

9-12 Health & Family Education

Course Description:

Students can take Health at any point during their high school career, with most taking it during 9th or 10th grade. We know the choices teens make can set the stage for years to come. Health covers goal-setting, decision-making, conflict resolution, healthy relationships, anatomy, reproduction, sexually transmitted infections, abstinence, and contraception. We also deal with problems in society such as addiction, alcohol, tobacco, drugs, depression and suicide, eating disorders, and abuse. Guest speakers throughout the semester add to the content. The CPR requirement for graduation will be achieved in this course.

Course Expectations and Rationale:

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. Health is affected by a variety of positive and negative influences within society. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. Effective communication enhances personal, family, and community health. Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. Health is affected by a variety of positive and negative influences within society, and research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life.

Course Priority Standards:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

9-12 Scope and Sequence:

Unit 1: Concepts of Wellness

Students will understand how to perform hands-only CPR in an emergency situation. Students will evaluate various mental health disorders and understand how to implement healthy coping strategies. Students will develop personal goals using the goal-setting process while understanding the importance of evaluating personal relationships and identifying ways to build healthy relationships.

Unit 2: Mental, Emotional, and Social Health & Goal Setting

Students will develop personal goals using the goal-setting process, and evaluate various mental health disorders and understand how to implement healthy coping strategies. Students will analyze personal eating habits and identify ways to improve their overall nutrition.

Unit 3: Analyzing Influences & Decision Making

Students will develop personal goals using the goal-setting process. Students will evaluate the short and long-term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. Students will analyze marketing techniques used by alcohol and vaping companies.

Unit 4: Health Advocacy and Sexual Health Education

Students will analyze sexual health practices and how they may impact mental, emotional, social, and physical future health. Students will distinguish facts versus myths about STIs, including HIV, transmission, and prevention. Students will evaluate the pros and cons of the different methods of contraception, and assess their effectiveness against unplanned pregnancy and STI transmission. Students will understand the laws regarding sexual consent, and harassment, define sex trafficking and demonstrate refusal skills to avoid negative situations. Students will learn a positive self-image of one's sexuality is important in the development of all dimensions of health.

Unit 1	Concepts of Wellness Students will understand how to perform hands-only CPR in an emergency situation. Students will evaluate various mental health disorders and understand how to implement healthy coping strategies. Students will develop personal goals using the goal-setting process while understanding the importance of evaluating personal relationships and identifying ways to build healthy relationships.
Essential Questions	1. What is difficult about being a teenager? 2. What areas of time management do you struggle with? 3. How could you become a better listener? 4. Out of the seven habits, which habit do you struggle with the most? How will you remedy that? 5. What stresses you out? How do you cope with stressors?
Enduring Understandings	• Students will understand how to perform hands-only CPR in an emergency situation. • Students will evaluate various mental health disorders and understand how to implement healthy coping strategies. • Students will develop personal goals using the goal-setting process. • Students will understand the importance of evaluating personal relationships and identifying ways to build healthy relationships.
MO GLEs	• Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development). ME4A9-12 • Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively). ME4D9-12 • Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them. RA1B9-12 • Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development). ME4A9-12 • Identify, from a given list, those situations that are life-threatening and perform basic life-saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning). RA2B9-12
9-12 National Health Education Standards	• 1.12.1 Predict how healthy behaviors can affect health status. • 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. • 1.12.3 Analyze how environment and personal health are interrelated. • 1.12.4 Analyze how genetics and family history can impact personal health. • 1.12.5 Propose ways to reduce or prevent injuries and health problems. • 1.12.6 Analyze the relationship between access to health care and health status. • 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. • 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. • 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. • 2.12.1 Analyze how the family influences the health of individuals. • 2.12.2 Analyze how the culture supports and challenges health beliefs,

practices, and behaviors.

- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.
- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.
- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.
- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and

	community health. 8.12.4 Adapt health messages and communication techniques to a specific target audience.
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Unit 2	Mental, Emotional, and Social Health & Goal Setting Students will develop personal goals using the goal-setting process, evaluate various mental health disorders, and understand how to implement healthy coping strategies. Students will analyze personal eating habits and identify ways to improve their overall nutrition.
Essential Questions	- Using Covey's 5 Steps in Goal Setting, what is one personal goal you will implement? - You are what you eat. Explain if you agree or disagree with this statement. - What are some ways you take care of your mental health? - In regards to nutrition, sleep, and exercise, what are the good habits you need to maintain and the bad habits you need to improve?
Enduring Understandings	- Students will develop personal goals using the goal-setting process. - Students will understand the importance of evaluating personal relationships and identifying ways to build healthy relationships. - Students will evaluate various mental health disorders and understand how to implement healthy coping strategies. - Students will analyze personal eating habits and identify ways to improve their overall nutrition.
MO GLEs	- Compare and contrast constructive versus destructive defense mechanisms as a means for handling one's emotions. Predict how the dynamics of relationships with family, groups, and community change as the individual matures. FS2C9-12 - Cite evidence that supports the rights both individuals and the communities have when making social health decisions. Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage). FS2A9-12 - Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people. Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health. ME3A9-12 - Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention). Assess how nutritional needs change throughout the life cycle. ME2A9-12
9-12 National Health Education Standards	1.12.1 Predict how healthy behaviors can affect health status. 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.3 Analyze how environment and personal health are interrelated. 1.12.4 Analyze how genetics and family history can impact personal health. 1.12.5 Propose ways to reduce or prevent injuries and health problems. 1.12.6 Analyze the relationship between access to health care and health status. 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.
- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.
- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.
- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
- 8.12.1 Utilize accurate peer and societal norms to formulate a

	health-enhancing message. • 8.12.2 Demonstrate how to influence and support others to make positive health choices. • 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. • 8.12.4 Adapt health messages and communication techniques to a specific target audience.
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Unit 3	Analyzing Influences & Decision Making Students will develop personal goals using the goal-setting process. Students will evaluate the short and long-term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. Students will analyze marketing techniques used by alcohol and vaping companies.
Essential Questions	• Do you think alcohol and vaping companies market their products to youth? • Is addiction a disease or a choice? • Is marijuana a safe drug?
Enduring Understandings	• Students will develop personal goals using the goal-setting process. • Students will evaluate the short and long-term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. • Students will analyze marketing techniques used by alcohol and vaping companies.
MO GLEs	• Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people. Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health. ME3A9-12 • Show the steps used in the problem-solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke). ME1A9-12 • Discuss the concept of preventive care and its importance in maintaining and improving health. ME1B9-12 • Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision- making, assertive behavior, resisting peer pressure,asset development). ME4A9-12 • Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, "road rage," acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases). RA3A9-12 • Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health. Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem. Evaluate personal risks for chemical dependency

	based upon personal, family, and environmental factors. RA3C9-12
9-12 National Health Education Standards	• 1.12.1 Predict how healthy behaviors can affect health status. • 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. • 1.12.3 Analyze how environment and personal health are interrelated. • 1.12.4 Analyze how genetics and family history can impact personal health. • 1.12.5 Propose ways to reduce or prevent injuries and health problems. • 1.12.6 Analyze the relationship between access to health care and health status. • 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. • 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. • 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. • 2.12.1 Analyze how the family influences the health of individuals. • 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. • 2.12.3 Analyze how peers influence healthy and unhealthy behaviors. • 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors. • 2.12.5 Evaluate the effect of media on personal and family health. • 2.12.6 Evaluate the impact of technology on personal, family, and community health. • 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. • 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. • 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. • 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. • 3.12.1 Evaluate the validity of health information, products, and services. • 3.12.2 Use resources from home, school, and community that provide valid health information. • 3.12.3 Determine the accessibility of products and services that enhance health. • 3.12.4 Determine when professional health services may be required. • 3.12.5 Access valid and reliable health products and services. • 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. • 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. • 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. • 5.12.1 Examine barriers that can hinder healthy decision making. • 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. • 5.12.3 Justify when individual or collaborative decision making is appropriate. • 5.12.4 Generate alternatives to health-related issues or problems. • 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. • 5.12.6 Defend the healthy choice when making decisions.

	• 5.12.7 Evaluate the effectiveness of health-related decisions. • 6.12.1 Assess personal health practices and overall health status. • 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. • 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. • 6.12.4 Formulate an effective long-term personal health plan. • 7.12.1 Analyze the role of individual responsibility for enhancing health. • 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. • 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. • 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message. • 8.12.2 Demonstrate how to influence and support others to make positive health choices. • 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. • 8.12.4 Adapt health messages and communication techniques to a specific target audience.
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Unit 4	Health Advocacy and Sexual Health Education Students will analyze sexual health practices and how they may impact mental, emotional, social, and physical future health. Students will distinguish facts versus myths about STIs, including HIV, transmission, and prevention. Students will evaluate the pros and cons of the different methods of contraception, and assess their effectiveness against unplanned pregnancy and STI transmission. Students will understand the laws regarding sexual consent, and harassment, define sex trafficking and demonstrate refusal skills to avoid negative situations. Students will learn a positive self-image of one's sexuality is important in the development of all dimensions of health.
Essential Questions	• When is someone ready for sexual activity? • How would your life change if you were sexually active? • Out of the birth control methods we learned about, with abstinence being the only 100% effective method, which method or methods would work best for a sexually active young person? • Why is sexual consent important?
Enduring Understandings	• Students will analyze sexual health practices and how they may impact mental, emotional, social, and physical future health. • Students will distinguish facts versus myths about STIs, including HIV, transmission, and prevention. • Students will evaluate the pros and cons of the different methods of contraception, and assess their effectiveness against unplanned pregnancy and STI transmission. • Students will understand the laws regarding sexual consent, and harassment, define sex trafficking, and demonstrate refusal skills to avoid negative situations. • Students will evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).

	Students will learn a positive self-image of one's sexuality is important in the development of all dimensions of health.
MO GLEs	- Recognize normal vs. abnormal conditions of the reproductive system. Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer. Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases. FS1K9-12 - Describe the effects of positive lifestyle behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management). Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH). Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories). RA1A9-12 - Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection). Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants). RA1C9-12 - Compare signs and symptoms of common sexually transmitted infections. Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections). RA1D9-12 - Analyze and evaluate how teen pregnancy and parenting can impact personal, family, and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics). Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and its effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight). Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants) (*Follow district policy when addressing methods of contraception). RA1F9-12 - Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs). RA2A9-12
9-12 National Health Education Standards	1.12.1 Predict how healthy behaviors can affect health status. 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.3 Analyze how environment and personal health are interrelated. 1.12.4 Analyze how genetics and family history can impact personal health. 1.12.5 Propose ways to reduce or prevent injuries and health problems. 1.12.6 Analyze the relationship between access to health care and health status. 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

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- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
- 8.12.1 Utilize accurate peer and societal norms to formulate a

	health-enhancing message. • 8.12.2 Demonstrate how to influence and support others to make positive health choices. • 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. • 8.12.4 Adapt health messages and communication techniques to a specific target audience.
DESE Required Sexual Abuse Education	• Summarize healthy ways to express affection, love, friendship, and concern. • Analyze characteristics of healthy relationships. • Explain how to build and maintain healthy family and peer relationships. • Describe a range of ways to express affection within relationships. • Describe and or summarize the characteristics of healthy and unhealthy, romantic and/or sexual relationships. • Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence. • Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence including online and electronic communications. • Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth, and sexual health. • Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent. • Describe the potential impact of power and privilege within romantic or sexual relationships. • Explain why it is wrong to trick, threaten or coerce another person into having sex, and analyze techniques that are used to coerce or pressure someone to have sex. • Explain why rape and sexual assault should be reported to a trusted adult. • Explain why a person who has been sexually assaulted or raped is not at fault. • Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship. • Analyze the external influences and society messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating. • Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship. • Analyze the external influences and society messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating. • Access valid resources for help if they or someone they know is being bullied or harassed or has been sexually abused or assaulted including online and/or electronic communication. • Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, dating violence and relationships. • Demonstrate effective strategies to avoid or end an unhealthy relationship. • Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. • Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault. • Identify ways in which they could respond when someone else is being bullied or harassed, including if they are pressured into sending sexually explicit pictures or messages by e-mail or cell phone.

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| | <ul style="list-style-type: none">• Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).• Apply a decision-making model to various situations relating to sexual health.• Develop a plan to stay safe when using social media.• Explain how to promote safety, respect, awareness and acceptance.• Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.• Describe strategies to use social media safely, legally and respectfully.• Advocate for school policies and programs that promote dignity and respect for all.• Advocate for safe environments that encourage dignified and respectful treatment of everyone.• Engage in authentic experiences of caring, compassion and advocating for others.• Demonstrate how to support a friend/peer who discloses sexual assault/abuse. |
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