Health Education Unit Plan

Unit 8

Unit Title: Relationships and Human Sexuality
Course: Health Education
Grade Level: 9th-12th Grade

Unit Overview: Students will analyze complex issues related to reproductive health, pregnancy, pregnancy prevention, healthy relationships and dating violence. While building content knowledge, students will examine healthy behaviors and improve decision-making skills to promote overall wellness.

State Standards:

1:1:1 Predict how healthy behaviors can affect health status.
1:2:1 Describe the interrelationships of emotional, intellectual, physical and social health.
1:3:1 Analyze how environment and person health are interrelated.
1:3:4 Analyze how genetics and family history can impact personal health.
1:4:1 Propose ways to reduce or prevent injuries and health problems.
1:6:1 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1:6:2 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1:6:3 Analyze the potential susceptibility to injury or illness if engaging in unhealthy behaviors.
2:1:1 Analyze how the family influences the health of individuals.
2:1:2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2:1:3 Evaluate how peers influence healthy and unhealthy behaviors.
2:1:4 Evaluate how the school and community can impact personal health practice and behaviors.
2:1:5 Evaluate the effect of media on personal and family health.
2:1:6 Evaluate the impact of technology on personal, family, and community health.
2:2:1 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2:2:2 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2:2:3 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
3:2:1 Use resources from home, school, and community that provide valid health information.
4:1:2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
5:1:1 Examine barriers to healthy decision making.
5:2:1 Determine the value of applying a thoughtful decision-making process in health-related situations.
5:2:2 Justify when individual or collaborative decision making is appropriate.
5:2:5 Defend the healthy choice when making decisions
5:2:6 Evaluate the effectiveness of health-related decisions.

Objectives: Students will:

- Identify the major body parts associated with the male and female reproductive systems.
- Identify both male and female sex cell chromosomes.
- Identify common Reproductive System disorders.
- Analyze the importance of and the steps to the menstrual cycle.
- Identify and explain the stages of pregnancy (fertilization, implantation, trimesters, and birth).
- Define and analyze: abstinence (benefits of & refusal skills).
- Identify the consequences of engaging in sexual intercourse.
- Identify various forms of birth control/contraceptives.
- Identify different types of relationships (significant others, peers, friends, family).
- Identify characteristics of a healthy vs unhealthy relationships.
- Identify characteristics of an abusive relationships.
- Analyze ways in which to deal with unhealthy relationships.
### Modifications/Instructional Support in Objectives for Struggling Students:

Provide students with a diagram of the both reproductive system with a list of labels. Have students match labels with the parts of the diagram.

### Modifications/Instructional Support in Objectives for High Achieving Students:

#### Proficiency Scale

<table>
<thead>
<tr>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Beginning of Unit</td>
</tr>
<tr>
<td>☒ Mid-Unit</td>
</tr>
<tr>
<td>☐ Throughout Unit</td>
</tr>
<tr>
<td>☐ End of Unit Project</td>
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</tbody>
</table>

#### ELA AZCCRS

- ☒ Demonstrate independence.
- ☒ Build strong content knowledge.
- ☒ Respond to the varying demands of audience, talk, purpose and discipline.
- ☒ Comprehend as well as critique.
- ☒ Value evidence.
- ☒ Use technology and digital media.
- ☒ Come to understand other perspectives and cultures.

### Student Self-Assessment:

What form of self-assessment and goal-setting will be used?

- ☒ Ask questions and define problems.
- ☐ Journal/Activity Log
- ☒ Interactive Notebook/Daily Binder
- ☐ Other_______________________

### Assessments/Artifact

#### Frequency

- ☐ Pre-Assessment:___________
- ☒ Mid-Assessment:___________
- ☐ Post-Assessment:___________

#### Interactive Notebook Pages

### Probing Questions for Differentiation on Instructional Tasks

#### Habits of Mind:

**Which student instructional practice(s) will be targeted for proficiency development during this lesson?**

- ☒ E2. Build strong content knowledge.
- ☒ E4. Comprehend as well as critique.
- ☒ E5. Value evidence.
- ☒ E5. Reason abstractly & quantitatively.
- ☒ M3. Construct viable argument & critique reasoning of others.
- ☒ S7. Engage in argument from evidence.
- ☒ M3. Construct explanation s & design solutions
- ☒ S8. Obtain, evaluate & communicate information.
- ☒ E6. Use technology & digital media.
- ☒ M5. Use appropriate tools.

#### What Academic Vocabulary will be introduced or reinforced in this lesson?

**Essential**

- Male Reproductive System
- Sperm
- Testes
- Penis
- Semen
- Prostate
- Scrotum
- Urethra
- Bladder
- Reproductive Health
- Vas Deferens
- Seminal Vesicle
- Epididymis
- Bulbourethral Gland
- Rectum
- Anus
- Chromosomes
- Trimester (1st, 2nd, and 3rd)
- Contraceptives

- Female Reproductive System
- Ovary
- Vagina
- Fallopian Tubes
- Uterus
- Menstrual Cycle
- Cervix
- XX Chromosome (Female)

**Supportive**

- Relationships
- Effective
- Passive
- Aggressive
- Assertive
- Speaking Skills
- Listening Skills
- Body Language
- Bully
- Menstrual Cramps
- Embryo
- Placenta
- Fetus
- Prenatal
- Dilate
- Cesarean Birth (C-Section)
- Natural Birth
**Literary Skills that could be used within the Unit**

<table>
<thead>
<tr>
<th>Reading and Writing</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Shifts in the AZCCRS: Activities/Assignments</strong></td>
<td><strong>Alignment to the Depth of the AZCCRS</strong></td>
</tr>
<tr>
<td>☒ Reading Text Closely: [ ]</td>
<td>☒ Lead and participate in group discussion.</td>
</tr>
<tr>
<td>[ ] Text-Based Evidence:</td>
<td>☒ Read/orally interpret text.</td>
</tr>
<tr>
<td>[ ] Writing from Sources:</td>
<td>☒ Create and present speeches for different purposes (e.g., persuade, inform, describe).</td>
</tr>
<tr>
<td>[ ] Academic Vocabulary:</td>
<td>☒ Debate</td>
</tr>
<tr>
<td>[ ] Increasing Text Complexity:</td>
<td>☒ Interact with partners and small groups about content and skills.</td>
</tr>
<tr>
<td>☐ Building Disciplinary Knowledge: [ ]</td>
<td>☒ Ask relevant questions.</td>
</tr>
<tr>
<td>Balance of Texts: [ ]</td>
<td>☒ Listen to and respond thoughtfully and appropriately to questions and comments.</td>
</tr>
<tr>
<td>☐ Balance of Writing:</td>
<td></td>
</tr>
</tbody>
</table>

- **Topic**
  - *Must be taught*
  - **Sample Activity** *(not limited to)*
  - **What will the teacher be doing?** *How will you be assessing and responding to individual students?*
  - **What will the students be doing?** *How will students be actively engaged in each part of the lesson? What are struggling or higher achieving students doing that is differentiated?*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sample Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproductive Systems</td>
<td>Female System</td>
</tr>
<tr>
<td></td>
<td>Male System</td>
</tr>
<tr>
<td><strong>SUB TOPIC #1</strong></td>
<td>Pregnancy</td>
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<tr>
<td>Pregnancy &amp; Prevention</td>
<td>Pregnancy Prevention</td>
</tr>
<tr>
<td><strong>SUB TOPIC #2</strong></td>
<td>BLOOM- healthy relationships</td>
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<tr>
<td>Relationships</td>
<td></td>
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