

MSAD #54 Curriculum

Content Area: Health Education

Grade: 9

Unit: Relationships/Sexual education

MLR Span: 9-12

MLR Content Standard:

A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

Performance Indicator:

A1 Healthy Behaviors and Personal Health, and

A5 Growth and Development

B2 Locating Health Resources,

C1 Healthy Practices and Behaviors,

D1 Influences on Health Practices/Behaviors,

E1 Interpersonal Communication Skills ,

E2 Advocacy Skills,

Performance Descriptor(s)	MSAD #54 Objectives	Instructional Resources/ Activities/Assessments
<p>Students</p> <p>E1 Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks.</p> <p>c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>E2 Advocacy Skills Students demonstrate ways to influence and support others in making positive health choices.</p> <p>a. Utilize accurate peer and societal norms to formulate a health-enhancing message.</p> <p>b. Adapt health messages and communication techniques for different audiences.</p> <p>c. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.</p> <p>D1 Influences on Health Practices/Behaviors Students analyze and evaluate influences on health and health behaviors.</p> <p>a. Analyze how family, school and community influence the health of individuals.</p> <p>b. Analyze how peers influence healthy and unhealthy</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Learn an awareness of various “roadblocks” that face relationships. 2. Explore strategies that help overcome or avoid these roadblocks. 3. Examine how their daily thoughts and actions impact who they will become, as well as the quality of their relationships. 4. Identify four danger signals that are destructive to a healthy relationship. 5. Develop skills that will prepare them for successful relationships. 6. Learn that effective listening is critical to a successful relationship. 7. Be able to use the speaker/listener and brainstorming techniques. 8. Understand that good relationships don’t “just happen”. They will learn how to increase the likelihood of success. 9. Demonstrate an understanding of specific skills and behaviors that will improve their chances of having stable and healthy marriages or long-term relationships. 10. Demonstrate the ability to create a usable monthly budget, and be able to recognize the benefits that responsible personal finance brings to a committed relationship. 11. Understand the adverse effects that pre-marital 	<p>Healthy Relationships Maine Teen Talk. Student workbook</p> <p>Chapter 1 Relationship under construction.</p> <ol style="list-style-type: none"> 1. Relationship space 2. 4 roadblocks (Perspective, Myth vs. reality, Behaviors, Brain Block) 3. Emotional Differences 4. Gender differences <p>Chapter 2 Communicate to relate Part 1 Speak Clearly</p> <ol style="list-style-type: none"> 1. Understanding personality differences 2. Four toxic ways to communicate (Escalation, Invalidation, Avoidance and withdrawal, and Negative interpretation) 3. XYZ statements 4. Redirect 5. Brainstorming 6. Five filters (inattention, Emotional States, Beliefs and/or expectations, Differences in style, Self-Protection) <p>Chapter 3 Communicate to Relate Part 2 Listen Effectively</p> <ol style="list-style-type: none"> 1. Understanding Body language 2. Brain Dominance test 3. Brain teasers 4. What listener type are you 5. Speaker/Listener techniques 6. Relationship Bank (Deposits vs. withdrawals) 7. Forgiveness <p>Chapter 4 Relationship Realities</p> <ol style="list-style-type: none"> 1. What is a healthy marriage? 2. Benefits of healthy marriages 3. Financial Stress in marriages

<p>behaviors.</p> <p>c. Evaluate the effect of the media on personal and family health.</p> <p>d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>e. Analyze how <i>culture</i> and personal values and beliefs influence individual health behaviors.</p> <p>C1 Healthy Practices and Behaviors Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.</p> <p>B2 Locating Health Resources Students access <i>valid</i> and reliable health information, products, and services.</p> <p>a. Determine when professional health services may be required.</p> <p>b. Access <i>valid</i> and reliable <i>health information</i>. Access <i>valid</i> and reliable <i>health products, and services</i>.</p> <p>A1 Healthy Behaviors and Personal Health Students predict how behaviors can impact health status.</p> <p>a. Analyze individual responsibility for enhancing health.</p> <p>b. Predict how healthy behaviors can positively</p>	<p>sexual acts can have on relationships.</p> <p>12. Demonstrate health relationships and understand how they can improve an individual's life.</p> <p>13. Understand how healthy relationships can prevent STD's, HIV and unintended pregnancy.</p> <p>14. Analyze the effectiveness of contraceptions and side effects of 15 separate methods to protect pregnancy and understand that abstinence is 100% effective.</p> <p>15. Demonstrate through role-play how to abstain from sexual activity through appropriate refusal skills.</p> <p>16. Analyze the major Sexually transmitted diseases and obtain information from valid resources.</p> <p>17. Students are encouraged to seek out professional help from KVCAP family Planning as a resource.</p> <p>18. Describe the many functions of the male and female reproductive system.</p>	<p>4. What does it cost in the state of Maine?</p> <p>5. Budget worksheet</p> <p>Activity 1 Go on a date with Mom or Dad</p> <p>Activity 2 Have a conversation with Mom or Dad about relationships (Sexual)</p> <p>Activity 3 Understanding Male and Female Reproductive system</p> <p>Activity 4 Test Male and Female Repro system.</p> <p>Activity 5 My Perfect mate</p> <p>Activity 6 Understanding Abstinence (The cost of having Sex, Adoption, Abortion, Keep, STD's, Emotional, Social, Mental, Physical)</p> <p>Activity 7 Male and Female Reproductive System Test (Specifics; Functionality, Problems, Menstruation, Pregnancy)</p> <p>Activity 8 Research major STD's and HIV through valid resources.</p> <p>Activity 9 Contraception awareness (Effectiveness rates, Function of the following; Norplant, Nuva ring, Sterilization, The Pill, IUD, withdrawal, No Method, Family Planning, Lunell, Contraceptive Patch, Condom, Spermicidal Foams and Jellies, Diaphragm/cervical cap, Depo-Prevera, And the most effective 100% Abstinence)</p> <p>Unit Test Relationships and Sexual Education</p>
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- impact health status.
- c. Describe barriers to practicing healthy behaviors.
 - d. Examine *personal susceptibility* to, and the *potential severity* of, injury or illness if engaging in unhealthy behaviors.

A5 Growth and Development

Students describe the characteristics of human growth and development throughout the various stages of life.