

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown William Allen Middle School
Health and Physical Education**

**Health Education
*Grade 8***

Date: February 2020

Prepared by: *Teachers' Names*

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Course Description and Fundamental Concepts

- The eighth grade curriculum concentrates on the dimensions of wellness with a focus on physical, mental, and emotional health. Students explore the body systems, mental health, decision making, drugs and alcohol, community health, healthy relationships, and human sexuality. Students will be required to complete individual and group projects

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

2020 Comprehensive Health and PE Standards:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
3, 8	2.1.8.PGD.1:	Explain how appropriate health care can promote personal health.
3, 9	2.1.8.PGD.2:	Analyze how genetics and family history can impact personal health
9	2.1.8.PGD.3:	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
3, 8	2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health
10	2.1.8.PP.1:	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
10	2.1.8.PP.2:	Summarize the stages of pregnancy from fertilization to birth.
10	2.1.8.PP.3:	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
10	2.1.8.PP.4:	Predict challenges that may be faced by adolescent parents and their families.
10	2.1.8.PP.5:	Identify resources to assist with parenting.
4	2.1.8.EH.1:	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
1, 4	2.1.8.EH.2:	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

9	2.1.8.SSH.1:	Differentiate between gender identity, gender expression and sexual orientation.
1, 2, 5	2.1.8.SSH.3:	Demonstrate communication skills that will support healthy relationships.
1, 2, 5	2.1.8.SSH.4:	Compare and contrast the characteristics of healthy and unhealthy relationships.
5	2.1.8.SSH.5:	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
3, 4	2.1.8.SSH.6:	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
8, 9, 10	2.1.8.SSH.7:	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
5, 7	2.1.8.SSH.8:	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
8	2.1.8.SSH.9:	Define vaginal, oral, and anal sex.
10	2.1.8.SSH.10:	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom)
8	2.1.8.SSH.11:	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
8	2.1.8.CHSS.5:	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
4	2.1.8.CHSS.8:	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
1, 5	2.3.8.PS.7:	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
3, 8	2.3.8.HCDM.3:	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

8	2.3.8.HCDM .4:	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
8	2.3.8.HCDM .5:	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
8	2.3.8.HCDM .6:	Explain how the immune system fights disease.
3, 8	2.3.8.HCDM .7:	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
6, 7	2.3.8.ATD.1:	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
6, 7	2.3.8.ATD.2:	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
6, 7	2.3.8.ATD.3:	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
7	2.3.8.ATD.4:	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
5	2.3.8.ATD.5:	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
7	2.3.8.DSDT. 1:	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
6	2.3.8.DSDT. 2:	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
6, 7	2.3.8.DSDT. 3:	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
6, 7	2.3.8.DSDT. 4:	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

English Companion Standards

List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
3, 5	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
7, 9	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
4, 6, 8, 10	RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
7	RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
3, 9	RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
4, 8	RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
6, 7	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
7, 9, 10	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

21st-Century Skills and Technology Integration (Standard 8)*List appropriate units below for which strands (A through F) will be addressed*

Standard 8.1 (K-12)		Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>
Unit Addressed	Strand Letter	Standard Description
3, 7-10	Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
1, 3, 7-10	Strand B	Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
1, 2, 4, 5, 6	Strand C	Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
	Strand D	Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
2, 6, 7, 8	Strand E	Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
3, 4, 5, 8, 10	Strand F	Critical thinking, problem-solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>

Career Ready Practices (Standard 9)*List appropriate units below for which CRPs will be addressed*

Unit Addressed	Standard #	Standard Description
1, 2, 5	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
3	CRP2	<i>Apply appropriate academic and technical skills.</i>

2, 5, 7	CRP3	<i>Attend to personal health and financial well-being.</i>
1, 4	CRP4	<i>Communicate clearly and effectively and with reason.</i>
2, 9, 10	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
3	CRP6	<i>Demonstrate creativity and innovation.</i>
3, 7	CRP7	<i>Employ valid and reliable research strategies.</i>
1, 2, 4-6	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
2, 5, 6	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
2	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
3, 4, 8-10	CRP11	<i>Use technology to enhance productivity.</i>
1, 5	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.4) may be addressed

Unit Addressed	Standard #	Standard Description
7, 10	Standard 1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.
	Standard 1.2	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
1, 6, 7	Standard 1.3	Performing/Presenting/Producing: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.

	Standard 1.4	Aesthetic Responses & Critique Methodologies: <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.</i>
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<u>Other Interdisciplinary Content Standards</u> <i>List appropriate units below for any other content/standards that <u>may be addressed</u></i>		
Unit Addressed	Content / Standard #	Standard Description
3	MS-LS1-1.	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells
3	MS-LS1-3.	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
3	MS-LS1-8.	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
9	MS-LS4-4.	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Week (w/Approx number of Teaching Days)
Communication Skills	Weeks 1-2
Decision Making & Goal Setting	Weeks 3-4
Body Systems	Weeks 5-6
Stress	Weeks 7-8
Relationships/Peer pressure	Weeks 9-10
Dependence/Addiction	Weeks 11-12
Drugs & Alcohol	Weeks 13-14
Communicable and Non-Communicable Diseases	Weeks 15-16
Human Reproduction	Weeks 17-18
Pregnancy and Parenting	Weeks 19-20

[Units Scope and Sequences](#)

Unit Name: COMMUNICATION SKILLS

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

- 2.1.8.EH.2
- 2.1.8.SSH.3
- 2.1.8.SSH.4
- 2.3.8.PS.7

[NJSLs - Technology Integration Standards](#)

Strand B and Strand C

[NJSLs - College and Career Ready Practices](#)

CRP 1, CRP 4, CRP 8, CRP 12

[NJSLs - Interdisciplinary Standards](#)

1.3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Communication can be verbal or nonverbal.
- Communication is the process of sending and receiving messages.
- Successful communication occurs when there is understanding
- The original meaning in messages can sometimes get lost in translation.
- Finding ways to peacefully solve conflicts.

Objectives

Students will be able to...

- Find new ways to practice communication and listening techniques with their peers.
- Work through challenging activities as a group, and find solutions as a team.
- Use effective listening techniques.
- Recognize that team leaders can be both verbal and nonverbal.
- Understand how important nonverbal communication is in the classroom, at home and in the future.
- Recognize how to appropriately express negative feelings, while continuing to work to find solutions.

Unit Name: GOAL SETTING

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

- 2.1.8.SSH.3:
- 2.1.8.SSH.4:

[NJSLS - Technology Integration Standards](#)

Strand C and Strand E

[NJSLS - College and Career Ready Practices](#)

CRP 1, CRP 3, CRP 5, CRP 8, CRP 9, CRP 12

[NJSLS - Interdisciplinary Standards](#)

(N.J.S.A. 18A:35-4.34)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Understand the variety of decision making techniques and the potential outcomes that may arise from those decisions.
- Students will identify short and long term goals as well as how to adjust when adversity or change is presented.

Objectives

Students will be able to...

- Identify short and long term personal goals.
- Create realistic goals and reflect on one's ability to effectively reach those goals.

Unit Name: BODY SYSTEMS

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

2.1.8.PGD.1

2.1.8.PGD.2

2.1.8.PGD.4

2.1.8.SSH.6:

2.3.8.HCDM.3

2.3.8.HCDM.7

[NJSLS - Technology Integration Standards](#)

Strands: A, B, and F

[NJSLS - College and Career Ready Practices](#)

CRP2, CRP6, CRP7, CRP11

[NJSLS - Interdisciplinary Standards](#)

NJSLSA.R1

RST.6-8.5

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- For each body system, the fundamental concepts learned will be:
 - Body parts
 - Major function
 - System interrelation
 - Potential Common Health problems
 - Proper care

Objectives

Students will be able to...

- Describe, analyze, interpret and apply the fundamental concepts listed above as they relate to individual body systems.

Unit Name:[**STRESS / PSYCHOSOMATIC DISORDERS**](#)

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards

New Jersey Comprehensive Health and Physical Education Standards

- 2.1.8.EH.1:
- 2.1.8.EH.2:
- 2.1.8.SSH.6:
- 2.1.8.CHSS.8:

[NJSLS - Technology Integration Standards](#)

Strand C and Strand F

[NJSLS - College and Career Ready Practices](#)

CRP4, CRP8, CRP11

[NJSLS - Interdisciplinary Standards](#)

RH.6-8.7

RST.6-8.7

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What is Stress? What are the various types of Stress?
- Research the ways Stress affects our body - physically, mentally, and emotionally.
- Identify changes we can see in others when they are under stress.
- Evaluate and apply individual coping mechanisms.

Objectives

Students will be able to...

- Identify stressors and their short and long term effects on the body.
- Connect stress to action/reactions, mood, and behavior.
- Develop methods to cope with stress in and out of school.

Unit Name: [RELATIONSHIPS & PEER PRESSURE](#)

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards

New Jersey Comprehensive Health and Physical Education Standards

- 2.1.8.SSH.3:
- 2.1.8.SSH.4:
- 2.1.8.SSH.5:
- 2.1.8.SSH.8:
- 2.3.8.PS.7:
- 2.3.8.ATD.5:

[NJSLs - Technology Integration Standards](#)

[NJSLs - College and Career Ready Practices](#)

CRP1, CRP3, CRP8, CRP9, CRP12

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Building healthy peer relationships
- Utilizing previously learned communication skills to build healthy relationships
- Understanding physical attraction and Dating
- Recognizing abusive dating relationships
- Develop positive refusal skills

Objectives

Students will be able to...

- Utilize previously learned communication skills to foster healthy peer relationships.
- Define peer pressure
- Identify ways to manage peer pressure
- Recognize the importance of belonging to a group.
- Look at the benefits and disadvantages of belonging to a group.

Unit Name: [DEPENDENCE & ADDICTION](#)

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards

New Jersey Comprehensive Health and Physical Education Standards

- 2.3.8.ATD.1:
- 2.3.8.ATD.2:
- 2.3.8.ATD.3:
- 2.3.8.DSDT.2:
- 2.3.8.DSDT.3
- 2.3.8.DSDT.4:

[NJSLs](#) - *Technology Integration Standards*

Strand C and F

[NJSLs](#) - *College and Career Ready Practices*

CRP8, CRP9

[NJSLs](#) - *Interdisciplinary Standards*

1.3

NJSLSA.R1

RH.6-8.7

NJSLSA.W1

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Identify serious effects from prolonged drug abuse
- Describe the stages of abuse and misuse
- Identify factors that make people especially vulnerable to drug abuse
- Recognize the differences between stimulants, depressants, and hallucinogens and their effect on the human body/mind.

Objectives

Students will be able to...

- Identify various diseases that manifest as a result of drug abuse
- Describe the stages of alcoholism and be able to relate these stages to the misuse of other drugs
- Evaluate various treatment options for persons suffering from addiction or dependence

Unit Name: DRUGS & ALCOHOL

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards

New Jersey Comprehensive Health and Physical Education Standards

- 2.1.8.SSH.8:
- 2.3.8.ATD.1:
- 2.3.8.ATD.2:
- 2.3.8.ATD.3:
- 2.3.8.ATD.4:
- 2.3.8.DSDT.1:
- 2.3.8.DSDT.3:
- 2.3.8.DSDT.4:
-

[NJSLS - Technology Integration Standards](#)

Strand C and E

[NJSLS - College and Career Ready Practices](#)

CRP3, CRP7

[NJSLS - Interdisciplinary Standards](#)

1.1, 1.3

NJSLSA.R7

RST.6-8.3

NJSLSA.W1

NJSLSA.W7

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Define the term drug and understand both legal and illegal drugs.
- Evaluate attitudes regarding drug and alcohol use misuse and abuse
- Identify drugs and their classification as related to the effects on the central nervous system
- Analyze the current trends in drug and alcohol use and abuse and their effect on community/society
- Evaluate and practice methods of maintaining a healthy lifestyle

Objectives

Students will be able to...

- Determine the difference between legal and illegal drug and alcohol use
- Understand the difference between use, misuse and abuse of both drugs and alcohol
- Understand and apply the measurement of alcohol in beverages
- Predict the effect of illicit drug use on an individual and society as a whole

- Describe the current trends in drug and alcohol use
- Evaluate and apply refusal skills and healthy coping mechanisms
- Understand and apply effective strategies to avoid using alcohol and recreational drugs
- Evaluate the consequences of underage drinking

Unit Name: **COMMUNICABLE - NON COMMUNICABLE / STI'S/STD'S**

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards

New Jersey Comprehensive Health and Physical Education Standards

- 2.1.8.PGD.1:
- 2.1.8.PGD.4:
- 2.1.8.SSH.1:
- 2.1.8.SSH.7:
- 2.1.8.SSH.9:
- 2.1.8.SSH.11:
- 2.1.8.CHSS.5:
- 2.3.8.HCDM.3:
- 2.3.8.HCDM.4:
- 2.3.8.HCDM.5:
- 2.3.8.HCDM.6:
- 2.3.8.HCDM.7:

[NJSLS - Technology Integration Standards](#)

Strand A, B, E and F

[NJSLS - College and Career Ready Practices](#)

CRP11

[NJSLS - Interdisciplinary Standards](#)

RH.6-8.7

RST.6-8.7

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Body parts associated with the Immune system
- The difference between communicable and non-communicable diseases
- How diseases are contracted and spread
- Prevention and treatment of disease with an emphasis on common diseases/infections as well as infections that are transmitted via sexual activity

Objectives

Students will be able to...

- Describe, analyze, interpret and apply the fundamental concepts listed above as they relate to the Immune system, prevention and treatment of communicable and non-communicable diseases and sexually transmitted infections.
- Research and analyze various common infections and diseases

Unit Name: HUMAN REPRODUCTION

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards

New Jersey Comprehensive Health and Physical Education Standards

- 2.1.8.PGD.2:
- 2.1.8.PGD.3:
- 2.1.8.SSH.7:

[NJSLS - Technology Integration Standards](#)

Strand A and B

[NJSLS - College and Career Ready Practices](#)

CRP5, CRP11

[NJSLS - Interdisciplinary Standards](#)

NJSLSA.R7
RST.6-8.5
NJSLSA.W1

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Identify the differences between the male and female reproductive systems
- Understand pregnancy and the formation of a baby from conception through birth
- Identify gender specific similarities and differences

Objectives

Students will be able to...

- List the major parts of the male and female reproductive systems
- Identify and describe the functions of each reproductive organ

Unit Name: PARENTING & PREGNANCY

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

New Jersey Student Learning Standards

New Jersey Comprehensive Health and Physical Education Standards

- 2.1.8.PP.1:
- 2.1.8.PP.2:
- 2.1.8.PP.3:
- 2.1.8.PP.4:
- 2.1.8.PP.5:
- 2.1.8.SSH.7:
- 2.1.8.SSH.10:

[NJSLs - Technology Integration Standards](#)

Strand A, B, and F

[NJSLs - College and Career Ready Practices](#)

CRP5

CRP11

[NJSLs - Interdisciplinary Standards](#)

RH 6-8.7

NJSLSA.W7

NJSLSA.W1

N.J.S.A. 18A:35-4.34

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Understand the reproductive cycle.
- Analyze the impact of teen pregnancy.
- Identify and research different parenting styles.
- Responsibilities and costs related to raising a child

Objectives

Students will be able to...

- Determine the benefits of sexual abstinence.
- Develop strategies to resist sexual activity.
- Compare various types of contraception for all genders.
- Discuss which factors put you at risk for STDs and STIs.
- Identify the physical, social, and emotional changes that occur during each stage of pregnancy.

- Determine short and long term effects of teen pregnancy.
- Discuss the potential impacts of child rearing.

Please contact content supervisor for any questions.