

# 05\_Unit 5: Social Health

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **1 week (5 lessons)**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the eighth grade curriculum the students will focus on "Personal Growth and Development", "Personal Safety", "Social Health", "Sexual Health", "Pregnancy and Parenting", "Health Conditions, Diseases and Medicine", and "Community Health Services and Support".

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

### CONTENT AREA STANDARDS

HE.6-8.2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
HE.6-8.2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
HE.6-8.2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
HE.6-8.2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
HE.6-8.2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.

### RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments

	that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
WRK.K-12.P.4	Demonstrate creativity and innovation.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- gender is a combination of our body parts and chromosomes - and how we feel about having both.
- gender identity is what gender a person calls themselves (i.e. male, female, transgender)
- gender expression is how they let people know the gender they are (i.e. the pronouns they use, the clothes they wear, how they carry themselves).
- sexual orientation is the gender(s) of the people to whom we are attracted, physically and romantically.
- dignity is a sense of pride in oneself; self-respect.
- respect is a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
- an action plan outlines steps that can be taken to achieve a particular goal(s) and objective(s). The plan includes "what," "who," "when," and most importantly the "why" of the programs goal.
- many relationships can begin healthy and all relationships will develop "issues" or conflict.
- healthy relationships are characterized as relationships that are based on respect, equity and good communication.
- good communication includes telling others how you feel and listening to others and understanding how others feel.
- good communication includes successful refusal skills, conflict resolution and proper advocacy.
- unhealthy relationships are characterized as relationships with poor communication, control, dishonesty, disrespect, dependence, and/or violence.
- a friendship is a relationship between friends.
- a romantic relationship is when two unrelated people have an intense emotional love relationship, sex is unimportant or typically absent, and usually there is a degree of physical closeness like hand holding.
- sexual relationships are relationships that involve sexual intimacy.

- commitment, intimacy, and passion are three main elements that make up the different types of relationship
- the difference between relationships is the amount of each of the three main elements (i.e. a friendship has intimacy, some commitment, but no passion).

## **Procedural Knowledge**

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Students will be able to:

Differentiate between gender identity, gender expression, and sexual orientation.

Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

- define gender.
- define gender identity.
- define gender expression.
- define sexual orientation.
- understand and distinguish between the terms gender identity, gender expression and sexual orientation.
- define dignity.
- define respect.
- define action plan.
- create a plan for the school that allows everyone to promote dignity and respect for all

members of the school community.

Compare and contrast the characteristics of healthy and unhealthy relationships.

- describe the characteristics of a healthy relationship.
- describe the characteristics of an unhealthy relationship.
- compare and contrast the characteristics of a healthy relationship.
- identify communications skills that will support healthy relationships.
- demonstrate communication skills that will support healthy relationships.

Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

- define friendship, romantic relationship and sexual relationship.
- identify and the similarities and differences between relationships.
- analyze the similarities and differences between different relationships.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Questions that may be addressed but not limited to are:

What is the difference between gender identity, gender expression, and sexual orientation?

How can our school promote respect and dignity to all different types of genders and sexual orientation?

What is the difference between a healthy and unhealthy relationship? What do they have in common?

Analyze the terms friendship, romantic relationship and sexual relationship. What do they have in common? What is different about each type of relationship?

Other resources:

- observation

- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments
- exit tickets

## **Summative Assessments**

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Questions that may be addressed but not limited to are:

What is the difference between gender identity, gender expression, and sexual orientation?

How can our school promote respect and dignity to all different types of genders and sexual orientation?

What is the difference between a healthy and unhealthy relationship? What do they have in common?

Analyze the terms friendship, romantic relationship and sexual relationship. What do they have in common? What is different about each type of relationship?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Health Textbook - Bronson, Mary H. et al. *teen health*. Columbus: McGraw-Hill Education; 2014.

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

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - categorizing, statistics, computations

Visual and Performing Arts - debate, presentations

Science - sex chromosomes

Social Studies - community

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.