



Course: HEALTH 8
Department Chair (Daileanes)

UNIT: World of Wellness–The Immune System		
Unit 1:		
Overarching Question/Theme What is your level of wellness? How do the choices you make impact the quality of health you experience? What does the immune system need to function at optimal level in its role of protecting the body from illness and disease?		
Standard/Knowledge	Skills/Dispositions	
*The function of the immune system is to protect the body from invading pathogens, radical cells and identify self from non-self. *Goal setting is a key skill in developing a personalized wellness plan. *The promotion of health includes habits of exercise, adequate sleep, nutritious diet, relaxation and stress management. *A focus on wellness empowers the individual more than a fear of encountering disease.	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving. • Agility and Adaptability. • Curiosity and Imagination. • Initiative/Entrepreneurialism. • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration. 	
Resources	Assessments	
Blackboard: The World of Wellness unit kidshealth.org TED-ed videos Primary sources of health information from .gov, .org and medical/hospital/clinic internet sites.	*Small group presentation using Google slides and JAMBOARD *Wellness Log which records daily efforts related to sleep, exercise, relaxation and diet and My Wellness Plan Blackboard submission *Quizizz review questions *Blackboard assessment/review: Immunity and Wellness	
MA Framework Alignment		
1.7	<i>Explain the function of human body systems and how body systems work together</i>	Ma: Health Education (1999)6-8
1.8	<i>Describe the influence of health habits on growth and development</i>	Ma: Health Education (1999)6-8

1.9	<i>Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest)</i>	Ma: Health Education (1999)6-8
2.6	<i>Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation)</i>	Ma: Health Education (1999)6-8
8.9	<i>Through the study of Health Maintenance students will discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness</i>	Ma: Health Education (1999)6-8
8.12	<i>Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep</i>	Ma: Health Education (1999)6-8
12.6	<i>Through the study of Health Care students will describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health</i>	Ma: Health Education (1999)6-8

UNIT: Nutrition for Teens		
Unit 2:		
<p>The purpose of this unit is to help students develop knowledge and critical thinking skills that promote health and wellness behaviors in the context of nutrition. Over a period of three weeks students will ponder what influences their bodies more, genetics or the food choices made in their environment. Students begin by learning key terms, the Dietary Guidelines, the Food Pyramid, food safety and what defines a healthy, safe diet. Analyzing dietary intakes through an age appropriate food pyramid chart, label reading for nutrients and identifying the social influences that impact teen eating behaviors are some of new skills to be learned. For students who are curious or seek additional topics, an FYI section is included under Homework. By the end of this unit, students will improve their understanding of how nutrition plays a key role in ones social, mental and physical health.</p>		
<p>Overarching Question/Theme Is your body shaped more by nature/genetics or by nurture/environment? Should Americans have free-choice of foods or would they benefit from guidelines? Are you a mindful eater? What is the relationship between eating patterns, obesity and eating disorders? Why are there labels on food? How do you know that the food you select is safe to eat? Do you really know what you are eating and its impact on your health?</p>		
Standard/Knowledge	Skills/Dispositions	
<p>*Choose whole foods, organically grown, to eat. The body composition reflects the interplay between what is genetically inherited and what genes are essentially turned on or activated through the interplay between the body and the</p>	<ul style="list-style-type: none"> ● Critical Thinking and Problem Solving. ● Agility and Adaptability. ● Curiosity and Imagination. ● Initiative/Entrepreneurialism. 	

<p>environment. Genes can be turned on or off by your environment. Whole foods are nutrient dense.</p> <p>*Think portion control; avoid overeating. A body requires quality food in portions that foster energy balance for growth, development and repair of tissues; an imbalance leads to a body that presents signs or symptoms of imbalance, deficits, stress and illness.</p> <p>*The S.A.D (Standard American Diet) is bad, or harmful; learn how to eat healthy by limiting salt, sugar and processed food intake. Eating is an experience based on American culture, family experiences, media influences and how one integrates these factors into personal choice.</p> <p>*Be a "mindful eater"; think about the origins of your food and why you are eating it. Food for thought relates to asking the questions that lead to big picture understandings and life-long learning or skills.</p> <p>*Strive for "energy balance"; calories taken in should equal calories burned in exercise. Science has proven that a whole food diet, limited intake of processed food and an energy balance between intake and exercise is the preventative medicine for a healthy future.</p> <p>*Be a wise consumer; read the Nutrition Facts label. The choices you make in what you buy and eat or don't eat have a direct correlation to your state of physical and mental wellness. A healthy diet is one with key nutrients that aid in preventing chronic disease.</p> <p>*Practice food safety guidelines: Clean, Cook, Separate and Chill food. From farm to plate food is exposed to many pathogens, and so are your hands. Prevent transfer of pathogens between food and you by hand-washing.</p>	<ul style="list-style-type: none"> • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration. 	
Resources	Assessments	
<p>Blackboard: Nutrition for Teens Unit</p> <p>Choosemyplate.gov for diet analysis and Dietary Guidelines for Americans</p> <p>kidshealth.org</p> <p>TED-ed videos</p> <p>Primary sources of health information from .gov, .org and medical/hospital/clinic internet sites.</p>	<p>* Nutrition Unit Portfolio</p> <p>*24 hour food log</p> <p>*MyPlate dietary analysis</p> <p>*Blackboard assessments/review: Sugar vs Immune System; Label Reading</p> <p>*Blackboard submissions: Goal Progress Self-Check; My Dietary Analysis Findings</p> <p>*Small Group Activities: Jeopardy; Body System jigsaw puzzle; Roll the Dice (genetics)</p>	

Interactive education online activities related to the digestive system and nutrition Nutrition rap and Mr. H raps (music) Quizlets for key nutrient definitions Nutrition Facts for restaurants/foods	*Quizizz review of content *KAHOOT content review	
MA Framework Alignment		
1.7	Explain the function of human body systems and how body systems work together.	MA: Health Education (1999)6-8
1.8	Describe the influence of health habits on growth and development.	MA: Health Education (1999)6-8
1.9	Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest).	MA: Health Education (1999)6-8
12.6	Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health.	MA: Health Education (1999)6-8
12.10	Identify ways that family and friends can positively or negatively influence consumer choices.	MA: Health Education (1999)6-8
13.5	Evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems (such as energy use, water use, waste disposal, and food shortage).	MA: Health Education (1999)6-8
3.11	Analyze dietary intake and eating patterns.	MA: Health Education (1999)6-8
3.10	Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food.	MA: Health Education (1999)6-8
3.9	Describe a healthy diet and adequate physical activity during the adolescent growth spurt.	MA: Health Education (1999)6-8
3.8	List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span.	MA: Health Education (1999)6-8

3.13	Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.	MA: Health Education (1999)6-8
3.12	Explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques).	MA: Health Education (1999)6-8

UNIT: Substance Abuse Prevention–LifeSkills Training (LST Level 3)		
Unit 3:		
<p>The purpose of the Substance Abuse Prevention unit is to build upon the drug prevention knowledge and critical thinking skills initiated through the Level 1 LifeSkills Training program in Health 7. The LST Level 3 program was developed by psychologist Gilbert J. Botvin Ph.D, is evidenced-based meeting the criteria of State regulation and was brought to us through a DPH grant program. The focus of LifeSkills Training is to provide students with the skills to navigate through life’s challenges so as to foster healthy decision making as well as the ability to resist peer pressure and refuse drug use. This unit includes the content of anxiety management, assertiveness training, building self-esteem, communication skills and conflict resolution.</p>		
<p>Overarching Question/Theme: What about the teenage years makes them vulnerable to drug abuse? Are your decisions based on what you want or need, or by the wants and needs of others? What would you do if...? How does what you see and hear influence what you buy? What situations bring forth the emotion of anxiety or nervousness? Is anxiety manageable? Can someone make you angry, or is it the way you perceive the situation? What makes a situation “awkward” and how can these situations be managed? How can you get your point across without being aggressive? What does it mean to reach a win-win solution in a conflict? Is peer pressure always negative, or can it be positive?</p>		
Standard/Knowledge	Skills/Dispositions	
<p>*The teenage brain does not fully develop until 25 years of age making the process of decision making immature, risky behavior prevalent and the consequences in some cases life-long or fatal.</p> <p>*Peer pressure can be a contributing factor in substance abuse; positive peer pressure, or selecting friends who do not use, can be a strong factor in choosing not to use.</p> <p>*Over 60% of teens who abuse or misuse drugs and alcohol do so due to underlying mental health conditions such as anxiety and depression.</p> <p>*What would you do if...Think before you act.</p>	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving. • Agility and Adaptability. • Curiosity and Imagination. • Initiative/Entrepreneurialism. • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration. 	

<p>*Organize your decision making by using the 3 C's: Clarify the problem; Consider the choices and consequences; Choose the best option than evaluate the decision.</p> <p>*Emotions are energy in motion; this too will pass. Know the resources available to you in times of emotional overload such as family, guidance counselors, coaches, religious guides, help lines and a support team you build of trusted adults.</p> <p>*Build a tool kit or resources for the management of anxiety and depression: Meditation, box breathing, journaling, relaxation techniques, and general wellness activities including diet, sleep and exercise.</p> <p>*Communication is key to building social skills; open communication, active listening, body language that pairs with verbal language in sending the same message and assertiveness skills.</p> <p>*Peer pressure can be a positive force or a negative influence depending on who you pick as friends; select those with similar values.</p> <p>*Mental rehearsal is a critical thinking skill that enables teens to think out a situation ahead of time so that the solution is available if needed in the future.</p> <p>*Win-win solutions utilize compromise which allows both parties to be heard and respected despite differences; give a little to get a little so both parties can move beyond the conflict.</p> <p>*Resistance strategies to substance misuse and abuse offer more life-long benefits than experimentation; no one ever planned to become an addict.</p> <p>*The only person who should ever take a prescription drug is the person whose name is on the bottle.</p> <p>*Marijuana use, although legal for adults in Massachusetts, put some at risk for schizophrenia and teens find it difficult to learn due to its effect on the working memory.</p> <p>*Opiates are highly addictive and contribute to death by respiratory arrest; use only under the care of a doctor.</p> <p>*Resources are available to teens for drug</p>		
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abuse; tell a trusted adult and know the Samaritan Law protects those who report a friend in need.		
Resources	Assessments	
<p>LifeSkills Training (Level 3) curriculum</p> <p>LifeSkills Training Level 3 workbooks</p> <p>Blackboard: Substance Abuse Prevention Unit (supporting lesson materials)</p> <p>Internet Resources: LST Website; YouTube; amaze.org; NIDA website; Headspace website; drugfreeworld.org; and other primary resource sites for health information from .gov, .org and medical care sites videos.masconomet.org</p> <p>Interactive Activities: Jeopardy; educational games; Wheel of Misfortune; role plays</p>	<p>*Blackboard assessments/review for smoking, smokeless tobacco and marijuana content with focus on prevention</p> <p>*Unit test–Substance Abuse Prevention unit (multiple choice format)</p> <p>*Alternative assessment: Collaborative Drug Prevention Project (Case study with guided worksheets and small group presentation)</p> <p>*KAHOOT review of content</p>	
MA Framework Alignment		

1.7	Explain the function of human body systems and how body systems work together.	MA: Health Education (1999)6-8
5.10	Describe the contribution of a personal support system to good mental health.	MA: Health Education (1999)6-8
6.7	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.	MA: Health Education (1999)6-8
7.6	Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure.	MA: Health Education (1999)6-8
10.5	Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation.	MA: Health Education (1999)6-8
10.6	List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.	MA: Health Education (1999)6-8
10.7	Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young	MA: Health Education

	people to use or not to use drugs.	(1999)6-8
10.8	Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.	MA: Health Education (1999)6-8
14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.	MA: Health Education (1999)6-8
14.5	Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.	MA: Health Education (1999)6-8

<i>UNIT: Mental Health, Depression and Suicide Prevention</i>		
Unit 4:		
<p>What is "mental health?" It is the state of being comfortable with yourself, others and the community you share. Both heredity and environment, or those external forces such as childhood experiences, influence mental health. In this unit students will develop knowledge about the characteristics of mental health as well as a mental health condition that can affect teens, which is depression. This unit follows the substance abuse unit as 65% of teens that abuse drugs self medicate because they have underlying mental health conditions such as depression or anxiety. Depression can also travel with ADHD, gender issues, trauma and stress all of which become concerns when it moves to the realm of self-harm or thoughts of suicide. Depression is an emotion and is treatable; knowing the signs as well as the resources available is key.</p>		
<p>Overarching Question/Theme When are the “blues” not the blues, but symptoms of depression? What is meant by “energy in motion?” Is asking for help a sign of weakness, or strength? When is a joke not a joke but a serious sign that a friend is overwhelmed and needs the support of a trusted adult? What are the qualities of someone who makes up a “safety net?” Are teens who use drugs “bad kids” or are they just trying to make the feelings go away by self-medicating? What does good mental health look like for a teen?</p>		
Standard/Knowledge	Skills/Dispositions	
<p>*Emotions are "energy in motion" and therefore what is being felt will pass and is not a permanent state.</p> <p>*All humans experience sadness and loss. However, if the sadness lasts for longer than two weeks it is a good choice to seek help as it may be depression.</p> <p>*Teens are not just moody but can experience depression for many different reasons: Death; Loss; Divorce in family; Drugs; Disaster; Diet that is poor; Disease; Debt with economic</p>	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving. • Agility and Adaptability. • Curiosity and Imagination. • Initiative/Entrepreneurialism. • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration. 	

<p>change; and Trauma.</p> <p>*A.C.T when a friend jokes about hurting himself. Knowing the "Signs of Suicide" is a critical thinking skill that is useful in getting oneself or another help before harm is done.</p> <p>*Who is in your safety net? A safety net is a resource of trusted people that can be used for advice or help by teens in times of stress and crisis.</p> <p>*Seek help when you have the blues; do not self medicate with alcohol or drugs. Sixty-five percent of youth that abuse drugs have underlying mental health conditions such as depression or anxiety.</p> <p>*Mental health is like physical health in that good health depends on self-care which includes sleep, exercise, relaxation, social connectedness, a nutrient-rich diet and positive thinking.</p> <p>*Good mental health includes the skill of being able to edit and delete the negative messages that enter one's mind and serve no purpose but to undermine self-esteem.</p>		
Resources	Assessments	
<p>SOS Program</p> <p>Blackboard: Mental Healthg, Depression and Suicide Prevention Unit</p> <p>kidshealth.org</p> <p>TED-ed videos</p> <p>Primary sources of health information from .gov, .org and medical/hospital/clinic internet sites.</p> <p>Movie, <i>Inside Out</i>, if time as it focuses on the role of emotions in the body</p>	<p>*SOS screening through Guidance and the Nurses Office</p> <p>*Discussions with question and answer session</p>	
MA Framework Alignment		
5.8	Identify the causes and effects of depression and how to seek help.	MA: Health Education (1999)6-8

5.7	Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning.	MA: Health Education (1999)6-8
5.9	Describe the relationships among physical appearance, changes in the body, and self-concept and esteem.	MA: Health Education (1999)6-8
1.7	Explain the function of human body systems and how body systems work together.	MA: Health Education (1999)6-8
1.9	Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest).	MA: Health Education (1999)6-8
5.10	Describe the contribution of a personal support system to good mental health.	MA: Health Education (1999)6-8
6.7	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.	MA: Health Education (1999)6-8
7.5	Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.	MA: Health Education (1999)6-8
7.6	Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure.	MA: Health Education (1999)6-8
7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.	MA: Health Education (1999)6-8
14.5	Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.	MA: Health Education (1999)6-8

<i>UNIT: HIV Prevention for Teens</i>	
Unit 5:	
This brief unit builds knowledge and critical thinking skills that foster wellness through an understanding of the transmission, disease process and treatment of HIV. Understanding how HIV is transmitted by way of contaminated injection of the virus in drug use or by unprotected sexual	

activity is key in building self-care skills that promote healthy decision making and prevention of disease. This unit also covers the differentiation between HIV and AIDS as well as the advancement in the treatment of HIV which is now classified as a terminal, and not fatal, illness.		
Overarching Question/Theme People often say HIV/AIDS in the same context. Is there a difference? What makes HIV different from other viruses? How did HIV become a public health epidemic? Why do the teenage years fall in the high risk range for HIV infection? Is it possible to protect yourself from HIV if it is a virus? How? Is HIV fatal? Who is Ryan White and why is he important?		
Standard/Knowledge	Skills/Dispositions	
<p>*The immune system protects the body from invading pathogens because it has the ability to identify who is part of the body (self) and who is not (non-self.) T-cells help to identify invaders, then notify a specific group of B cells with antibodies that are capable of destroying the invading germ.</p> <p>*By the process of putting HIV RNA into the T cells, the T cells reproduce new T cells that are incapable of telling the difference between what is part of the body, and what is not. T cells cannot call out the B cells for defense, either. Pathogens can now invade the body and take over.</p> <p>*When the T cell count drops to 200, the body no longer is capable of protecting itself from pathogens that would easily be destroyed. The body develops opportunistic diseases such as pneumocystis carinii pneumonia, Kaposi sarcoma and AIDS dementia. Death occurs in 6 months to 3 years as there is no treatment at this final stage of HIV infection.</p> <p>*An HIV infection is treatable. The use of antiretroviral medications prevent the T cell count from dropping which in turn enables the immune system to continue to do its job in protecting the body from invading organisms. A person needs to take these medications for a lifetime, though.</p> <p>*It can take up to 3 months for the body to form the antibodies needed for an accurate HIV test; therefore one is tested after 6 weeks and again afterwards for accurate results.</p> <p>*Ryan White was 13 years old when he contracted HIV from a blood transfusion to treat hemophilia in 1984. At this time, little</p>	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving. • Agility and Adaptability. • Curiosity and Imagination. • Initiative/Entrepreneurialism. • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration. 	

<p>was known about HIV, the Red Cross had no tests to screen the blood for HIV and people often discriminated against HIV victims. As there was no treatment, Ryan White developed AIDS. He spent his life advocating for HIV victims like himself and after he died in 1990, the Congress passed the Ryan White Care Act which offers financial support to those with HIV or AIDS</p> <p>* An HIV positive individual will need to take antiretroviral medications for life; stopping this drug use results in a lowered T cell count and the possibility of developing AIDS.</p> <p>*The best means of preventing oneself from getting HIV is to not engage in sexual activity (abstinence) and to avoid any use of contaminated drug needles. The use of a condom offers protection against sexually transmitted infections such as HIV.</p> <p>*Planned Parenthood and Health Q are local resources for testing, counseling and information sexually transmitted infections.</p>		
Resources	Assessments	
<p>CDC: https://www.cdc.gov/hiv/basics/whatis_hiv.html</p> <p>Blackboard: <i>HIV Prevention for Teens</i></p> <p>kidshealth.org</p> <p>TED-ed videos</p> <p>Primary sources of health information from .gov, .org and medical/hospital/clinic internet sites.</p>	<p>Blackboard assessment: <i>HIV to AIDS and Prevention</i></p> <p>Worksheet: <i>How HIV Destroys the Immune System</i></p> <p>Cooperative activity: HIV/AIDS Jeopardy</p>	
MA Framework Alignment		
4.9	<i>Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented</i>	Ma: Health Education (1999)6-8
4.10	<i>Identify sexual discrimination and harassment</i>	Ma: Health Education (1999)6-8
8.5	<i>Through the study of Prevention students will identify ways individuals can reduce risk factors related to communicable and chronic diseases</i>	Ma: Health Education (1999)6-8

8.6	<i>Describe the importance of early detection in preventing the progression of disease</i>	Ma: Health Education (1999)6-8
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UNIT: Healthy Relationships for Teens

Unit 6:

The focus of this unit is to build knowledge and critical thinking skills that will foster awareness and participation in healthy relationships (equal and respectful) instead of unhealthy relationships (power and control.) The content is based on the Interpersonal Relationships and Violence Prevention sections of the Massachusetts Comprehensive Health Curriculum Frameworks. Topics covered include sexual harassment, dating violence, cyberbullying and sexting prevention. This unit precedes the Reproductive and Sexuality unit.

Overarching Question/Theme Where is the boundary between “just kidding” and sexual harassment? What behaviors cross into harm of another person? Where does one go for help? What is a "healthy relationship?" What are the characteristics of a positive interpersonal relationship? Do you know what quality makes or breaks a relationship? What is an unhealthy relationship? How does a partner or friend behave in an unhealthy relationship? What is the line between a healthy and unhealthy relationship? When does an unhealthy relationship cross the line into dating violence? What rights does a person have in a dating relationship? Where does one go for help if needed? What is “sexting?” How do the laws in Massachusetts view sexting between teens? What would you do if you received a sext? Is it more important to you to do the right thing, or be with the “right” person?

Standard/Knowledge	Skills/Dispositions
<p>*Sexual harassment is conduct that is sexual in nature, unwelcome and denies or limits a student’s ability to participate in a school’s education program.</p> <p>*Sexual harassment is a crime that needs to be reported; consequences on the victim include emotional harm, physical illness and inability to access academic and school activities.</p> <p>*The difference between a healthy relationship and an unhealthy relationship is that the healthy one is based on respect while an unhealthy one is based on one person's need for power and control. Sexual harassment is not respectful behavior.</p> <p>*Positive interpersonal communication is based on attentive listening, feedback and the ability to assertively speak on behalf of one's needs.</p> <p>* A healthy relationship is defined by respect and equality; an unhealthy relationship defined by power and control.</p> <p>*The character traits of respect, trust, open communication, honesty, fairness, support, shared</p>	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving. • Agility and Adaptability. • Curiosity and Imagination. • Initiative/Entrepreneurialism. • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration.

responsibility and willingness to compromise or problem solve are key to a healthy relationship.

* Individuals have personal space and boundaries. Respect involves honoring that space by asking before you enter into it. Respect also involves being careful in what you say so it does not cross into someone's personal beliefs or rights.

*In unhealthy relationships, one partner tries to exert control and power over the other physically, sexually, and/or emotionally. Source:

<https://youth.gov/youth-topics/teen-dating-violence/characteristics>

There are also characteristics of disrespect, dishonesty, dependence, intimidation, hostility and sometimes physical or sexual violence in the relationship.

* In Massachusetts, if you are under 16 years the law states you are non-consenting to sexual activities.

It is against the law to have sex with anyone under 16 years old. You can't have sex with someone under 16, even if you are also under 16. MGL. c.265, § 23.

*Relationships can start out with mutual attraction but deteriorate into unhealthy behaviors that are disrespectful and controlling. Know the warning signs.

*Digital abuse is the use of technology to bully, harass or intimidate another; sexting and mistreatment online.

*Think before you text. Be mindful that what you put and receive in a digital format lasts forever.

*HAWC offers local support to those in need of an exit plan for intimate partner relationships.

*Dating violence is a pattern of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

*Don't confuse love with abuse; know the signs and get help as needed.

*Sexting is exchanging sexual messages, photos or videos by text message, social media or email. Some people may think sexting is harmless, but nothing we send on our phones or online is private, including text messages, emails or direct messages.

Resources		Assessments
PowerPoint: <i>Respect, Restraint and Responsibility</i> (sexual harassment information) Blackboard: <i>Healthy Relationships for Teens</i> kidshealth.org; amaze.org; JoinOneLove.org TED-ed videos Primary sources of health information from .gov, .org and medical/hospital/clinic internet sites. Massachusetts General Laws: MGL. c.265, § 23. HAWC		Blackboard Assessment: Healthy or Unhealthy Relationships; Sexual Harassment Prevention Cooperative Activities: Dating Bill of Rights; Healthy or Unhealthy Relationships (station activity)
MA Framework Alignment		
7.5	Through the study of Communication students will Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication	Ma: Health Education (1999)6-8
7.6	Through the study of Peer Relationships students will Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure Students identify risk-taking behaviors that a teen might consider. Working in small groups, practice and evaluate refusal skills for those risk behaviors that are dangerous	Ma: Health Education (1999)6-8
7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, selfdiscipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole Students read literature on prejudice and write a paper on how it can cause conflict in communities	Ma: Health Education (1999)6-8
7.8	Through the study of Romantic Relationships students will Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct	Ma: Health Education (1999)6-8
11.10	Through the study of Alternatives students will Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law	Ma: Health Education (1999)6-8

	enforcement, and faith-based groups	
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UNIT: Who Am I–Identity vs Role Confusion		
Unit 7:		
<p>The purpose of this unit is to help students navigate through a time in their lives when they ask the following questions: Who am I?; What is my role in life? and Where do I fit in? Through the exploration of content related to sexuality and reproductive health students will develop knowledge and critical thinking skills that promote health and wellness. Students will build vocabulary that defines sex, gender and orientation through class presentations, web quests and guided readings. The psychological component of this unit is based on Erik Erikson's Stages of Psychosocial Development, specifically Identity versus Confusion. The assessment questions reinforce Casel's five components of social-emotional learning, i.e. self-awareness, self-management, social awareness, relationship skills and responsible decision making. This unit incorporates personalized learning as adolescents experience varying levels of growth and development as well as readiness for content of this nature. By the end of this unit, students will be able to identify reliable sources of medical information that support reproductive health and how this information can be applicable to foster prevention of disease and wellness.</p>		
<p>Overarching Question/Theme Why do teens experience changes in physical appearance and mental outlook? How do these changes impact how we see and feel about ourselves and those around us? Am I really okay and is there a place for me in this world? What is puberty? How does puberty impact a teens mind and body? What is the difference between sex-assigned-at birth, gender and orientation? What does intersex mean? What are the parts of the reproductive system and does this system work with the endocrine system to promote growth and development? What are my legal rights? What does consent mean? Are there clinics that help teens with questions or concerns related to sexuality and sexual health? Is there a 100% way to protect oneself from STIs? How can teens protect themselves from sexually transmitted diseases or pregnancy? What is meant by self-care and what does it include? How do we fit this period of change into social-emotional learning?</p>		
Standard/Knowledge	Skills/Dispositions	
<p>*The psychologist Erik Erikson researched the human stages of development and classified them into common focuses for each age. The stage that a teen experiences is called Identity versus Role Confusion. The developmental goal for this stage is to develop an identity, be comfortable with it and be able to be yourself in the midst of others who may be different from</p>	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving. • Agility and Adaptability. • Curiosity and Imagination. • Initiative/Entrepreneurialism. • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration. 	

<p>you.</p> <p>*The key points about puberty are:</p> <ul style="list-style-type: none"> • It occurs from age 12-18 years. • Adolescents search for a sense of personal identity through exploration of personal values, beliefs, and goals. • Teens want to belong to and fit into society and therefore develop both occupational and a sexual identities. • Body image changes at this time and it is not uncommon for teens to feel uncomfortable until they grow into changes. • Knowing oneself, and being true to oneself is the goal of this stage. • Role confusion means that you do not know who you are nor your place, and can lead to an identity crisis with experimentation in different lifestyles. • Pressuring oneself or others into a role or identity that does not fit leads to rebellion and unhappiness. • The next stage is Intimacy versus Isolation where one shares with another in an intimate relationship. <p>*Am I really okay and is there a place for me in this world? The simple answer is, <i>Yes you are okay and there is a place for everyone no matter what.</i> The release of hormones during adolescence is why your body changes and your mind experiences the feelings you do.</p> <p>*<i>Hormones</i> are chemical substances that act like messenger molecules in the body. Testosterone is the hormone that builds muscles and male characteristics. Estrogen and progesterone are hormones that contribute to female characteristics.</p> <p>*The pituitary gland is the master gland that tells the ovaries and testicles to release the hormones needed for sexual growth and development in adolescents.</p>		
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<p>*The genes you inherit from your biological parents, environmental factors and body fat play a role in when the changes associated with puberty begin. Puberty occurs between 10-14 years with XX, but can be as early as 8 with full attainment of height at 16 years for some. In XY, the age range is 9 to 15 years with full attainment of height up to 18 years old. Learning about our heredity, not only helps a person understand the traits that are present but also any tendencies toward disease that run in families.</p> <p>*Intersex is a general term used for a variety of situations in which a person is born with reproductive or sexual anatomy that doesn't fit the boxes of "female" or "male."</p> <p>*Psychologist Jean Piaget noted that children move through different stages of intellectual development. At age 12, teens move into the formal operational stage which means that the brain is able to think more abstractly and solve problems using a logical approach. New brain connections develop enabling teens to figure something out in the mind or creatively imagine new ideas. The brain becomes more advanced in thinking scientifically and able to hypothesize and draw relationships. It is a period of self-discovery.</p> <p>*The primary function of the reproductive system is to provide the means and a place for the growth and development of another human being. When a male (XY) has unprotected intercourse or sex with a female (XX), there is the possibility that sperm unites with an egg in a fallopian tube resulting in conception and pregnancy. Males (XY) start producing sperm at puberty, 10-13 years old. For females (XX), the ability to become pregnant begins about two weeks before the first period and continues until menopause, which occurs in the late 40's and 50's.</p> <p>*Legally, people can't consent (or agree) to sex (with someone who is considered an adult) until they reach a specific age. This is called the "age of consent." Consent laws are meant to protect minors from being manipulated or forced into sex with older people. The age of consent is 16 years in Massachusetts.</p>		
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<p>*The nearest clinics that address sexuality and reproductive health are HealthQ in Beverly and Planned Parenthood in Haverhill.</p> <p>*Psychologist Erik Erikson reminds us that understanding who we are builds confidence in sharing our identity with others in the development of healthy relationships. Being true to oneself helps to prevent role confusion and a sense of isolation.</p> <p>*Empathy is connecting with people so we know we're not alone when we're in struggle. • Empathy is a way to connect to the emotion another person is experiencing; it doesn't require that we have experienced the same situation they are going through. (Brene' Brown)</p> <p>*One of the things you will learn on the way to adulthood is how to take care of yourself, or simply self-care. Self-care is what you do to promote health and happiness in mind, body and spirit. What you do involves choices, and this is where the challenge comes into play.</p> <p>*As with all of our body systems, the reproductive system is vulnerable to both infections and diseases. Good self-care promotes a healthy immune system capable of fighting off invading pathogens. In the case of the reproductive system, a physical barrier is needed to prevent the fluids of one person from contaminating the fluids or organ surface of another person during intercourse. The only 100% successful way of preventing a sexually transmitted infection is to not have sexual intercourse at all; this is abstinence. For persons who choose to be sexually active, the best means of protection is the use of a condom. Remember, birth control methods only aid in preventing pregnancy but offer no protection against STIs.</p>		
Resources	Assessments	
<p>Discovery Channel: <i>Body Story–Teen Dreams</i></p> <p>Blackboard: <i>Who Am I–Identity vs Role Confusion</i></p> <p>kidshealth.org</p> <p>TED-ed videos</p> <p>https://amaze.org/</p>	<p>Blackboard Assignment: <i>Your Odyssey, Be Prepared</i></p> <p>1. Self Awareness: <i>The hormones that go with XX or XY help to shape who you are. Social awareness looks inward at who you are. What strengths or positive qualities do you have? What responsible action do you need to take</i></p>	

<p>https://www.plannedparenthood.org/learn/teens https://teenshealth.org/en/teens/sexual-health/ Primary sources of health information from .gov, .org and medical/hospital/clinic internet sites.</p>	<p><i>because you have reached puberty?</i></p> <p>2. Self Management: <i>As hormone levels change, so do your feelings and behavior. The formal operational stage of brain development enables you to hypothesize and figure out what would happen if. What can you do IF you experience automatic negative thinking or depressed thoughts? What can you do to manage stress?</i></p> <p>3. Social Awareness: <i>Social awareness looks outward. It involves building an understanding of others emotions, behaviors and relationships, even if they are different from you. What is empathy? Are you able to take the perspective of someone who may not be the same as you?</i></p> <p>4. Relationships Skills: <i>Knowing who you are offers confidence in how you relate to others. What character traits are important because they contribute to healthy relationships? What qualities are important in teamwork?</i></p> <p>5. Responsible Decision Making: <i>The brain does not fully develop until 25 years of age. Hormones impact your feelings and growth changes your body. What choices or steps can you take to promote a healthy mind and body through self-care? What is your decision making process when faced with high risk situations?</i></p>	
MA Framework Alignment		
1.6	Through the study of Body Systems students will Identify the stages of the human life cycle (from prenatal through late adulthood)	Ma: Health Education (1999)6-8
1.7	Explain the function of human body systems and how body systems work together	Ma: Health Education (1999)6-8
1.8	Describe the influence of health habits on growth and development	Ma: Health Education (1999)6-8
1.9	Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest)	Ma: Health Education (1999)6-8
1.10	Through the study of the Life Cycle students will	Ma: Health Education

	<i>Define genes and the concept of heredity</i>	(1999)6-8
4.5	<i>Through the study of Development students will</i> <i>Recognize the emotional and physical changes as related to the reproductive system during puberty</i>	Ma: Health Education (1999)6-8
4.6	<i>Through the study of Wellness students will</i> <i>Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior</i>	Ma: Health Education (1999)6-8
4.7	<i>Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions</i> <i>Students discuss consequences around sexuality decisions.</i>	Ma: Health Education (1999)6-8
4.8	<i>Describe behaviors and methods for pregnancy prevention, including abstinence</i>	Ma: Health Education (1999)6-8
4.9	<i>Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented</i>	Ma: Health Education (1999)6-8
4.10	<i>Identify sexual discrimination and harassment</i>	Ma: Health Education (1999)6-8
8.5	<i>Through the study of Prevention students will</i> <i>Identify ways individuals can reduce risk factors related to communicable and chronic diseases</i>	Ma: Health Education (1999)6-8
8.6	<i>Describe the importance of early detection in preventing the progression of disease</i>	Ma: Health Education (1999)6-8

