8 Social and Sexual Health

Content Area: **Physical Education & Health**
Course(s):
Time Period: **Marking Period 2**
Length: **7-8 days**
Status: **Published**

Unit Overview

In this unit, students will explore

EU:

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

There are factors that contribute to making healthy decisions about sex.

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

The use of alcohol and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

Standards

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual

behaviors.

- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce the risk of unintended pregnancy and STIs (including HIV).
- 2.1.8.CHSS.2: Describe the state and federal laws related to the age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

Exemplar Learning Activities

Topics will include

- Healthy vs unhealthy relationships
- Types of relationships (romantic vs platonic)
- Dating Risks (red flags)
- Dating violence (emotional, physical, sexual)
- Domestic Abuse
- Harassment (social media, peer pressure)
- Verbal and nonverbal harassment
- Consent
- Deciding if you are ready to date
- Contraceptives (hormonal vs barrier)
- Community resources (planned parenthood)
- STI Prevention and Risks
- Risky behaviors
- Impacts on mental health
- Legal repercussions and consequences of sexual misconduct
- Social media influence on sexual behavior
- Substances and their effect on decision making

Materials

Core Materials:

- New Jersey CHPE Standards
- District provided materials
- Lesson plans
    - Communicating about a Sensitive Topic
    - Healthy or Unhealthy Relationships

- More than Friends: Understanding Romantic Relationships
- When Should a Person (New in 2021)
- Consent Goes With Everything (New in 2021) (supported by Cops in Schools program)
- Protecting Your Health: Understanding and Preventing STDs
- Birth Control Basics
- STD Basics: Reducing Your Risk
- Harassment Prevention- The Basics (supported by Cops in Schools program)
- Trafficking (supported by Cops in Schools program)
- Being Smart, Staying Safe Online (supported by Cops in Schools program)
- Understanding Boundaries
- Choose Your Words Carefully
- Talking without Speaking: The Role of Texting in Relationships
- Preparation is Prevention
- The World Around Me

- Videos
  - Genetics growth and development
  - Brainpop Reproductive system (transcript)
  - Brainpop Sexual Reproduction (transcript)
  - Brainpop Sex determination (transcript)
  - Brainpop Pregnancy and Fetal Development (transcript)
  - Brainpop Heredity (transcript)
  - Ovulation and Menstrual Cycle
  - Fertilization and Child Birth
  - Labor and Delivery
  - Pregnancy, the first trimester
  - Fertilization
  - C-Section

- Menstrual Cycle
- STD's
- Who can get STD's

Supplemental Materials:

- Newsela articles
- Powerpoint Presentations
- Visual Aids
- Video clips

Technology

Technology Literacy

9.4.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Self-Assessment

Summative Assessment

- Quizzes
- Tests
- Projects

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- Preferred seating

- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers

- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects
- Tiered grouping

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question.

(2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)

Connections to NJSLS - Science

Connections to NJSLS - Social Studies

Climate Change: Technology - Effects on the Natural World

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Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Historical figures in science and sports.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Bullying and respect for others.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and

secondary school students.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

LGTB & Disability

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36)

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Historical figures in science and sports.

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.