

# Unit II: Human Relationships/Sexuality

Content Area: **Physical Education and Health**

Course(s):

Time Period:

Length: **12 Days**

Status: **Published**

## Unit Summary

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The purpose of this unit is to allow all artists the opportunity to learn what a quality relationship can look like. It is also extremely important for our artists to be able to have an understanding of gender identity and sexual preferences so that they can empathize, connect, and collaborate with a diverse group of peers, and show respect for all.

## Standards

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HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
HE.9-12.2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
HE.9-12.2.1.12.SSH.2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
HE.9-12.2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
HE.9-12.2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
HE.9-12.2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
HE.9-12.2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
HE.9-12.2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
HE.9-12.2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
HE.9-12.2.3.12.PS.2	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
HE.9-12.2.3.12.PS.5	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
HE.9-12.2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

HE.9-12.2.3.12.PS.7	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
HE.9-12.2.3.12.PS.8	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
HE.9-12.2.3.12.PS.9	Evaluate strategies to use social media safely, legally, and respectfully.
HE.9-12.2.3.12.PS.10	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
HE.9-12.2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

## Learning Objectives

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- Brainstorm possible ways to respond and help fight human trafficking within their community and sphere of influence.
- Define sexual abuse.
- Describe how people are affected by sexting.
- Describe how people are affected by violence around us.
- Describe the physical, emotional, and social aspects of human sexuality
- Describe what sexual harassment looks and sounds like.
- Develop a plan on how to deal with sexting.
- Develop a personal plan of how to handle a situation in which a friend is being bullied.
- Discuss facts about the difference between sexual assault and rape.
- Gain a better understanding of the current presence of human trafficking both globally and locally.
- Identify 5 factors that lead to violence between teens.
- Identify abusive behavior and what it looks like.
- Identify five things a person should do if he/she has been sexually assaulted.
- Identify four types of abuse.
- Identify help that is available for those in abusive relationships
- Identify individuals in healthy relationships and what proper steps to take to help those in unhealthy relationships.
- Identify three risks of taking part in sexting.
- Identify ways to avoid becoming a victim of Human Trafficking.
- Identify what human trafficking is.
- Recognize how technology impacts the capacity of individuals to develop and maintain interpersonal relationships.
- State three ways to avoid becoming a victim of sexting.

## Essential Skills

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- Examine how human trafficking is a global problem
- Examine the different sexual lifestyles that are practiced in today's world.

- Healthy relationships require a mutual commitment
- Identifying good qualities in people helps prevent bullying.
- Recognize trusted people in your life.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention.
- Sexting can have a serious impact on your health and wellness.
- The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
- Understand how the cycle of violence is always present in abusive relationships.
- Understand the importance of good conflict resolution.

## State Mandated Topics Addressed in this Unit

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**Instruction on abuse: N.J.S.A 18A:35-4.5** mandates age appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education

**Instruction on consent: N.J.S.A. 18A:35- 4.37 & 18A:35-4.38** mandates a school district shall incorporate age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education.

**Instruction on sexting: N.J.S.A 18A:35-4.33** mandates districts teach students the legal and non-legal consequences of sexting in an appropriate place in the curriculum as part of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education

**Instruction on Bullying Prevention (N.J.S.A. 18A:37- 17)** Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

**Instruction on Dating Violence (N.J.S.A. 18A: 35-4.23a)** Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health

education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

**Instruction on Domestic Violence (N.J.S.A. 18A:35-4.23)** Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving. Violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving

**Instruction on Gang Violence Prevention (18A:35-4.26)** Requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

**Instruction on Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)** Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject

## **Instructional Tasks/Activities**

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- Case Study on Sexting
- Constructed response
- Create a song/poem to raise awareness on abuse.
- Do nows and/or exit slips

- Exit Cards (answer to daily objective questions)
- Guided discussion within small groups
- Individual, small, and large group work
- Listen to a song and analyze the video/lyrics in relation to dating violence.
- Power point with facts about human trafficking
- Powerpoint guided notes on sexting
- Quizzes
- Research different countries where human trafficking exists and explain their findings to the rest of the class.
- Review Activity
- Review material discussed in class by completing re-teaching and concept review worksheets.
- Take notes from power point based on different forms of abuse.
- Take notes from power point on Conflict Resolution and Violence Prevention.
- Tests
- Video about how human trafficking has effected nearly every country on the planet
- Youtube video about a teen who engaged in sexting

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Youtube

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should

be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## Environment

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## Assessment Procedure

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Student progress will be measured by formative and summative assessments. Either formally or informally artists' progress will be assessed weekly in order to maximize student understanding of current and cumulative topics. This unit is sequenced to begin with relationships in general. Artists will then dive deeper into the various types of relationships and appropriate behaviors within these types of relationships. Next they will analyze sexuality and gender identity. Finally, artists will be asked to use this information to apply their knowledge of this topic to their own personal life choices and decisions.

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Group Projects
- Inquiry based activities with reflective discussion
- Journal / Student Reflection
- Kahoot
- Lecture with note taking or guided notes
- Other named in lesson
- Peer Review
- Performance
- PowerPoint presentations
- Problem Correction
- Project
- Quiz
- Rubric

- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

## **Honors Modifications**

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## **Resources**

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- HECAT: Module SH, Sexual Health Curriculum:  
[https://www.cdc.gov/healthyyouth/hecat/pdf/hecat\\_module\\_sh.pdf](https://www.cdc.gov/healthyyouth/hecat/pdf/hecat_module_sh.pdf)
- Rights, Respect, Responsibility A K-12 Sexuality Education Curriculum:  
<https://advocatesforyouth.org/wp-content/uploads/3rscurric/teachers-guide.pdf>