HIV/AIDS</li> <li>- List signs and symptoms of HPV</li> </ul>

8. Female Condom/Reality 9. Spermicides 10. Depo-provera injections 11. Ortho – transdermal patch 12. Nuvaring		
<b>Evidence (Stage 2)</b>		
<u><b>Checks for Alignment</b></u>	<u><b>Evaluation Criteria</b></u> <b>Performance is judged in terms of...</b>	<u><b>Assessment Evidence</b></u>
<b>T1,2</b> <b>Ui</b> <b>Q1-6</b>	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	<u><b>Transfer Task(s)</b></u> Formative  Daily in-class assessments of student progress. <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> <li>- Periodic questions to students and written responses in their own words.</li> </ul>
		Summative  Assessment via, in-class assignments, homework, tests, quizzes and projects
<b>K1-4</b> <b>S1-4</b>	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	<u><b>Other Evidence</b></u> Formative  Daily in-class assessments of student progress. <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> </ul> Periodic questions to students and written responses in their own words.
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Learning Plan (Stage 3)	
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Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
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**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Relationships and Communication	<b>Grade Level</b>	9
<b>Curriculum Area</b>	Health Education	<b>Time Frame</b>	5 Days
<b>Developed By</b>	Nicole Pacicco/ Dana LaVorne		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>			
<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>			
<b>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</b>			
<b>Primary Interdisciplinary Connections</b>			
2.1.12.C.1- Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.			
2.1.12.C.2- Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.			
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☐ Global Awareness

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☐ Civic Literacy

☒ Health Literacy

**Transfer**

**Students will be able to independently use their learning to...**

Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.

**Meaning**

**Understandings**

**Essential Questions**

**Students will understand that...**

**Students will keep considering...**

U1: Humans are social beings and we need other people in our lives. U2: The first group that people belong to is a family. The family is the basic unit of society. U3: Families teach us our values which are the beliefs and standards that are important to a person. U4: Good communication means clearly expressing your feelings, thoughts, ideas, and expectations		Q1: Define the term peer pressure and evaluate the positive and negative effects of relationships with peers? Q2: What are the benefits of group dating? Q3: What are positive ways you can develop a healthy relationship? Q4: What are some good communication skills?
<b>Acquisition</b>		
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...
The definition of the following terms and how they relate to the content. <ul style="list-style-type: none"> <li>- Values</li> <li>- Peer Pressure</li> <li>- Communication, Attentive Listening</li> <li>- Conflict</li> <li>- Relationships</li> <li>- Refusal Skills</li> </ul>		<ul style="list-style-type: none"> <li>- Evaluate the effects of family relationships on health</li> <li>- Evaluate the positive and negative effects of relationships with peers.</li> <li>- Demonstrate communication skills that build and maintain healthy relationships</li> </ul>
<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
<b>T1,2</b> <b>Ui</b> <b>Q1-6</b>	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> </ul>	<b><u>Transfer Task(s)</u></b> Formative  Daily in-class assessments of student progress. <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> <li>- Periodic questions to students and written responses in their own words.</li> </ul>

	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	Summative  Assessment via, in-class assignments, homework, tests, quizzes and projects
<b>K1-4</b> <b>S1-4</b>	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	<div> <b><u>Other Evidence</u></b>            Formative             Daily in-class assessments of student progress.           <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> </ul>           Periodic questions to students and written responses in their own words.         </div> <div>           Summative             Assessment via, in-class assignments, homework, tests, quizzes and projects         </div>



Learning Plan (Stage 3)	
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Checks for alignment and best practice	<p><b>Summary of Key Learning Events and Instruction</b></p> <p><i>The teaching and learning needed to achieve the unit goals.</i></p>
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## Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

[illegible]

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Male/Female Reproductive System	Grade Level	9
Curriculum Area	Health Education	Time Frame	10 Days
Developed By	Nicole Pacicco/ Dana LaVorne		
Desired Results (Stage 1)			
Established Goals			
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.			
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.			
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			
Primary Interdisciplinary Connections			
2.1.12.C.1- Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.			
2.1.12.C.2- Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.			
2.1.12.C.3- Determine the emotional, social, and financial impact of mental illness on the family, community, and state..			
2.1.12.C.4- Relate advances in medicine and technology to the diagnosis and treatment of mental illness.			
2.1.12.E.1- Predict the short- and long-term consequences of unresolved conflicts.			
2.1.12.E.2- Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.			
2.1.12.E.3- Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.			
2.1.12.E.4- Develop a personal stress management plan to improve/maintain wellness.			
2.2.12.A.1- Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.			
2.2.12.A.2- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.			
2.2.12.A.3- Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.			
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.			
2.2.12.E.2- Determine the effect of accessibility and affordability of healthcare on family, community, and global health.			
2.4.12.A.1- Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.			
2.4.12.A.2- Compare and contrast the current and historical role of life commitments, such as marriage.			

2.4.12.A.3- Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12.A.4- Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5- Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).

2.4.12.A.6- Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

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

2.4.12.B.2- Evaluate information that supports abstinence from sexual activity using reliable research data.

2.4.12.B.3- Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.

2.4.12.B.4- Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures

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).

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

2.4.12.C.2- 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.

2.4.12.C.3- Evaluate the methods and resources available to confirm pregnancy.

2.4.12.C.4- Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

2.4.12.C.5- Evaluate parenting strategies used at various stages of child development based on valid sources of information

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

2.4.12.C.7- Analyze factors that affect the decision to become a parent.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☐ Global Awareness

☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy

☒ Health Literacy

**Transfer**

<b>Students will be able to independently use their learning to...</b>	
Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
<p>U1: The scrotum, the testes and the penis are the external male reproductive organs.</p> <p>U2: Testosterone is the male sex hormone</p> <p>U3: The Vas deferens, the urethra, the seminal vesicles, the prostate gland, and the Cowper's gland are all male internal organs</p> <p>U4: The female reproductive system functions to produce mature ova, or egg cells</p> <p>U5: An egg cell when reunited with a sperm cell can develop into a new human being</p> <p>U6: The menstrual period occurs when an ovum is not fertilized and the lining of the uterus is shed.</p> <p>U7: Sperm make its way into the Fallopian tube and burrows into the egg, and fertilizes the egg.</p>	<p>Q1: Define the term testes and scrotum and explain how these parts of the male reproductive system function</p> <p>Q2: List the external and internal male reproductive organs</p> <p>Q3: Name two disorders of the female reproductive system</p> <p>Q4: Describe the route of sperm from the testes to the penis</p>
<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<p>The definition of the following terms and how they relate to the content.</p> <ul style="list-style-type: none"> <li>- Scrotum</li> <li>- Testes</li> <li>- Testosterone</li> <li>- Penis, Foreskin, Circumcision</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the female reproductive system</li> <li>- Describe the male reproductive system</li> <li>- Relate the importance of early detection and warning signs that prompt individuals to seek health care</li> <li>- Describe the function of the female reproductive system</li> <li>- Describe the function of the male reproductive system</li> </ul>

<ul style="list-style-type: none"> <li>- Semen</li> <li>- Vulva</li> <li>- Vagina</li> <li>- Uterus, Clitoris</li> <li>- Ovaries, Fallopian Tubes</li> <li>- Menstruation</li> </ul>		
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1,2 Ui Q1-6	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	<u>Transfer Task(s)</u> Formative  Daily in-class assessments of student progress. <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> <li>- Periodic questions to students and written responses in their own words.</li> </ul>
		Summative  Assessment via, in-class assignments, homework, tests, quizzes and projects
K1-4 S1-4	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	<u>Other Evidence</u> Formative  Daily in-class assessments of student progress. <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> </ul> Periodic questions to students and written responses in their own words.
		Summative  Assessment via, in-class assignments, homework, tests, quizzes and projects

Learning Plan (Stage 3)	
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## Checks for alignment and best practice

## Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

[illegible]

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Prenatal Development/Childbirth	<b>Grade Level</b>	9
<b>Curriculum Area</b>	Health Education	<b>Time Frame</b>	10 Days
<b>Developed By</b>	Nicole Pacicco/ Dana LaVorne		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.			
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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			
<b>Primary Interdisciplinary Connections</b>			
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2.4.12.C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion and parenting.

2.4.12.C.7- Analyze factors that affect the decision to become a parent.

### **21<sup>st</sup> Century Interdisciplinary Themes:**

☐ Global Awareness

☐ Financial, economic, business, and entrepreneurial literacy

☐ Civic Literacy

☒ Health Literacy

### **Transfer**

### **Students will be able to independently use their learning to...**

Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.

### **Meaning**



Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Parenthood carries with it the responsibility to provide for a child's physical, mental/emotional and social well being.</p> <p>U2: Pregnancy begins with conception or fertilization. The egg stays in the Fallopian tube for about three to four days, but within 24 hours of being fertilized it starts dividing very fast into many cells. It keeps dividing as it moves slowly through the fallopian tube to the uterus. Its next job is to attach to the lining of uterus</p> <p>U3: The sperm (chromosomes) determines the child's gender</p> <p>U4: Early signs of pregnancy vary and may be mistaken for the start of a menstrual period</p> <p>U5: A normal pregnancy lasts about nine months</p> <p>U6: Labor is the process by which contractions gradually push the baby out of the uterus and into the vagina to be born.</p>	<p>Q1: What are the functions of the amniotic sac?</p> <p>Q2: What will a doctor do to determine if a female is pregnant?</p> <p>Q3: What are genes and some of the characteristics inherited?</p> <p>Q4: What are two physical changes that occur during each trimester of pregnancy?</p> <p>Q5: What is fetal alcohol syndrome? Effect?</p> <p>Q6: Name and describe each stage of labor?</p> <p>Q7: What is a cesarean birth?</p>
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p>The definition of the following terms and how they relate to the content.</p> <ul style="list-style-type: none"> <li>- Fertilization</li> <li>- Zygote</li> <li>- Blastocyst</li> <li>- Embryo</li> <li>- Placenta</li> <li>- Amniotic Sac</li> <li>- Genes</li> <li>- Fetus</li> <li>- Prenatal care</li> <li>- Fetal alcohol syndrome/ Effect</li> <li>- Ultrasound</li> </ul>	<ul style="list-style-type: none"> <li>- Explain fetal development from conception through pregnancy</li> <li>- Explain the significance of genetics and its role in fetal development</li> <li>- Discuss the importance of a healthful lifestyle before and during pregnancy</li> <li>- Explain the importance of prenatal care</li> <li>- Analyze the harmful effects on the fetus of the mother's use of alcohol, tobacco, and other drugs</li> </ul>

<ul style="list-style-type: none"> <li>- Birth defect</li> <li>- Labor</li> <li>- Cesarean Birth, Multiple Births</li> </ul>		
<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u> Performance is judged in terms of...</b>	<b><u>Assessment Evidence</u></b>
<b>T1,2 Ui Q1-6</b>	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	<b><u>Transfer Task(s)</u></b> Formative  Daily in-class assessments of student progress. <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> <li>- Periodic questions to students and written responses in their own words.</li> </ul>
		Summative  Assessment via, in-class assignments, homework, tests, quizzes and projects
<b>K1-4 S1-4</b>	Blooms Taxonomy <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> Rubric	<b><u>Other Evidence</u></b> Formative  Daily in-class assessments of student progress. <ul style="list-style-type: none"> <li>- Teacher lead discussions and questions.</li> </ul> Periodic questions to students and written responses in their own words.
		Summative  Assessment via, in-class assignments, homework, tests, quizzes and projects

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction	
	<i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Quick Write pg. 35 and discuss	Human Sexuality (2007) Mary Bronson, PhD
	Real life applications pg. 41	Health (2010) Prentice Hall B.E Pruitt
	Lesson 1 Review pg. 34	
	Lesson 2 Review pg. 43	
	Suggested Activities	Suggested Resources
		Video: Miracle of Life

### 9<sup>th</sup> Grade Health Curriculum Mapping

Month/ Marking Period	Weeks 1-3	Weeks 4-5	Weeks 6-7	Weeks 8-9
<b>2009 New Jersey Core Curriculum Content Standards (NJCCCS)*</b>	2.1.12.D.1-2, 2.1.12.E.4, 2.2.12.A.3, 2.2.12.B.1-2	2.1.12.A.1, 2.1.12.B.1-3, 2.1.12.C.1, 2.1.12.C.3	2.3.12.A.1-3, 2.3.12.B.1-5, 2.3.12.C.1-3	2.4.12.A.3-6, 2.4.12.B.1-5, 2.4.12.C.2-4
Essential Questions:	How can individuals take responsibility for personal wellness?	What regular practices may help to maintain good health?	In what ways do current behaviors affect our futures?	What factors influence the development of positive interaction with others?
Content:	Decision Making and Goal Setting	Maintaining Wellness	Character Development	Human Relationships
Skills and Topics :	<ul style="list-style-type: none"> <li>- determine ways in which an individual can take responsibility for ensuring success and wellness</li> <li>- examine the causes of intentional and unintentional self-harm (e.g., abuse, accidents, cutting)</li> <li>- brainstorm preventive strategies to avoid harm to self and others</li> <li>- assess personal wellness habits</li> <li>- generate personal</li> </ul>	<ul style="list-style-type: none"> <li>- collaborate to determine the relationship of nutrition and physical exercise to weight management</li> <li>- analyze the contributions of each nutrient class to good health (e.g., fats, carbohydrates, protein, water, minerals)</li> <li>- research dietary trends of young adults</li> <li>- analyze the impact of</li> </ul>	<ul style="list-style-type: none"> <li>-differentiate among prescription, over-the-counter, herbal, and illegal medications or substances</li> <li>- determine the criteria for evaluation of effective medicinal substances</li> <li>- compare and contrast the risks and benefits of experimental medicinal and herbal substances</li> <li>- analyze the impact of diverse and potentially-harmful</li> </ul>	<ul style="list-style-type: none"> <li>examine diverse human behaviors and relationships (e.g., family, friends, romantic relationships, gender roles, identity)</li> <li>- analyze personal relationship choices and growth over time</li> <li>- research the effect of technology on the development of global relationships</li> <li>- present challenges to relationships in the 21st century using digital</li> </ul>

	<p>wellness goals</p> <ul style="list-style-type: none"> <li>- assimilate goals in a personal wellness plan</li> <li>- track goals via electronic</li> </ul>	<p>the media on the dietary habits and choices of young adults</p> <ul style="list-style-type: none"> <li>- compare and contrast cultural habits that impact personal nutrition</li> <li>- determine the relationship between diet and illness</li> <li>- assess risks to personal health related to diet</li> <li>- assimilate prevention goals in established personal wellness plan</li> <li>- track goals via electronic journal entries</li> </ul>	<p>substances on present and future health (e.g., tobacco, illegal drugs, inhalants)</p> <ul style="list-style-type: none"> <li>- investigate the legal consequences of possession, use, and/or sale of illegal substances</li> <li>- research the possible life altering effects of alcohol and drug abuse on self and others (e.g., HIV/AIDS, sexually transmitted diseases, hepatitis, contraception, fetal alcohol syndrome, date rape, unplanned pregnancy, injuries, illness, death)</li> </ul> <p>*collaborate to assess the effectiveness of support systems that promote sobriety</p>	<p>tools</p> <ul style="list-style-type: none"> <li>- predict the consequences of teen sexual activity on future plans</li> <li>- compare and contrast the effectiveness of abstinence versus contraceptive measures</li> <li>- determine good health practices that protect human reproduction</li> <li>- evaluate methods to confirm and sustain healthy pregnancies</li> </ul>
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Integration of Technology	Internet, Web Quests, wireless laptop computers, electronic journal entries, YouTube, prezis, VoiceThread, video streaming, Podcasting
Writing	Open-ended responses, conclusions and analysis of exploratory activities, journal entries
Formative Assessment	Projects, written and oral responses, teacher assessments, self-assessments, benchmark assessments, values clarification techniques
Summative Assessment	Quizzes, tests, culminating project(s), benchmark assessments
Performance Assessment	Oral presentations, projects, multimedia presentations
Interdisciplinary Connections:	<p>*ELA: RI.9.1-10, W.9.1-10</p> <p>Science: 5.1.12.D.1</p> <p>Technology: 8.1.12.A.4, 8.1.12.E.1, 8.1.12.F.2</p> <p>World Language: 7.1.NM.A.3</p> <p>Social Studies: 6.1.12.D.14.e, 6.1.12.D.16.a</p> <p>21st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19</p>
21 <sup>st</sup> Century Themes:	<p>-Global Awareness</p> <p>-Civic Literacy</p> <p>-Literacy Health Literacy</p>
21 <sup>st</sup> Century Skills:	<p>-Creativity and Innovation Media Literacy</p> <p>-Critical Thinking and Problem Solving Life and Career Skills</p> <p>-Information and Communication Technologies</p> <p>-Literacy Communication and Collaboration Information Literacy</p>