

Black Horse Pike Regional School District

Course Name

Unit # & Name

Curriculum Date

Health 12

Unit #1 Emotional and Mental Health

July 2023

Unit Overview

This section describes WHAT comprises the unit in terms of content and student learning.

This unit is designed to guide students' understanding of self-confidence, personal traits, stress limitations, and strengths that impact the mental and emotional development of an individual.. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about how decision making can impact their overall wellness. It allows space for students to explore their own personal values and how those values impact their decisions and well-being. This unit uses inquiry to engage students in learning processes that develop critical thinking about how to achieve a healthy lifestyle and what a healthy lifestyle means to them. Students will analyze and evaluate healthy relationships and determine the characteristics of an unhealthy relationship. Students will create real world connections with their own personal health and well-being as well as compare experiences of others relevant to the culture of learners in the classroom. Students will have agency to create and develop personalized wellness plans that include managing emotions and utilizing resources throughout the school to assist them in achieving a healthy lifestyle. Assessment will engage students in decision making and be used to evaluate their understanding of key vocabulary and application of ideas to their own personal wellness and relationships.

Essential Questions:

These questions establish WHY students are learning about the particular content;

- How do the components of health affect our day to day lifestyle?
- How can one practice healthy mental/emotional strategies?
- What does it mean to be mentally healthy?
- What skills do you need to form healthy relationships with peers?
- What healthy stress management techniques do you use on a daily basis and how do they affect your mental health?
- Why is it important to discuss the different types of mental disorders?
- How can misdiagnosing of symptoms affect prompt necessary treatment for a mental disorder?
- Where are local resources for people to use who suffer from these disorders?
- What local resources are available for mental health disorders/wellness?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.

1. Understand that to achieve optimal health, one must have good mental/emotional, social, and physical health.

- *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. (2.1.12.PGD.1)*
- *Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. (2.1.12.PGD.2)*
- *Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. (2.1.12.EH.1)*

2. Understand that using stress management techniques will improve one's total health and prevent destructive decisions (self

harm/suicide)

- Describe strategies to appropriately respond to stressors in a variety of situations **(2.1.12.EH.3)**
- 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. **(2.1.12.PGD.1)**
- 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. **(2.1.12.CHSS.9)**

3. Understand that mental, emotional and behavioral disorders are commonly diagnosed in the community.

- Describe strategies to appropriately respond to stressors in a variety of situations **(2.1.12.EH.3)**
- 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. **(2.1.12.PGD.1)**
- Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. **(2.1.12.PGD.2)**

Assessments:

This section establishes HOW student learning will be evaluated.

Formative Assessments:

- Do Nows & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Poster Projects - “Stigma Reduction Campaign”
- Homework
- WebQuest Prompts
- Quizzes

Summative Assessments:

- Unit Test - Cover the chapters of Emotional Health, Stress Management, Mental Health Disorders, and Health/Unhealthy Relationships.
- Presentations
 - “Healthy/Unhealthy relationship class scenarios”
 - ”Media Analysis”

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

Content:

Chapter 1 - Emotional Health

- *Classroom Discussion:* Introduce the concept of emotional health and its significance. Discuss the impact of emotional health on various aspects of life, such as relationships, academic performance, and personal growth.

- *Self-Reflection Exercise:* Ask students to reflect on their own emotional well-being and identify areas where they feel they need improvement. Encourage them to set personal goals for enhancing their emotional health.
- *Guest Speaker:* Invite a mental health professional to speak to the class about the importance of emotional health, common emotional challenges faced by young adults, and strategies for managing emotions effectively.
- *Role-Playing Scenarios:* Divide students into pairs and provide them with different scenarios related to emotional health. Encourage them to act out the scenarios and discuss effective strategies for handling emotions in each situation.

Chapter 2 - Stress Management

- *Stress Awareness Survey:* Administer a stress assessment survey to students to help them identify their stressors and determine their stress levels. Discuss the results as a class and explore healthy coping mechanisms.
- *Stress Management Techniques:* Introduce various stress management techniques, such as deep breathing exercises, mindfulness, physical activity, and time management. Engage students in hands-on activities to practice these techniques.
- *Stress Reduction Plan:* In small groups, have students develop a stress reduction plan incorporating the techniques they have learned. They should identify specific stressors, strategies for managing them, and create a plan to implement these strategies in their daily lives.
- *Case Studies:* Provide students with case studies depicting individuals facing different stressors. Ask them to analyze the situations and propose appropriate stress management strategies.

Chapter 3 - Mental Health Disorders and Diagnosis

- *Guest Speaker:* Invite a mental health professional or someone with personal experience of living with a mental health disorder to share their story. Discuss the importance of seeking professional help and the available resources for mental health support.
- *Research Project:* Assign students to research and present on different mental health disorders. They should include information about symptoms, prevalence, risk factors, and available treatments. Encourage class discussions on the impact of these disorders on individuals' lives and ways to support those affected.
- *Group Discussion:* Divide the class into small groups and provide each group with a specific mental health disorder. Ask them to discuss the challenges faced by individuals with that disorder and propose strategies for promoting mental health and well-being.
- *Stigma Reduction Campaign:* Have students develop a creative campaign to reduce stigma surrounding mental health. This can include creating posters, videos, or social media campaigns to raise awareness and promote understanding.

Materials and Supplies:

Powerpoint/Google Slide presentations

Worksheets

Videos which include:

Discovery Health Network and Youtube

Edpuzzle

Strategic Questioning

Teacher specific Google Classroom

For additional resources:

Link to shared Drive : Senior Health 2023

Objectives and Skills Learned by using resources stated above:

- Students will be able to understand, identify, and/or demonstrate:
 - personal stressors and discuss how they have handled them in past experiences.
 - different types of mental health disorders
 - participate in teacher led discussions on different types of stress and stressors.
 - participate in teacher-led discussions on the six influences on health to determine how each can have a positive or negative effect on a person's overall well-being.
 - research local resources in which they can receive stress management techniques in the local community.
 - analyze positive and negative health messages delivered through media and technology to see their impact on an individual.
 - debate mental health disorders and the importance of making more people aware of the symptoms.
 - design a stress management plan.
 - create a daily routine to achieve optimal health.
 - create brochures about the different mental health disorders.
 - participate in student-led discussion of daily stressors that their generation faces.
 - identify the difference between a healthy and unhealthy relationship.
 - compare/contrast the various forms of dating violence and harassment

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

- mental health
- disorder
- stress
- stressor
- diagnosis

Tier 3 (discipline-specific words used throughout the unit)

- destructive
- triggers
- habits
- influences

- symptoms

Accommodations & Modifications

Special Education Accommodations and Modifications for Assignments:

- Extended time if needed
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Special Education Accommodations and Modifications for Assessments:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce the quantity of sections if needed

ELL Accommodations and Modifications for Assignments:

1. Provide a variety of concrete examples from familiar contexts
2. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
3. Provide oral and written instructions.
4. Extended time.
5. Provide a copy of notes.
6. Chunk assignments.
7. Teacher modeling

ELL Accommodations and Modifications for Assessments:

1. Extended time.
2. Word bank
3. Shorten assessments.

G&T Accommodations and Modifications

1. Provide assignment choices that require more detail and deeper understanding.
2. Use inquiry-based practices and allow students opportunities to conduct additional research.
3. Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

- LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- LA.9-10.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system
- TECH.8.1.12 - [Standard] - 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.
- Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
- Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.
- Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Health 12

Unit #2 Reproductive Health and Parenting

July 2023

Unit Overview

This section describes WHAT comprises the unit in terms of content and student learning.

This unit is designed to guide students' understanding of how our body's work in order for early detection and disease prevention for certain reproductive illnesses. This unit will also review the male/female reproductive systems, reproductive illness,, STIs along with their treatments, Contraceptive methods, Pregnancy/birth and parenting . Students will be provided with the structure and function of the biological male and female reproductive systems. Instructional design and discussion seeks to guide students in understanding the importance of learning how our body's work in order for early detection and disease prevention for certain reproductive illnesses. Students will also identify a variety of

sexually transmitted infections, their signs and symptoms, and how they can be treated and prevented. Prevention methods include abstinence and various forms of contraception. This unit will encourage students to analyze research about pregnancy and parenting. Developing multiple perspectives on this topic will allow students to apply this information to support a healthy lifestyle. Inquiry is used to engage students in learning processes that develop critical thinking about how to maintain a healthy lifestyle and avoid risky behavior that could affect reproductive health. Students will analyze and evaluate sexual decision making and how it aligns with their own personal values. Students will apply this information to their everyday lives while making proper decisions regarding their bodies and sexual behaviors. Students will create a respectful environment so that their peers feel comfortable having discussions about these sensitive topics. Assessment will engage students in demonstrating their understanding of the structure and function of the reproductive systems, STIs, contraceptive methods, pregnancy and parenting.

Essential Questions:

These questions establish WHY students are learning about the particular content;

- Why is it important to know the purpose of contraception?
- How does contraception prevent pregnancy?
- Why is it important to know the different options of pregnancy prevention and contraceptives?
- How do natural methods and sterilization help the risk of pregnancy?
- How is emergency contraception different from other forms of contraception?
- What are the stages of prenatal development, pregnancy and birthing?
- What is the difference between a zygote and a fetus?
- Describe healthy behaviors during pregnancy?
- What are alternative options for an unplanned pregnancy?
- Why is it important to know and understand the Safe Haven Law?
- What community resources are available for teenage pregnancy?
- What is an STI and its effects on pregnancy?
- What options are there to assist in the prevention of disease or cancer?
- What are the proper pre and postnatal care for pregnancy and parenting?
- Why is prenatal care important?
- What decisions need to be made related to pregnancy and childbirth that will have long and short term impacts?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.

1. There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.

- *Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams) (2.1.12.PP.1)*
- *Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. (2.1.12.PP.2)*
- *Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. (2.1.12.PP.3)*

2. There are many decisions to be made related to pregnancy and childbirth that will have short and long term impacts.

- *List the major milestones of each trimester of fetal development utilizing medically accurate information. (2.1.12.PP.4)*
- *Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). (2.1.12.PP.5)*
- *Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.(2.1.12.PP.6)*
- *Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. (2.1.12.PP.7)*
- *Assess the skills needed to be an effective parent. (2.1.12.PP.8)*
- *Evaluate parenting strategies used at various stages of child development based on reliable sources of information (2.1.12.PP.9:)*

3. Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.

- *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.1)*

4. Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.

- *Explain the purpose of the Safe Haven Law and identify locations in your community. (2.1.12. CHSS.3)*
- *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.4)*

Assessments:

This section establishes HOW student learning will be evaluated.

Formative Assessments:

-Powerpoint/Google Slide presentations

Worksheets

Videos which include:

Discovery Health Network and Youtube

Edpuzzle

Strategic Questioning

Teacher specific Google Classroom

For additional resources:

Link to shared Drive : Senior Health 2023

Summative Assessments:

-

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

Content:

Reproductive Health and Parenting

Chapter 1 - Male/Female Reproductive System Review

- *Review of the reproductive system for both male and female. (slides presentation, labeling activities)*
- *Engaging in interactive activities and visuals to reinforce learning*
- *Discussion of health concerns related to the male/female reproductive system*

Chapter 2 - Sexually Transmitted Infections and Prevention Review

- *Review of the STIs that were previously learned in Freshmen Health.*
 - *Address common misconceptions and myths about STIs*
- *Discussion on the importance of personal responsibility and informed decision-making in preventing STIs.*
- *Explore the emotional and social consequences of STIs*
- *Provide accurate information on testing, diagnosis, and treatment options*
- *Review of Contraceptive Methods previously learned in Freshmen Health*
- *Compare effectiveness, advantages, and potential side effects*
- *Promote open communication, consent, and healthy relationships*
 - *State a debate featuring the pros and cons of abstinence.*
 - *Create a powerpoint based on specific “What if” scenarios depicting potential reproductive problems*
 - *Create informational pamphlets on the detection, prevention, and treatment of different types of reproductive cancer.*
 - *Create powerpoint presentations highlighting the different forms of birth control as well as how certain methods can prevent the transmission of STIs.*

Chapter 3 - Pregnancy and Prenatal Development

- *Define pregnancy and explore the stages of prenatal development*
- *Discuss the importance of prenatal care, nutrition, and lifestyle choices*
- *Address common discomforts and changes during pregnancy*
- *Explore the process of childbirth and the role of healthcare providers*
- *Discuss pain management options and birthing techniques*
- *Address postpartum physical and emotional changes*
- *Highlight the importance of support networks and resources for new parents*
- *Discuss the responsibilities and challenges of parenting*
- *Explore child development milestones and nurturing practices*
 - *Design an illustrated prenatal brochure to teach parents about the importance of prenatal care and healthy pregnancy and the problems associated with pregnancy.*
 - *Baby Project - Financial Budget*

Materials and Supplies:

Powerpoint/Google Slide presentations

Worksheets

Videos which include:

The Miracle of Life

Discovery Health Network and Youtube

Edpuzzle

Teacher specific Google Classroom

For additional resources:

Link to shared Drive : *Senior Health 2023*

Objectives and Skills Learned by using resources stated above:

- Students will be able to understand, identify, and/or demonstrate:
 - the structure and function of the male/female reproductive system
 - research different types of sexually transmitted infections.
 - variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.
 - the stages of pregnancy and birth
 - the emotional, physical, and financial responsibilities of parenting.
 - options for unplanned pregnancy
 - different avenues to receive medical care of diagnosis of diseases or cancers.
 - research the different methods of contraception.

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

- *Reproductive System*
- *Transmitted*
- *Infection*
- *Pregnancy*
- *Birth*
- *Adoption*
- *Cancer*
- *Diagnosis*

Tier 3 (discipline-specific words used throughout the unit)

- *Viral*
- *Bacterial*
- *Barrier*
- *Chemical*
- *Prenatal*
- *Breech/Cesarean*

- *Postnatal*
- *Safe Haven Law*

Accommodations & Modifications

Special Education Accommodations and Modifications for Assignments:

- Extended time if needed
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Special Education Accommodations and Modifications for Assessments:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce the quantity of sections if needed

ELL Accommodations and Modifications for Assignments:

8. Provide a variety of concrete examples from familiar contexts
9. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
10. Provide oral and written instructions.
11. Extended time.
12. Provide a copy of notes.
13. Chunk assignments.
14. Teacher modeling

ELL Accommodations and Modifications for Assessments:

4. Extended time.
5. Word bank
6. Shorten assessments.

G&T Accommodations and Modifications

4. Provide assignment choices that require more detail and deeper understanding.
5. Use inquiry-based practices and allow students opportunities to conduct additional research.

6. Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

- LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- LA.9-10.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system
- TECH.8.1.12 - [Standard] - 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.
- Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
- Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.
- Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Unit Overview

This section describes WHAT comprises the unit in terms of content and student learning.

This unit will allow students to independently use their learning to make healthy decisions, communicate and interact with others efficiently and be able to form meaningful relationships with others in healthy, appropriate ways.

This unit is designed to guide students' understanding of how our body's work in order for early detection and disease prevention for certain reproductive illnesses. This unit will also review the male/female reproductive systems, reproductive illness,, STIs along with their treatments, Contraceptive methods, Pregnancy/birth and parenting . Students will be provided with the structure and function of the biological male and female reproductive systems. Instructional design and discussion seeks to guide students in understanding the importance of learning how our body's work in order for early detection and disease prevention for certain reproductive illnesses. Students will also identify a variety of sexually transmitted infections, their signs and symptoms, and how they can be treated and prevented. Prevention methods include abstinence and various forms of contraception. This unit will encourage students to analyze research about pregnancy and parenting. Developing multiple perspectives on this topic will allow students to apply this information to support a healthy lifestyle. Inquiry is used to engage students in learning processes that develop critical thinking about how to maintain a healthy lifestyle and avoid risky behavior that could affect reproductive health. Students will analyze and evaluate sexual decision making and how it aligns with their own personal values. Students will apply this information to their everyday lives while making proper decisions regarding their bodies and sexual behaviors. Students will create a respectful environment so that their peers feel comfortable having discussions about these sensitive topics. Assessment will engage students in demonstrating their understanding of the structure and function of the reproductive systems, STIs, contraceptive methods, pregnancy and parenting.

Essential Questions:

These questions establish WHY students are learning about the particular content;

- What entails gender identity and sexual orientation?
- What are some political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual and transgender people?
- What are some of the current public discussions/debates about gender and identity?
- How can we practice tolerance in various situations?
- How does bullying affect an individual's well-being?
- What do healthy and unhealthy relationships look like?
- How does domestic violence present itself?
- What does consent in a sexual relationship look like?
- What are different ways we communicate with each other?
- How does social media and cell phone use play in our relationships?
- Why are relationships important?
- How do you know if a relationship is healthy?
- What skills do you need to form healthy relationships with peers?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.

1. State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.

- *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.5)*
- *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.6)*
- *Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.(2.3.12.PS.7)*

2. How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.

- *Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. (2.1.12.SSH.1)*
- *Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. (2.1.12.SSH.2)*
- *Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. (2.1.12.SSH.3)*

3. Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

- *Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).(2.1.12.SSH.4)*
- *Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. (2.1.12.SSH.5)*

4. There are many factors that influence how we feel about ourselves and the decisions that we make.

- *Analyze the personal and societal that could keep someone from leaving an unhealthy relationship. (2.1.12.SSH.9)*

Assessments:

This section establishes HOW student learning will be evaluated.

Formative Assessments:

- Do Nows & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Poster Projects
- Homework
- WebQuest Prompts
- Quizzes (Students will be assessed on Social/Sexual Health, Healthy/Unhealthy Relationships, Domestic Abuse)

Summative Assessments:

-Unit Tests (Unit test would assess students will be assessed on Social/Sexual Health, Healthy/Unhealthy Relationships, Domestic Abuse)

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

Content:

Social and Sexual Health

Chapter 1 - Introduction to Gender and Identity

- *Define key terms related to gender (sex, gender, gender identity, gender expression)*
- *Discuss the social construction of gender and its impact on individuals and society*
- *Explore different gender identities and sexual orientations*
- *Encourage open discussion and questions*

Lesson 2: Gender Stereotypes and Bias

- *Examine the influence of gender stereotypes on individuals' self-image and behavior*
- *Discuss the negative effects of gender bias and discrimination*
- *Analyze media representations and their reinforcement of gender stereotypes*
- *Promote critical thinking and challenge societal norms*

Chapter 2: Healthy/Unhealthy Relationships Objective:

Characteristics of Healthy Relationships

- *Define healthy relationships and discuss their key components (communication, respect, trust, support)*
- *Identify positive communication skills and conflict resolution strategies*
- *Explore the importance of setting boundaries and practicing active consent*
- *Engage in role-playing scenarios and group discussions*

Recognizing Unhealthy Relationships

- *Identify signs of unhealthy relationships (power imbalances, manipulation, abuse)*
- *Discuss the impact of unhealthy relationships on physical and emotional well-being*
- *Introduce resources and support networks for individuals in unhealthy relationships*
- *Promote empathy, respect, and bystander intervention strategies*
- *Classroom Discussion:* Initiate a discussion on healthy and unhealthy relationships. Provide examples and ask students to identify key characteristics of each type. Discuss the impact of unhealthy relationships on mental and emotional well-being.
- *Role-Play Scenarios:* Divide students into pairs and provide them with various relationship scenarios. Ask them to act out the scenarios and identify whether the relationship depicted is healthy or unhealthy. Encourage them to propose strategies for improving unhealthy relationships.
- *Guest Speaker:* Invite a relationship counselor or expert to talk about healthy relationship dynamics, communication skills, and conflict resolution strategies.
- *Media Analysis:* Assign students to analyze media representations of relationships (e.g., TV shows, movies, advertisements) and

identify healthy and unhealthy relationship dynamics. Encourage critical thinking and discussion on the influence of media on perceptions of relationships.

Chapter 3: Cycle of Abuse

Introduction to the Cycle of Abuse

- *Define the cycle of abuse and its different phases (tension building, explosion, honeymoon)*
- *Discuss the impact of abuse on individuals and communities*
- *Explore the barriers to leaving abusive relationships*
- *Provide information about local helplines and support organizations*

Breaking the Cycle of Abuse

- *Recognize warning signs of abusive behavior in relationships*
- *Discuss the importance of bystander intervention and supporting survivors*
- *Explore strategies for breaking the cycle of abuse and seeking help*
- *Promote empathy, respect, and understanding for survivors of abuse*

Materials and Supplies:

Powerpoint/Google Slide presentations

Worksheets

Videos which include:

Discovery Health Network and Youtube

Edpuzzle

Teacher specific Google Classroom

For additional resources:

Link to shared Drive : Senior Health 2023

Objectives and Skills Learned by using resources stated above:

- Students will be able to understand, identify, and/or demonstrate:
 - Tolerance and respect and examine how important they are when discussing current debates about gender and sex.
 - gender identity and sexual orientation
 - various sexualities and sexual orientations.
 - age of consent and consent laws.
 - state and local laws regarding domestic violence.
 - various social media platforms and their influence.
 - biological sex and sexual identity.
 - domestic violence hotlines and resources
 - ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
 - skills to resist sexting and improper cell phone use.

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

- *gender*
- *identity*
- *sexual orientation*
- *biological sex*
- *relationships*
- *domestic violence*

Tier 3 (discipline-specific words used throughout the unit)

- *consent*
- *assault*
- *boundaries*
- *sexting*
- *passive*
- *assertive*
- *aggressive*

Accommodations & Modifications

Special Education Accommodations and Modifications for Assignments:

- Extended time if needed
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Special Education Accommodations and Modifications for Assessments:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce the quantity of sections if needed

ELL Accommodations and Modifications for Assignments:

15. Provide a variety of concrete examples from familiar contexts

16. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
17. Provide oral and written instructions.
18. Extended time.
19. Provide a copy of notes.
20. Chunk assignments.
21. Teacher modeling

ELL Accommodations and Modifications for Assessments:

7. Extended time.
8. Word bank
9. Shorten assessments.

G&T Accommodations and Modifications

7. Provide assignment choices that require more detail and deeper understanding.
8. Use inquiry-based practices and allow students opportunities to conduct additional research.
9. Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

- LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- LA.9-10.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system

- TECH.8.1.12 - [Standard] - 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.
- Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human
- behavior to the development of food products.
- Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current
- developments of food products and processing.
- Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional,
- physical and
- cognitive milestones, to provide comprehensive program offerings.