

8th Grade Communication - Relationships and Sexual Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> SHAPE 1. Use functional health information to support health and well-being of self and others. SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to navigate a variety of situations, interactions, and relationships in their lives.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - there are strategies and skills to use to advocate for one's self. - there are a variety of interactions and relationships that have an impact on one's health. - being aware and knowledgeable of sexual health is one factor in helping to keep one safe - there are circumstances that require thoughtful decision-making. - there are outcomes (positive and negative) to every choice a person makes. - considering consequences in advance can help a person make the best choice.	ESSENTIAL QUESTIONS - How does one evaluate the health and safety of relationships and interactions with others? - Why are community resources important as they relate to self advocacy? - Why is self advocacy important as it relates to sexual violence?
Acquisition		
Students will know... that the DECIDE Model steps are: Determine the decision to be made, Evaluate the options, Consider the consequences, Identify your values, Decide on a choice and take action, Evaluate/reflect on the decision. the situations that require a thoughtful decision making process. that there are some situations that require an individual vs. collaborative decision.		Students will be skilled at... analyzing ways to build upon communication strengths and assets to support individual and collective health and well-being in relationships. analyzing how communicative practices and behaviors support a variety of dimensions of wellness in relationships. analyzing communicative behaviors that reduce or prevent illnesses and injuries.

	that there will be short term and long-term impacts to one's life based on the decisions made. that reflection on a past decision helps to learn from past experiences. that there are state and federal laws related to age of consent, minors ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking. that there are characteristics of healthy and unhealthy relationships and specific strategies one might use to end an unhealthy relationship. that power differences may impact relationships. that technology impacts relationships. that there are factors that can affect one's ability to give or perceive consent to sexual activity. that instances of interpersonal sexual violence (sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) should never be blamed on the victim and may impact that victim's health. that there are strategies that sex traffickers employ to recruit youth. that there are community and other resources that one can turn to if he/she is a victim or someone he/she knows is a victim of sexual violence. <u>vocabulary:</u> DECIDE model, consequence, reflection, reputation, consent, minor, pornography, sexting, safe haven, sex trafficking, sexual harassment, sexual assault, incest, rape, domestic violence, sexual coercion, dating violence, victim	analyzing communicative practices and behaviors that support health and well-being, including how to manage health conditions and have safe relationships. analyzing connections between communicative health literacy and health outcomes. analyzing how communication about individual, interpersonal, community, and environmental factors impact health and well-being in relationships. explaining how communication about health care promotes personal health in safe relationships. using effective communication skills across various modes of communication to support health and well-being of self and relationships with others. applying active listening skills and strategies in a variety of interpersonal contexts to support healthy relationships. using various communication strategies to seek and offer support and assistance to promote healthy relationships. demonstrating ways to communicate relationship boundaries and consent for a variety of situations. using refusal skills and strategies in a variety of relationship situations. using skills and strategies to prevent, manage, or resolve conflict in relationships. using collaboration skills in a variety of relationship situations. using negotiation skills in a variety of relationship situations. demonstrating strategies to communicate with others with different perspectives and values in a relationship.
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		demonstrating ways to communicate empathy and compassion in relationships.
Content Area Literacy Standards		21st Century Skills
● RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. ● RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts ● WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	