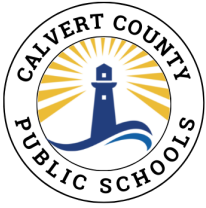




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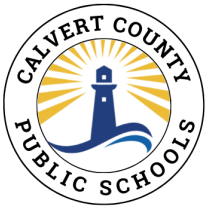
Health 2: Family Life and Human Sexuality Units

Content	Description	Lesson Essential Question	Purpose
Healthy Relationships and Consent	This unit allows students to analyze the influences of a healthy dating relationship and use effective communication skills when making decisions.	Can I analyze the influences of a healthy dating relationship and use effective communication skills when making decisions?	<p>Students will review characteristics of healthy and unhealthy relationships learned in Health 1 and build upon skills to help them understand how their view of a healthy relationship affects their ability to effectively communicate consent and personal boundaries. Students will learn various skills preparing them to:</p> <ul style="list-style-type: none"> - make an informed decision to consent to sexual activity in a relationship. - navigate how to end a relationship. - understand the influence technology and social media has on their relationships. - identify aspects of dating abuse, how to use technology safely in relationships, and create a safety plan to get out of an unsafe or abusive relationship.
Safety and Violence Prevention	This unit will have students understand what classifies as sexual violence, abuse, assault, harassment, exploitation or mistreatment, the importance of being an active bystander, resources available to support victims and how to advocate for victims of sexual violence.	Can I advocate for victims of violence and access valid and reliable resources to support self or others in situations related to abuse, assault, harassment, exploitation, or sexual mistreatment?	<p>Students will review various forms of violence to be able to identify warning signs, how to get help, and how to help a friend who is a victim of violence. Students will learn the importance of being an active bystander, Maryland law around sexual assault, and how to access various county, state, and national resources available to victims of violence. Students will view various scenarios in order to identify characteristics of violence and then complete a safety and violence advocacy project. Students will review the steps for advocacy as they learned in Health 1 to advocate for victims of violence and access valid and reliable resources to support self or others in situations related to abuse, assault, harassment, exploitation, or sexual mistreatment.</p>



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Sexually Explicit Media	This unit allows students to analyze the influences of sexually explicit media and its impact on student's view of sexual expectations in romantic relationships and personal health. Students will evaluate the importance of digital citizenship, communication and advocating for safe environments.	Can I create a health-enhancing message that advocates for safe environments to encourage dignified, respectful, and appropriate behavior for all?	<p>Students will analyze the influences of sexually explicit media and its impact on student views of sexual expectations in romantic relationships and personal health. In addition to this, students analyze how they treat others online, how to be a good digital citizen, communicate against discrimination/bullying and how to advocate for safe environments.</p> <ul style="list-style-type: none"> - Defining sexually explicit media and its impact on health and relationships - Impact of social media on health - Digital Citizenship – Evaluating whom students are online with - Laws and risks around sexting - Communicating against discrimination online - Advocating for safe environments
Gender Identity & Expression Sexual Orientation & Identity	This unit will have students understand the impact of gender expression and gender identity on members of marginalized communities and evaluate how school and community programs can promote dignity and respect for people of all sexual orientations, gender identities and expressions.	Can I analyze school and community programs and policies that advocate for dignity, acceptance, respect, and inclusion for all people?	This unit will allow students to have an opportunity to explore how policies affect members of marginalized communities and how school and community programs and policies can be written to promote inclusion and respect for people of all sexual orientations and gender identities and expressions. This unit will allow students to work cooperatively as an advocate for improving personal, family, and community health.



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Anatomy & Physiology and Sexual Health	This unit will allow students to explore the importance of preventative health screenings, preventative care, and seeking health care when needed. This unit allows students the opportunity to practice refusal skills for sexual contact in addition to learning the importance of respecting one's refusal. Students will become experts in sexual and reproductive health laws and be able to locate various community services and resources related to sexual and reproductive health.	Can I access valid and reliable resources and services to protect my sexual health from diseases or unplanned pregnancy while using effective communication strategies to communicate personal values and beliefs?	Students will explore various preventative sexual health screenings, the importance of preventative care, annual exams, and seeking care when experiencing symptoms. Students will summarize why individuals have the right to refuse sexual contact, demonstrate effective communication skills for setting sexual limits and resisting sexual pressure. Students will identify things to say that show you respect another person's refusal. Students will explain the laws of reproductive and sexual health care services like contraception, pregnancy options, safe surrender policies, and prenatal care. The types and methods of contraceptives will be reviewed along with the importance of prenatal care. In addition to this, students will summarize and evaluate valid and reliable community services and resources related to sexual and reproductive health.
Sexual Health & Disease Prevention	This unit will allow students to explore the importance of protecting their sexual health against communicable diseases as well as how to prevent and obtain treatment if sexually active.	Can I take responsibility for my role in protecting my sexual health by communicating effectively, accessing reliable health services, and adopting health-enhancing practices and behaviors that maintain or improve the health of self and others?	Students will explore barriers related to protecting their sexual health, the transmission, risk factors, prevention, and treatment for sexual communicable disease. Students will explore the importance of STI testing and consequences of not testing for STIs/HIV as well as various community resources for testing. Students will explore various options for STI/HIV testing and treatment outside of Calvert County to prepare them for real-world experience post high school.