



**Marietta City Schools**  
**2025–2026 District Unit Planner**

<b>Unit title</b>	<i>Safety and Minimizing Risks</i>	<b>Unit duration (hours)</b>	<i>18.75 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GaDoE Standards**

[HEHS.1.a, b, e, f, i, o, p, q, r](#)

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[HEHS.2.b, c, f](#)

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

[HEHS.3.a, d](#)

Students will demonstrate the ability to access valid information, products, and services to enhance health.

[HEHS.4.a, b](#)

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

[HEHS.5.b, c, e, f, h](#)

Students will demonstrate the ability to use decision-making skills to enhance health.

**Concepts/Skills to be Mastered by Students**

Abstinence, contraceptives, and emotional health

Understanding Sexually Transmitted Diseases

Pressures, Boundaries, and Cyber Risks

Sexual Harassment and Sexual Assault

Safety and Injury

Prevention

Conflict Resolution and Decision-Making Skills

Human Trafficking

### Essential Questions

#### **Abstinence, contraceptives, and emotional health**

1. Analyze the importance of abstinence from sex and drugs.
2. Analyze the effectiveness and risks of contraceptive methods.
3. Identify effective strategies for gathering support from peers and adults about abstinence.

#### **Understanding Sexually Transmitted Diseases**

1. Identify STDs and their symptoms.
2. Describe how STDs are transmitted between individuals.
3. Research the number of teens affected by STDs using federal data and interpret that data.
4. Analyze the importance of attending regular check-ups, requesting tests for STDs, and seeking treatment.

#### **Pressures, Boundaries, and Cyber Risks**

1. Describe factors that increase sexual risk and situations that lead to sexual pressures.
2. Identify the importance of setting and respecting boundaries.
3. Identify the dangers of sending private pictures or messages through devices.

### **Sexual Harassment and Sexual Assault**

1. Define sexual assault and sexual harassment.
2. Explain the effects of sexual assault, sexual harassment, and molestation.
3. Identify resources that provide information, counseling, testing, and other information related to sexual violence and harassment.

### **Safety and Injury Prevention**

1. Describe ways to reduce the risk of injury at home, at school, and in social situations.
2. Explain how to respond responsibly when an injury occurs.
3. Explain the long-term consequences of serious injuries.
4. Describe actions taken by businesses and government to prevent injury.

### **Conflict Resolution and Decision-Making Skills**

1. Explain healthy communication and conflict resolution skills.
2. Describe how to apply a thoughtful decision-making process to a dangerous, risky, or emotionally charged situation.
3. Explain how to effectively respond to peer pressure.
4. Identify options that exist when communication fails or breaks down.

### **Human Trafficking in the US**

1. Describe the scope of human trafficking in the US.
2. Explain methods traffickers use to identify and recruit targets.
3. Explain how to reduce the risk of human trafficking.
4. Describe how to safely seek assistance if human trafficking is suspected.

### **Assessment Tasks**

*List of common formative and summative assessments.*

- 1) Abstinence, Safe Sex, and Making Informed Decisions Quiz
- 2) Sexually Transmitted Infections, HIV, and AIDS Quiz
- 3) Sexual Harassment and Assault Quiz
- 4) Human Trafficking in the US Quiz
- 5) Safety and Injury Prevention Quiz
- 6) Conflict Resolution and Decision-Making Quiz
- 7) Safety and Minimizing Risks Unit Test

### **Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<a href="#">HEHS.1.a,b,e,f,i,o,p,q,r</a> <a href="#">HEHS.2.b, c, f</a> <a href="#">HEHS.3.a, d</a> <a href="#">HEHS.4.a, b</a> <a href="#">HEHS.5.b, c, e, f, h</a>	Multiple choice questions, fill in the blank questions, and matching questions will all be used to reflect on the reflect on the students knowledge of abstinence, safe sex, and informed decision making.	Translated text can be used through the edgenuity platform.
	Students will answer questions to reflect on STDs and apply their understanding of how to maintain sexual health.	Text to speech can be used through the edgenuity platform.
	Students will record one paragraph that reflects their research on the laws pertaining to sexual harassment and assault in their state.	Extended time will be permitted to those who require it.
<b>Content Resources</b>		
<a href="http://www.Edgenuity.com">www.Edgenuity.com</a> (Online Health Platform)		

