

**Health Education Middle School
Canterbury Public Schools**

Subject	Health Education
Grade Level	Middle School Grades 5 -8
Unit Title	Healthy Relationships / Violence and Abuse Prevention
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Identify various types of relationships. ● Understand the importance of not teasing others based on body appearance, feelings, beliefs, etc. ● Understand the important of talking to parents or a trusted adult about issues relating to: <ul style="list-style-type: none"> ○ Relationships ○ Growth / Development ○ Sexual Health ● Understand and be able to tell the difference between a bystander and an upstander. ● Describe short and long-term consequences of violence. ● Describe strategies to avoid physical fighting and violence. ● Describe actions to take if you see something “out of the ordinary” ● Explain that types of unwanted touch are not tolerated ● Elaborate on what consent is, and how it can be given. ● Explain the steps on how to report incidents of abuse. ● Understand and describe different characteristics of a healthy relationship. <p>Grade 7 and 8</p> <p>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade</p> <ul style="list-style-type: none"> ● Differentiate between gender identify, gender expression and sexual orientation. ● Explore strategies to handle unhealthy relationships. ● Explain how the use of social media can positively or negatively impact relationships and life decisons. ● Describe how the presence of weapons increases the risk of serious injury. ● Describe how participation in gangs can lead to violence. ● Define prejudice, discrimination and bias . ● Explain that acquaintance rape and sexual assault are illegal. ● Describe how power and control can cause violence in relationships. ● Describe situations that constitute sexual harassment, sexual mistreatment, grooming, abuse etc. ● Explain the role of a bystander becoming an upstander to de-escalate and prevent violence, and supporting the victim. ● Describe the positive and negative ways that technology can impact physical and emotional safety. ● Explain the steps on to report incidents of sexual harassment, sexual mistretment, grooming, abuse etc.

	<p><u>Skill-Based Standards to Develop:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze influences <input type="checkbox"/> Access valid information <input type="checkbox"/> Demonstrate interpersonal communication skills <input type="checkbox"/> Build decision making skills <input type="checkbox"/> Build goal setting skills <input type="checkbox"/> Practice health-enhancing behaviors <input type="checkbox"/> Advocate
<p>Pacing (# of weeks)</p>	<p>4 weeks</p>
<p>Standards and Indicators</p>	<p>HR = Health Relationships HR 1.1.8 Differentiate among gender expression, gender identity and sexual orientation. HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.). HR 1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries). HR 1.4.8 Differentiate between healthy and unhealthy relationships. HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). HR 1.6.8 Explore strategies to address unhealthy relationships. HR 1.7.8 Describe healthy ways to express affection, love, and friendship. HR 1.8.8 Describe how consent is a foundational principle in healthy relationships and in preventing sexual violence. HR 1.9.8 Discuss how affirmative consent mitigates confusion within a relationship. HR 1.10.8 Identify factors (e.g., body image selfesteem, alcohol, and other substances) that can affect the ability to give or perceive consent to sexual activity. HR 1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. HR 1.12.8 Explain how the use of social media can positively and negatively impact relationships. HR 1.13.8 Identify the legal and social consequences of viewing and/or sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications).</p> <p>VP = Violence Prevention VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence. VP 1.2.8 Describe short- and long term consequences of violence to perpetrators, victims, and bystanders. VP 1.3.8 Describe strategies to avoid physical fighting and violence. VP 1.4.8 Describe how the presence of weapons increases the risk of serious violent injuries.</p>

	<p>VP 1.5.8 Summarize how participation in gangs can lead to violence.</p> <p>VP 1.6.8 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.</p> <p>VP 1.7.8 Define prejudice, discrimination, and bias.</p> <p>SAAP = Sexual Assault & Abuse Prevention</p> <p>SAAP 1.1.8 Explain that acquaintance rape and sexual assault are illegal.</p> <p>SAAP 1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence.</p> <p>SAAP 1.3.8 Explain that a person who has been sexually assaulted or raped is not at fault.</p> <p>SAAP 1.4.8 Explain the term affirmative consent and what it looks like in words and/ or actions.</p> <p>SAAP 1.5.8 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.</p> <p>SAAP 1.6.8 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.</p> <p>SAAP 1.7.8 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.</p> <p>SAAP 1.8.8 Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.</p> <p>SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking.</p> <p>SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.</p> <p>SAAP 1.11.8 Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.</p>
<p>Content/Conceptual Knowledge (know)</p>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Identify various types of relationships. ● Understand the importance of not teasing others based on body appearance, feelings, beliefs, etc. ● Understand the important of talking to parents or a trusted adult about issues relating to: <ul style="list-style-type: none"> ○ Relationships ○ Growth / Development ○ Sexual Health ● Understand and be able to tell the difference between a bystander and an upstander. ● Describe short and long-term consequences of violence. ● Describe strategies to avoid physical fighting and violence. ● Describe actions to take if you see something “out of the ordinary” ● Explain that types of unwanted touch are not tolerated ● Elaborate on what consent is, and how it can be given. ● Explain the steps on how to report incidents of abuse. ● Understand and describe different characteristics of a healthy relationship. <p>Grade 7 and 8</p> <p>The following content goals below are in addition to the brief review of goals</p>

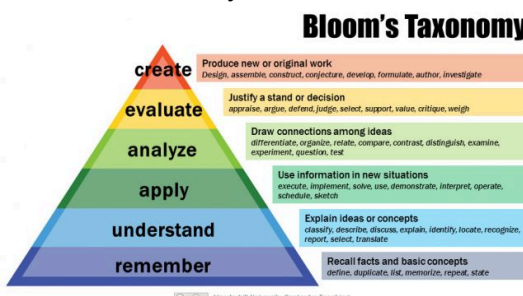
	<p>learned in 5th / 6th grade</p> <ul style="list-style-type: none"> ● Differentiate between gender identify, gender expression and sexual orientation. ● Explore strategies to handle unhealthy relationships. ● Explain how the use of social media can positively or negatively impact relationships and life decisions. ● Describe how the presence of weapons increases the risk of serious injury. ● Describe how participation in gangs can lead to violence. ● Define prejudice, discrimination and bias . ● Explain that acquaintance rape and sexual assault are illegal. ● Describe how power and control can cause violence in relationships. ● Describe situations that constitute sexual harassment, sexual mistreatment, grooming, abuse etc. ● Explain the role of a bystander becoming an upstander to de-escalate and prevent violence, and supporting the victim. ● Describe the positive and negative ways that technology can impact physical and emotional safety. ● Explain the steps on to report incidents of sexual harassment, sexual mistreatment, grooming, abuse etc.
<p>Skills (be able to do)</p>	<p><u>Skill-Based Standards to Develop:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze influences <input type="checkbox"/> Access valid information <input type="checkbox"/> Demonstrate interpersonal communication skills <input type="checkbox"/> Build decision making skills <input type="checkbox"/> Build goal setting skills <input type="checkbox"/> Practice health-enhancing behaviors <input type="checkbox"/> Advocate
<p>Enduring Understandings</p>	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> ● That decisions made now, at the middle school level, may affect life altering outcomes beyond their middle school years. ● How to develop long-term and short-term goals that are achievable, realistic and meaningful. ● That being safe and making positive decisions, based on valid and reliable information, is crucial to the development of their health lifestyles. ● How to confidently communicate with others, based on their personal beliefs.
<p>Assessments</p>	<ul style="list-style-type: none"> ● Skill checks ● Stations checks ● Knowledge checks ● Peer assessments ● Project based “playbooks”, or cumulative “checklists” that students can use as future references. <p>** In addition, students will be assessed daily on their understanding and proficiency level of class warm-ups or “Do Nows”. This assessment will be based</p>

off a written rubric.

Resources

- Healthy and Balance Living Curriculum Framework - 2022 Addition
- Ted Talks

Strategies

- Skill - based learning activities
 - Project - based learning
- Teaching Models Utilized
- Direct Instruction
 - Peer Teaching
 - Jigsaw Classroom
 - Student Directed Instruction
 - Guided Discovery
- Bloom's Taxonomy
- 
- Bloom's Taxonomy**
- | Level | Description | Key Verbs |
|------------|-----------------------------------|--|
| create | Produce new or original work | Design, assemble, construct, conjecture, develop, formulate, author, investigate |
| evaluate | Justify a stand or decision | appraise, argue, defend, judge, select, support, value, critique, weigh |
| analyze | Draw connections among ideas | differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test |
| apply | Use information in new situations | execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch |
| understand | Explain ideas or concepts | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate |
| remember | Recall facts and basic concepts | define, duplicate, list, memorize, repeat, state |
- Vanderbilt University Center for Teaching

Behaviors

- Students will learn to...
- Access
 - Analyze
 - Goal Set
 - Communicate
 - Advocate
 - Create
 - Make Healthy Decisions
 - Evaluate
 - Apply
 - Manage Personal Health