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| **Grade 6-8, Health Unit: *Choosing the Best Way***Duration @ 10 days **Overview** The abstinence curriculum plan for middle school is designed to meet the age appropriate content topics in the area of human sexuality. The physical, mental and social aspects of sexuality will be targeted. The curriculum provides a comprehensive flow from existing elementary school health education and prepares students for the high school health curriculum. Lessons in this unit were developed by Education for a Lifetime using nationally acclaimed curriculum from Choosing the Best ([www.choosingthebest.com](http://www.choosingthebest.com)).  The program is called "education you can use forever" because skills such as decision-making, refusal skills, character education and abstinence from all high-risk behaviors are skills for life. Student participation in this unit requires a signed [Parental Consent Form](http://www.cssd11.k12.co.us/doi/healthpe/HPEGrade6).     |  |

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| **Enduring Understandings** - important ideas that students should carry with them years beyond the instruction received this year. * Making Healthy Choices
* Stressing that abstinence is the best way to avoid unwanted pregnancy and sexually transmitted infections
* Taking Responsibility for your Health
* Practice life skills that will address responsible decision making and saying no to peer pressure
* Learn about the functions of the reproductive system, the process of conception, prenatal development and birth
* What is appropriate and inappropriate behavior as it pertains to sexual harassment and other high risk behaviors

**Essential Questions** - most important “big picture” questions students should be able to answer after completing learning activities. * How do I know if I am making a healthy choice?
* Why is it important that the decisions we make today could affect our future health and wellness?
* Why are life skills so important?
* Is it really necessary that we learn about the reproductive system, prenatal development and birth, I'm still a kid?
* Why is everybody talking about appropriate behavior, don't they know that we already learned this in elementary school?
* Why do my friends think that alcohol is not a dangerous drug?

Standards Highest Frequency Standards High Frequency Standards, Other Standards & E-skills |

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| **Unit Introduction: *Introduction to Choosing the Best***Duration: @ 1 class period National Health Standard 10:  Students understand the fundamental concepts of growth and development.Benchmark A: Students understand how the human body changes as people age.Benchmark B: Students know the similarities and differences between female and male sexuality.Benchmark D: Students know the strategies for coping with concerns and stress related to changes that occur during adolescence.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: What are my choices and resulting consequences?Assessment: **Activities**1. Your instructor will help you become familiar with the purpose of this unit and you will participate in setting class guidelines for discussion.
2. Complete the Pre-Survey.
3. Your instructor will review with you the topics that will be discussed from your workbook that  will be kept in the classroom.
4. Complete the homework assignment.

**ResourcesDifferentiation**Extension: Support**Lesson 1: *Deciding on Your Future***Duration: @ 1 class periodNational Health Standard 10:  Students understand the fundamental concepts of growth and development.Benchmark A: Students understand how the human body changes as people age.Benchmark B: Students know the similarities and differences between female and male sexuality.Benchmark D: Students know the strategies for coping with concerns and stress related to changes that occur during adolescence.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: How can goal setting impact my life? Assessment: **Activities**1. Turn in your homework assignment.
2. View the *Decisions, Decisions, Decisions* video.
3. Participate in an activity that will help you understand the importance of making smart decisions. Discover how these decisions can help you reach your own personal goals.
4. Tear the Parent Interview sheet out of the back of your workbook and complete it with your parents or guardians.What goals did you have when you were my age?What steps helped you reach your goals?What problems did you experience when trying to reach your goals? How did you overcome these conflicts?Share the goals you identified for yourself in class. Ask your parents or guardian to share how they feel about your goals and how they can help.

**ResourcesDifferentiation**Extension: Support: **Lesson 2: *Figuring Out Friendships and Relationships***Duration: @ 1 class periodNational Health Standard 10:  Students understand the fundamental concepts of growth and development.Benchmark A: Students understand how the human body changes as people age.Benchmark B: Students know the similarities and differences between female and male sexuality.Benchmark D: Students know the strategies for coping with concerns and stress related to changes that occur during adolescence.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: What makes a good friend, and how can I avoid unhealthy relationships?Assessment: **Activities**1. Turn in your homework assignment.
2. View the *Friends* video.
3. Participate in an activity that will help you explore the qualities of a good friend and learn to understand the differences between crushes, infatuations, and true love.
4. Tear the Parent Interview sheet out of the back of your workbook and complete it with your parents or guardians. It includes the following interview questions:What do you remember about the good friends you had when you were my age?What do you remember about your first crush?How did you know that a  relationship was just a crush or infatuation, and not real love?What did you learn about picking friends or getting into close relationships that you can share with me?

**ResourcesDifferentiation**Extension: Support: **Lesson 3: *Avoiding Unhealthy Relationships*** Duration: @ 1 class periodNational Health Standard 10:  Students understand the fundamental concepts of growth and development.Benchmark D: Students know the strategies for coping with concerns and stress related to changes that occur during adolescence.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: What are my choices and resulting consequences?Assessment: **Activities**1. Turn in your homework assignment.
2. View the *Three Teens Tell Their Stories* video.
3. Participate in an activity that will help you discover how emotional needs may leave you vulnerable to unhealthy relationships.
4. Tear the Parent Interview sheet out of the back of your workbook and complete it with your parents or guardians. It includes the following interview questions:When  you were my age, how did you feel about yourself?What happened at a time when you did not fell good about yourself? How did you get over those times?What positive traits do you see in me that I can build on?

**ResourcesDifferentiation**Extension: Support: **Lesson 4: *Identifying the Risks***Duration: @ 1 class periodNational Health Standard 10:  Students understand the fundamental concepts of growth and development.Benchmark B: Students know the similarities and differences between female and male sexuality.Benchmark D: Students know the strategies for coping with concerns and stress related to changes that occur during adolescence.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: What are my choices and resulting consequences? How can I set boundaries that will benefit my own health?Assessment: **Activities**1. Turn in your homework assignment.
2. View the *Identifying the Risks* video.
3. Participate in an activity that will help you understand the whole person concept of health. Learn how your decision affect you mentally, emotionally, socially, physically, and ethically.
4. Learn about the consequences of teen pregnancy.
5. Tear the Parent Interview sheet out of the back of your workbook and complete it with your parents or guardians. It includes the following interview questions:Did you know anyone who was pregnant when you were in school? How did you feel about that person?Why don't people talk about the emotional damage that sexual activity can cause?What do you know about sexually transmitted diseases?

**ResourcesDifferentiation**Extension: Support: **Lesson 5: *Choosing the Best Way***Duration: @ 1 class periodNational Health Standard 10:  Students understand the fundamental concepts of growth and development.Benchmark A: Students understand how the human body changes as people age.Benchmark B: Students know the similarities and differences between female and male sexuality.Benchmark D: Students know the strategies for coping with concerns and stress related to changes that occur during adolescence.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: What are my choices and resulting consequences? How can I set boundaries that will benefit my own health?Assessment: **Activities**1. Turn in your homework sheet.
2. View the *Choosing Abstinence Until Marriage* video.
3. Participate in an activity that will help you understand the reasons why students should avoid sexual activity and learn the positive benefits of waiting until marriage.
4. Take home the form created by [Education for a Lifetime](http://www.eflonline.org/) and complete it with your parents or guardians. It includes the following interview questions:What do you think are the benefits of being abstinent until marriage?How do you fell about my signing a pledge to be abstinent until marriage?

**ResourcesDifferentiation**Extension: Support: **Lesson 6: *Learning How to Say NO***Duration: @ 1 class periodNational Health Standard 10:  Students understand the fundamental concepts of growth and development.Benchmark A: Students understand how the human body changes as people age.Benchmark B: Students know the similarities and differences between female and male sexuality.Benchmark D: Students know the strategies for coping with concerns and stress related to changes that occur during adolescence.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: What are my choices and resulting consequences? How can I stand up for my beliefs and values under pressure?Assessment: **Activities**1. Turn in your homework sheet.
2. View the *Taking a Stand* video.
3. Participate in an activity that will help you learn how to stand up and stick with your decisions.
4. Tear the Parent Interview sheet out of the back of your workbook and complete it with your parents or guardians. It includes the following interview questions:When you were my age, what pressure did you face? How did you handle them?What helped you stand up for your beliefs and values under pressure?What advice would you give me to help me stand up for what I believe in?

**ResourcesDifferentiation**Extension: Support: **Lesson 7: *Conclusion to Choosing the Best***Duration: @ 1 class periodNational Health Standard 10:  Students understand the fundamental concepts of growth and development.Benchmark A: Students understand how the human body changes as people age.Benchmark B: Students know the similarities and differences between female and male sexuality.Benchmark D: Students know the strategies for coping with concerns and stress related to changes that occur during adolescence.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: What are my choices and resulting consequences? How can I stand up for my beliefs and values under pressure?Assessment: **Activities**1. Turn in your homework sheet.
2. Review the important points from lessons 2-7.
3. Participate in a Question and Answer session.
4. Complete the post survey for evaluation.

**ResourcesDifferentiation**Extension: Support: **Lesson 8:** Duration: @ 2 class periodsNational Health Standard 10: Students understand the fundamental concepts of growth and development.Benchmark A: Students understand how the human body changes as people age.Benchmark B: Students know the similarities and differences between female and male sexuality.Colorado Standard 3:  Life Science**:** Students know andunderstand the characteristicsofliving things, the processes of life, and how living things interact with each other and with their environment.Enduring Understanding: Risky behaviors have physical and emotional effects. Essential Questions: What are my choices and resulting consequences? Assessment: **Activities**1. Sexual Harassment: Causes and Prevention - students should be able to:Explain the basic principles that define sexual harassmentUnderstand the District 11 policy on sexual harassmentIdentify the causes and kinds of behavior that constitutes sexual harassmentDescribe interpersonal behavior that is acceptable, marginal, and prohibitedDemonstrate appropriate responses to unwelcome or inappropriate sexual advancesUnderstand the proper procedure to follow if sexual harassment occursUnderstand the impact that sexual harassment has on the victim, the harasser, and the school
2. Chapter 8: Reproduction and HeredityList the names and functions of the major endocrine glands and describe how they relate to bodily functions.
3. The Male Reproductive System - explain how the male reproductive system functions.
4. The Female Reproductive System - explain how the female reproductive system functions.
5. Chapter 9: Pregnancy and BirthExplain the events that lead to the conception and birth of a child.

**Resources** [Aids and Kids: The Whitney Project](http://www.ikarumbah.com/portfolio/tv/childrens_prog.php)**Differentiation**Extension: Support:  |

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