



Health Curriculum Grade 11

Developed By: Matthew Francello, Catriona Caithness, Kevin Reilly, Eric Puzio
Effective Date: September 2022

Grade 11 Health Scope and Sequence		
Unit Name	Description	Number of Sessions
Unit 1: Puberty, Anatomy and Healthy Relationships	This unit will review the function and structure of the female and male reproductive systems, as well as the various problems or complications that can occur within the human reproductive systems. Furthermore, the aspects of a healthy relationship will be covered.	8
Unit 2: Contraception and Pregnancy	This unit will cover various methods to prevent pregnancy, explore types of contraception methods, explore contraceptive methods. The unit will cap with an overview of the 9 month pregnancy process.	8
Unit 3: Issues of Sexuality	The unit will focus on recognizing, treating and avoiding sexually transmitted infections (STIs). The unit will also cover common sexually transmitted infections, their complications, signs and symptoms, mode of transmissions, possible long-term effects, and treatments. Finally, the unit will cover sexual issues such as abusive relationships, sexting, and human sex trafficking.	8

Grade 11 Unit 1: Puberty, Anatomy and Healthy Relationships

A true prerequisite to understanding human sexuality in great detail is to understand the basic anatomy and functionality of both the male and female reproductive system. From there, a basis for the grounds of a healthy relationship can be covered.

(Modules 1 - 4 of Glencoe Text)

Summary and Rationale

The goal of this unit is for students to gain an understanding of the human reproductive systems. The process of puberty will be discussed. Students will review the function and structure of the female and male reproductive systems. Students will also be instructed on the various problems or complications that can occur within the human reproductive systems. Once anatomical understanding is established, focus will shift into communication within a relationship, how to have a healthy relationship, the legal definition of consent, and marriage.

Recommended Pacing

8 lessons

Standards

Personal Growth and Development

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
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2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
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Emotional Health

2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
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2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
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2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
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2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
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Social and Sexual Health	
2.3.12.HCDM.2	Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
Community Health Services and Support	
2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12. CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
2.1.12.CHSS.5	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
Personal Safety	
2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
2.3.12.PS.2	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
2.3.12.PS.5	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
2.3.12.PS.8	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
Health Conditions, Diseases and Medicines	
2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.2	Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer.).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Alcohol, Tobacco and other Drugs	
2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
2.3.12.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Dependency, Substances Disorder and Treatment	
2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
2.3.12.DSDT.4	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
2.3.12.DSDT.5	Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
Interdisciplinary Connections	
Standard x.x	
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Instructional Focus	
Enduring Understandings:	Essential Questions:
Caring for the reproductive systems contributes to living a healthy life.	What are the structure/ functions and characteristics of the female and male reproductive system? How does puberty affect adolescents differently?

Evidence of Learning (Assessments)	
“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> - Structure and function of the female and male reproduction systems. - The process of the menstrual cycle. - The secondary sex characteristics 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the importance of understanding the male and female reproductive systems - Define the ovarian cycle, the menstrual (uterine) cycle and menstruation, the female reproductive cycle, and hormones - Describe the anatomy and physiology of female and male reproductive systems - Describe the phases of the menstrual cycle and what occurs in each phase - Discuss how the body changes during puberty
Suggested Resources/Technology Tools	
<p>Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.</p> <p>Links ...</p> <ul style="list-style-type: none"> - https://kidshealth.org/en/teens/ - https://www.webmd.com/sex-relationships/guide/male-reproductive-system - https://www.webmd.com/sex-relationships/guide/your-guide-female-reproductive-system - https://www.njleg.state.nj.us/2018/Bills/AL19/16_.HTM 	
Modifications	

Special Education -

- Modify assignments for student understanding.
- Allow extra time on assignments/Eliminate penalties for late submissions
- Limit workload by 25%.
- Supply resources to be available outside of school.

ELL - Modify assignments to ELL students.

- Refer to ELL documentation provided by the World Language department.
- Use visuals as much as possible.
- Supply demonstrations when applicable.
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- Limit workload.
- Allow the use of a Translator, and to paraphrase for written work.

Gifted and Talented

- Modify assignments by challenging gifted and talented students.
- Provide Gifted students with the most challenging topics and research.
- Give students the opportunity to assist in presentation of material.
- Give open-ended additional questions for assessments.

504 - Modify assignments/lessons to accommodate each student's 504 plan.

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 11 Unit 2: Contraception and Pregnancy

A firm understanding of maintaining sexual health can only be attained with a full knowledge of contraception options, proper usage, and effectiveness. In a healthy relationship, when discussion and planning take place, pregnancy can be prepared for, and the process of the nine months will be covered in detail.

(Modules 2 and 5 of Glencoe Text)

Summary and Rationale

The goal of this unit is to introduce students to the various methods to prevent pregnancy. Students will learn various types of contraception methods and how they are used. Key points that students will be emphasized to learn will be proper use and efficiency of various contraceptive methods. Students will be instructed on the pros and cons associated with various contraceptive devices and that the only 100% safe method is practicing abstinence. The unit will cap with an overview of the 9 month pregnancy process.

Recommended Pacing

8 lessons

Standards

Personal Growth and Development

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
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2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
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2.3.12.DSDT.5	Evaluate the effectiveness of various strategies and skills that support an individual’s ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> - Caring for the reproductive systems contributes to living a healthy life. - Abstinence is the only 100% effective way to avoid sexually transmitted infections. 	<ul style="list-style-type: none"> - What are the causes of common STIs? - How are STI’s transmitted? - What are the symptoms of common STI’s? - Why is abstinence important to the prevention of STIs?
Evidence of Learning (Assessments)	
“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.	
Objectives (SLO)	

Students will know:

- Causes of sexually transmitted infections
- Symptoms of sexually transmitted infections
- Treatment of sexually transmitted infections

Students will be able to:

- Identify the STI's caused by bacteria, viruses, or parasites.
- Describe common symptoms of STI's.
- Understand ways that an individual can and cannot be infected with an STI.
- Identify treatments of common STIs.
- Identify the some STIs are curable and some are not.
- Discuss the benefits of abstinence as a way to avoid STI transmission.

Suggested Resources/Technology Tools

Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.

Links ...

- <https://kidshealth.org>
- <https://www.cdc.gov/std/>
- <https://www.nichd.nih.gov/health/topics/stds/conditioninfo/types>
- <https://www.mayoclinic.org/diseases-conditions/sexually-transmitted-diseases-stds/in-depth/std-symptoms/art-20047081>
- https://www.njleg.state.nj.us/2018/Bills/PL18/80_.HTM
- https://www.njleg.state.nj.us/2018/Bills/PL19/185_.HTM

Modifications

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Please select all standards that apply to this unit of study:

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Utilize critical thinking to make sense of problems and persevere in solving them

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Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

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Grade 11 Unit 3: Issues of Sexuality

Students will cover various types of sexually transmitted infections, their transmission methods, complications, and how to avoid / treat them. Beyond STI's, students will discuss red flags for abusive relationships and learn about the realities of human sex trafficking.

(Modules 6 - 8 of Glencoe Text)

Summary and Rationale

During this unit students will learn the importance of recognizing, treating and avoiding sexually transmitted infections. The goal of this unit is to provide an overview of common sexually transmitted infections and the complications if left untreated. Students will learn the signs and symptoms, mode of transmission, possible long-term effects, and treatment. Students will leave the unit with an understanding of various type of STI's, dangerous signs in an abusive relationship, sexting, and the dangers of human sex trafficking.

Recommended Pacing

8 lessons

Standards

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RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p> <p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p> <p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>What are the reasons why teenagers identify the way they do?</p> <p>What are the benefits and challenges of changing sexual identity?</p> <p>How can everyone be supported regardless of their sexuality?</p> <p>What are your rights in American and New Jersey when it comes to health care?</p>

Evidence of Learning (Assessments)

“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.

Objectives (SLO)

Students will know:

- Causes of sexually transmitted infections
- Symptoms of sexually transmitted infections
- Treatment of sexually transmitted infections

Students will be able to:

- Identify the STI’s caused by bacteria, viruses, or parasites.
- Describe common symptoms of STI’s.
- Understand ways that an individual can and cannot be infected with an STI.
- Identify treatments of common STIs.
- Identify the some STIs are curable and some are not.
- Discuss the benefits of abstinence as a way to avoid STI transmission.

Suggested Resources/Technology Tools

Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.

Links ...

- <https://kidshealth.org>
- <https://www.cdc.gov/std/>
- <https://www.nichd.nih.gov/health/topics/stds/conditioninfo/types>
- <https://www.mayoclinic.org/diseases-conditions/sexually-transmitted-diseases-stds/in-depth/std-symptoms/art-20047081>
- https://www.njleg.state.nj.us/2018/Bills/PL18/80_.HTM
- https://www.njleg.state.nj.us/2018/Bills/PL19/185_.HTM

Modifications

Special Education -

- Modify assignments for student understanding.
- Allow extra time on assignments/Eliminate penalties for late submissions
- Limit workload by 25%.
- Supply resources to be available outside of school.

ELL - Modify assignments to ELL students.

- Refer to ELL documentation provided by the World Language department.
- Use visuals as much as possible.
- Supply demonstrations when applicable.
- Turn on Closed Captions to Spanish for videos.
- Limit workload.
- Allow the use of a Translator, and to paraphrase for written work.

Gifted and Talented

- Modify assignments by challenging gifted and talented students.
- Provide Gifted students with the most challenging topics and research.
- Give students the opportunity to assist in presentation of material.
- Give open-ended additional questions for assessments.

504 - Modify assignments/lessons to accommodate each student's 504 plan.

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>