

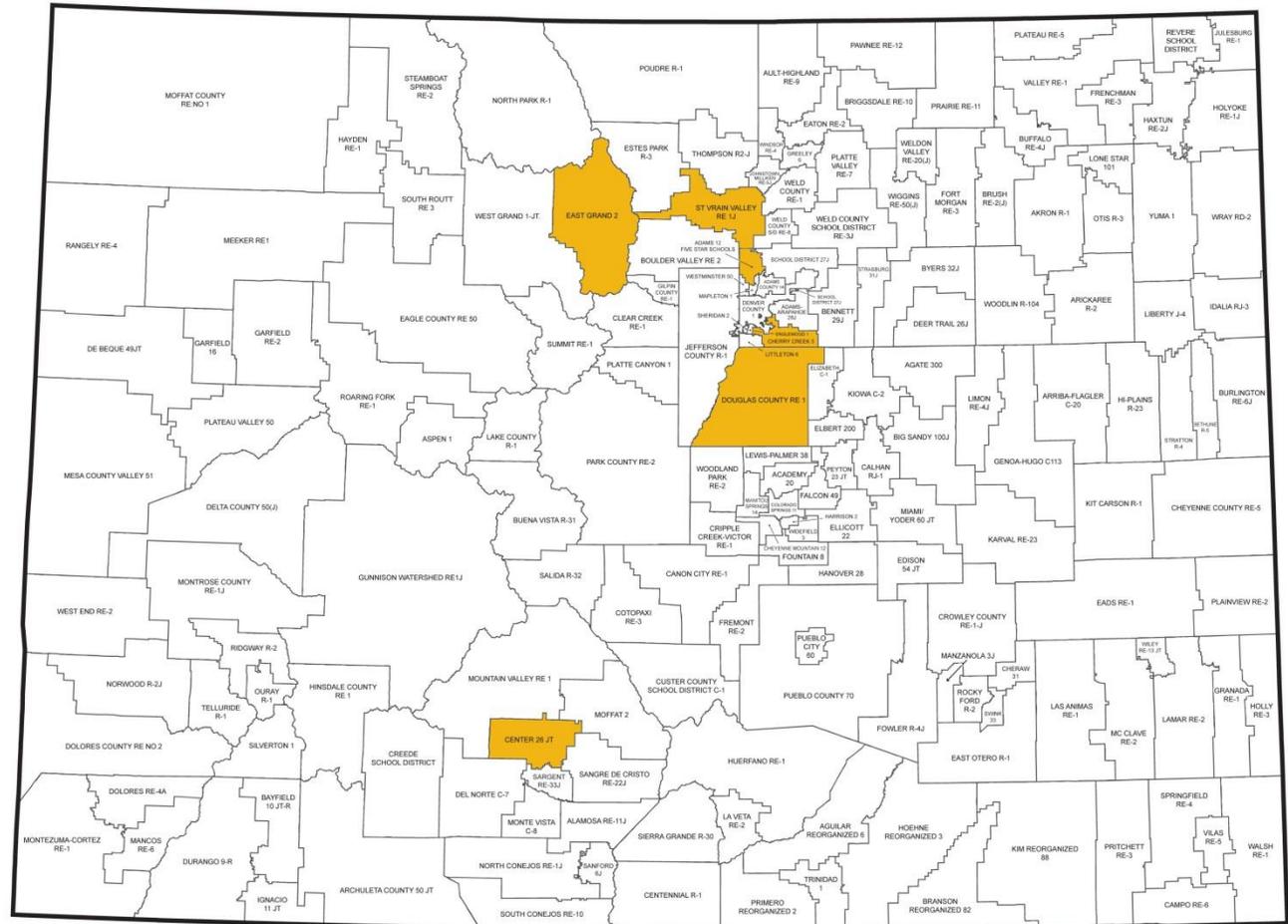
Unit Title: Personal Decisions

INSTRUCTIONAL UNIT AUTHORS

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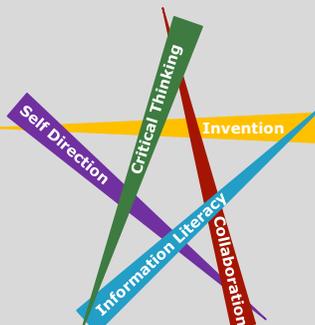
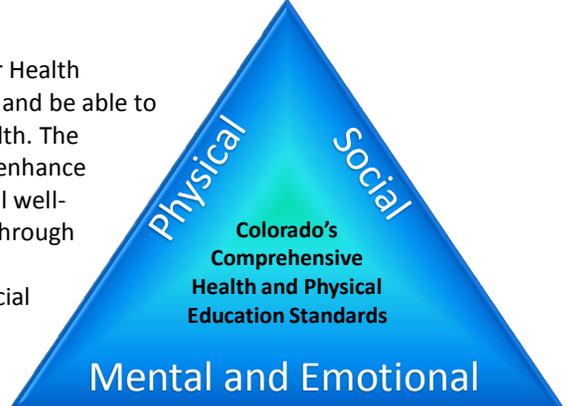


Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Analyze factors that influence healthy eating behaviors	CH09-GR.7-S.2-GLE.1	
	2. Demonstrate the ability to make healthy food choices in a variety of settings	CH09-GR.7-S.2-GLE.2	
	3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)	CH09-GR.7-S.2-GLE.3	
	4. Analyze the internal and external factors that influence sexual decision-making and activity	CH09-GR.7-S.2-GLE.4	
	5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)	CH09-GR.7-S.2-GLE.5	
3. Emotional and Social Wellness	1. Demonstrate effective communication skills to express feelings appropriately	CH09-GR.7-S.3-GLE.1	
	2. Develop self-management skills to prevent and manage stress	CH09-GR.7-S.3-GLE.2	
4. Prevention and Risk Management	1. Analyze the consequences of using alcohol, tobacco and other drugs	CH09-GR.7-S.4-GLE.1	
	2. Demonstrate safety procedures for a variety of situations	CH09-GR.7-S.4-GLE.2	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p>	
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Personal Decisions	2 weeks	5

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Unit Title	Personal Decisions		Length of Unit	3 Weeks
Focusing Lens(es)	Influences	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.2-GLE.4, CH09-GR.7-S.2-GLE.5	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do the media and cultural messages influence my sexual decisions? (CH09-GR.7-S.2-GLE.4-EO.a;IQ.1) • Why is HIV/AIDS generally thought to be more dangerous than other STIs? (CH09-GR.7-S.2-GLE.5-EO.a;IQ.2) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Influence, Decision-making, Effects, Values, Health, Feelings			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
A variety of influences such as parents, media, culture and peers can influence an individual's decisions about sexual activity. (CH09-GR.7-S.2-GLE.4-EO.a;IQ.2,3)	How do personal values aid a person in making positive decisions about sexual health?	Who influences my decisions about sexual behavior?
Sexual activity exposes individuals potentially to sexually transmitted infections that can significantly alter/impact the body and a person's overall health. (CH09-GR.7-S.2-GLE.5-EO.a)	How does HIV impact the body's immune system? (CH09-GR.7-S.2-GLE.5-RA.1)	Is it safe to be around people who are infected with HIV? Why or why not? (CH09-GR.7-S.2-GLE.5-IQ.1)
Attention to the internal influences (e.g., hormones, desires, interests and feelings) that often inform sexual health decisions and decision making can help individuals make better/informed choices. (CH09-GR.7-S.2-GLE.4-EO.b)	How do changes in a person's hormones impact sexual feelings?	When do you know you are attracted to another person?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • External Influences (CH09-GR.7-S.2-GLE.4-EO.a) • Internal influences (CH09-GR.7-S.2-GLE.4-EO.b) • Personal, peer, and family values influence decisions about sexual and reproductive health (CH09-GR.7-S.2-GLE.4-EO.c) • Decision-making • HIV infection (CH09-GR.7-S.2-GLE.5-RA.1) • STIs (CH09-GR.7-S.2-GLE.5-RA.1) • Characteristics of healthy relationships (CH09-GR.7-S.2-GLE.3-EO.a) • Role of dating in personal growth (CH09-GR.7-S.2-GLE.3-EO.e) • Effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends (CH09-GR.7-S.2-GLE.3-EO.c) 	<ul style="list-style-type: none"> • Identify internal and external influences on sexual decisions. (CH09-GR.7-S.2-GLE.4-EO.a,b) • Analyze personal, peer, and family values influence decisions about sexual and reproductive health (CH09-GR.7-S.2-GLE.4-EO.c) • Examine decision-making skills • Describe HIV and STI infections (CH09-GR.7-S.2-GLE.5-RA.1) • Identify characteristics of healthy relationships (CH09-GR.7-S.2-GLE.3-EO.a) • Explain the role of dating in personal growth (CH09-GR.7-S.2-GLE.3-EO.e) • Articulate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends (CH09-GR.7-S.2-GLE.3-EO.c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I will be able to identify internal and external influences that impact my sexual decisions and sexual health.</i></p>
<p>Academic Vocabulary:</p>	<p>Influence, Decision-making, Effects, Values, Health, Feelings, Dating, Consequences, Boundaries, Refusal Skills, Strategies, Peer Pressure, Intimacy, Risks</p>
<p>Technical Vocabulary:</p>	<p>HIV, STIs, Hormones, Puberty, Sexual Activity, AIDS</p>

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Unit Description:	This unit looks at personal decisions through the lenses of influences, decision making, and values and how they impact relationships. Students will also assess how media, peers, community, and family affect choices around becoming sexually active. Other skill development strategies will target the setting of healthy boundaries and the cause and effects of unhealthy behaviors that lead to STIs/HIV/AIDS. This unit culminates with students working with peers to create a series of “How To” video clips for new 6th graders on making healthy decisions in middle school.
Considerations:	It is important during discussions to be mindful of all cultures, family values and belief systems. Students may find anonymity is necessary and the facilitator must be prepared for personal disclosure. Due to the sensitivity of these personal decision components it is suggested that an informational letter goes home to parents to inform them of the content of this unit.
Unit Generalizations	
Key Generalization:	A variety of influences such as parents, media, culture and peers can influence an individual’s decisions about sexual activity
Supporting Generalizations:	Sexual activity exposes individuals potentially to sexually transmitted infections that can significantly alter/impact the body and a person’s overall health
	Attention to the internal influences (e.g., hormones, desires, interests and feelings) that often inform sexual health decisions and decision making can help individuals make better/informed choices

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	A variety of influences such as parents, media, culture and peers can influence an individual’s decisions about sexual activity.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your peers are actors/producers/directors of a video for incoming sixth graders to your middle school. The videos may include the following topics: <ul style="list-style-type: none"> • How the media influences our decisions • How to develop and keep healthy friendships • How to set your personal boundaries around dating • Discover how the media influences our decisions surrounding relationships and sexual activity • Look at the consequences of unhealthy decisions, boundaries resulting in illness/diseases (STIs/HIV/AIDS) • Everything is changing... how does this affect your body, your feelings, emotions, and relationships?
Product/Evidence: (Expected product from students)	Students will form video production teams that are composed of screen play writers, producers, directors and actors that will produce a series of “How To” video clips. Each Video Production Team will choose one of the above topics to highlight. The team will demonstrate important skills/knowledge for new 6th graders based on their particular topic, performing role-plays - acting for the camera - that elaborate specific skills and/or concepts. These video clips will be used in venues such as health classrooms, study halls, assemblies, lunchrooms, etc.
Differentiation: (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> • Be given a script. • Be assigned to a team. • Be assigned a flexible role on the team, i.e. set director, camera person, editor, etc.

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>What's Happening to My Body? Book for Boys</i> by Lynda Madaras (Lexile range 800-1200) <i>What's Happening to My Body? Book for Girls</i> by Lynda Madaras (Lexile range 800-1200) <i>Real Friends vs. the Other Kind (Middle School Confidential)</i> by Annie Fox (Lexile range 800-1200) Peer Pressure vs. True Friendship! Surviving Junior High by Dr. Orly Katz (Lexile range 800-1200) <i>100 Questions You'd Never Ask Your Parents: Straight Answers to Teens' Questions About Sex, Sexuality, and Health</i> by Elizabeth Henderson, Nancy Armstrong (Lexile level 1000)</p>	<p><i>The Beginning of Everything</i> by Robyn Schneider (Lexile range 800-1200) <i>Stargirl</i> by Jerry Spinelli (Lexile range 800-1200) <i>The Secret Language of Girls</i> by Frances O'Roark Dowell (Lexile range 800-1200) <i>Middle School: The Worst Years of My Life</i> by James Patterson (Lexile range 800-1200) <i>Middle School: Get Me out of Here!</i> by James Patterson (Lexile range 800-1200)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a Video Production Team to identify influences	Teacher Resources:	http://headsup.scholastic.com/students/peer-pressure-its-influence-on-teens-and-decision-making (Influence of peer pressure) http://www.pamf.org/teen/life/bodyimage/media.html (How the media can influences teens)
			Student Resources:	http://headsup.scholastic.com/students/peer-pressure-its-influence-on-teens-and-decision-making (Influence of peer pressure) http://www.pamf.org/teen/life/bodyimage/media.html (How the media can influences teens)
	Skills:	Influences	Assessment:	Students will journal various influences that impact their decisions, values, boundaries, relationships, etc.
2.	Description:	Think/work like a Video Production Team to refine decision making skills	Teacher Resources:	http://teacher.scholastic.com/scholasticnews/indepth/one_world/activities/gameset/index.asp ("Think it through" decision-making game) https://www.youtube.com/watch?v=CLKvmAaGD8k (Video of decision-making skills)
			Student Resources:	http://teacher.scholastic.com/scholasticnews/indepth/one_world/activities/gameset/index.asp ("Think it through" decision-making game) https://www.youtube.com/watch?v=CLKvmAaGD8k (Video of decision-making skills)
	Skills:	Decision making skills	Assessment:	Students will journal about a particular decision they made and the process they used to make that decision.

Prior Knowledge and Experiences

In this unit students will have a variety of prior knowledge/background experiences thus it is important that the teacher handle learning experiences with sensitivity and thoughtfulness.

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Learning Experience # 1		
The teacher may pose the question, “What do you value?” so students can begin to explore their own personal values.		
Generalization Connection(s):	A variety of influences such as parents, media, culture and peers can influence an individual’s decisions about sexual activity	
Teacher Resources:	https://www.youtube.com/watch?v=Lg-wNxJ5XxY (What matters most in life? video)	
Student Resources:	https://www.youtube.com/watch?v=Lg-wNxJ5XxY (What matters most in life? video)	
Assessment:	Students will create an “I Am” full body cut out of themselves to identify selected body parts (e.g. head, hand, heart, legs, eyes, ears, mouth, face) to associate with their personal values. “I am” will be written across their chest in large print and, for example, “a thinker” written in their head.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide a list of values	Students may be provided a list of values to choose from
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may compare and contrast different values based on different cultural/ethnic backgrounds
Critical Content:	<ul style="list-style-type: none"> ● External Influences ● Internal influences ● Personal, peer, and family values influence decisions about sexual and reproductive health 	
Key Skills:	<ul style="list-style-type: none"> ● Identify internal and external influences that contribute to personal values. ● Analyze personal, peer, and family values influence decisions about sexual and reproductive health 	
Critical Language:	Influence, Values, Health, Feelings	

Learning Experience # 2		
The teacher will introduce/review decision making skills and the decision making model so students can articulate the appropriate steps needed to make healthy decisions around relationships and sexual activity.		
Generalization Connection(s):	A variety of influences such as parents, media, culture and peers can influence an individual’s decisions about sexual activity	
Teacher Resources:	http://teacher.scholastic.com/scholasticnews/indepth/one_world/activities/gameset/index.asp (“Think it through” decision-making game) https://www.youtube.com/watch?v=CLKvmAaGD8k (Video of decision-making skills)	
Student Resources:	http://teacher.scholastic.com/scholasticnews/indepth/one_world/activities/gameset/index.asp (“Think it through” decision-making game)	

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	https://www.youtube.com/watch?v=CLKvmAaGD8k (Video of decision-making skills)	
Assessment:	Students will work with a partner using a selected scenario utilizing the decision making model and determine a positive outcome and complete the graphic organizer. http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf (Problem/Solution chart) Example scenarios: <ul style="list-style-type: none"> • One friend posts hurtful comment on social media that hurts another friend. • Two friends like the same person. • You and your teammate know you need to go to practice, but your teammate wants to go to a friend’s house instead and the parents aren’t home. 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide steps of decision making and purposefully partner particular students	Students may be given the steps of decision making to assist in their decision Students may be partnered with identified students Students may be assigned a specific component
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create their own scenarios to share with the class
Critical Content:	<ul style="list-style-type: none"> • Decision-making 	
Key Skills:	<ul style="list-style-type: none"> • Examine decision-making skills 	
Critical Language:	Influence, Decision-making, Values, Health, Feelings	

Learning Experience # 3	
The teacher will explore possible external influences (e.g. media, community, family, and peers) that may impact student’s decisions surrounding relationships and sexual activity so students can identify their external influences.	
Generalization Connection(s):	A variety of influences such as parents, media, culture and peers can influence an individual’s decisions about sexual activity
Teacher Resources:	http://headsup.scholastic.com/students/peer-pressure-its-influence-on-teens-and-decision-making (Influence of peer pressure) http://www.pamf.org/teen/life/bodyimage/media.html (How the media can influences teens) http://live.huffingtonpost.com/r/segment/how-media-influences-teenage-boys/5329d08702a76004b60006e9 (How Media affects teenage boys)
Student Resources:	http://headsup.scholastic.com/students/peer-pressure-its-influence-on-teens-and-decision-making (Influence of peer pressure) http://www.pamf.org/teen/life/bodyimage/media.html (How the media can influences teens) http://live.huffingtonpost.com/r/segment/how-media-influences-teenage-boys/5329d08702a76004b60006e9 (How Media affects teenage boys)
Assessment:	Students will work in small groups to find examples of external influences and how they impact their lives. The group will make a

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	short presentation to share with the class. (e.g. Class discussion, poster, power point, video) Examples of external influences: <ul style="list-style-type: none"> • Media (e.g. commercials, television shows, social media, advertisements, etc.) • Community/Culture (rural vs. urban) • Family (e.g. expectations, rules, activities, etc.) • Peers (e.g. expectations, social interactions, personal activities) 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide purposeful grouping	Students may be assigned to a group Students may be assigned an external influence to analyze
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may synthesize groups findings and create a fact sheet
Critical Content:	<ul style="list-style-type: none"> • External influences 	
Key Skills:	<ul style="list-style-type: none"> • Identify internal and external influences on sexual decisions 	
Critical Language:	Influence, Decision-making, Values, Health, Feelings, Peer Pressure	

Learning Experience # 4	
The teacher may provide characteristics of puberty (e.g. physical changes, hormones, feelings/emotions) so students can recognize internal changes/influences occurring with their own body as normal experiences.	
Generalization Connection(s):	Attention to the internal influences (e.g., hormones, desires, interests and feelings) that often inform sexual health decisions and decision making can help individuals make better/informed choices.
Teacher Resources:	http://www.sadd.org/teenstoday/study.htm (Students against Destructive Decisions study offers parents new insights into when and why teens choose drinking, drugs and sex) http://www3.uakron.edu/witt/adol/selfidentity.htm (A list and description of stages of emotional development and self-identity based upon Erikson's Epigenetic Principle and Middle Childhood) http://www.healthofchildren.com/P/Puberty.html (Defines and describes in detail the stages of puberty: teacher resource)
Student Resources:	http://www.sadd.org/teenstoday/study.htm (Students against Destructive Decisions study offers parents new insights into when and why teens choose drinking, drugs and sex) http://www3.uakron.edu/witt/adol/selfidentity.htm (A list and description of stages of emotional development and self-identity based upon Erikson's Epigenetic Principle and Middle Childhood) http://www.healthofchildren.com/P/Puberty.html (Defines and describes in detail the stages of puberty: teacher resource) http://www2.ed.gov/parents/academic/help/adolescence/part4.html (Changes: helping your child through early adolescence) http://kidshealth.org/classroom/6to8/personal/growing/puberty.pdf (Personal Health series on Puberty: includes activities and assessment activities INCLUDES DEAR EMILY EXEMPLAR)

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	https://www.youtube.com/watch?v=7rsH2loIY8 (The Reproductive System: How Gonads Go. 12 minute video that teaches hormones/ puberty for humans and animals in a Bill Nye sort of way. Good teacher background info, too!) https://www.youtube.com/watch?v=jFhqNNfNKR4 (Puberty, What’s that? A 50’s flashback video that uses humor to show the stages of puberty)	
Assessment:	Students will be given a “Dear Emily” letter to respond to by researching their problem/situation and composing an anonymous response letter to be posted in the classroom. http://kidshealth.org/classroom/6to8/personal/growing/puberty.pdf (Personal Health series on Puberty: includes activities and assessment activities INCLUDES DEAR EMILY EXEMPLAR)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide research on particular “Dear Emily” problem for student to create response	Students may research a teacher selected “Dear Emily” problem to create their response letter
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide opportunity for students to publish a newspaper column for their school	Students may create their own “Dear Emily” letter and response Students may create a newsletter “help” column to publish letters for middle school students
Critical Content:	<ul style="list-style-type: none"> • Internal influences • Personal, peer, and family values influence decisions about sexual and reproductive health 	
Key Skills:	<ul style="list-style-type: none"> • Identify internal and external influences on sexual decisions. • Analyze personal, peer, and family values influence decisions about sexual and reproductive health 	
Critical Language:	Influence, Decision-making, Effects, Values, Health, Feelings, Puberty, Sexual Activity, Hormones	

Learning Experience # 5	
The teacher may show different kinds of relationships through video clips so students can explore various characteristics of relationships.	
Generalization Connection(s):	Attention to the internal influences (e.g., hormones, desires, interests and feelings) that often inform sexual health decisions and decision making can help individuals make better/informed choices
Teacher Resources:	http://www.newsweek.com/wait-you-date-risks-romance-middle-school-62933 (Article on risks of middle school romance) http://www.washingtonpost.com/wp-dyn/articles/A8966-2005Feb8.html (User guide to middle school romance) https://www.youtube.com/watch?v=OCHXLDJZ4ww (Leave it to Beaver various relationships) https://www.youtube.com/watch?v=HP4De8OahgA (“Teen Titans” video clip of dating relationship) https://www.youtube.com/watch?v=NtmA7f7bCBU (Big Hero 6 Siblings clip)
Student Resources:	http://teenrelationships.org/respect/ (Healthy to Unhealthy to Abusive relationship characteristics) http://kidshealth.org/teen/your_mind/relationships/healthy_relationship.html (Info on healthy relationships/dating)

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	https://www.youtube.com/watch?v=OCHXLDJZ4ww (Leave it to Beaver various relationships) https://www.youtube.com/watch?v=HP4De8OahgA ("Teen Titans" video clip of dating relationship) https://www.youtube.com/watch?v=NtmA7f7bCBU (Big Hero 6 Siblings clip)	
Assessment:	Students will use the teacher created brain wall ("sticky" chart) to compare and contrast different characteristics of various relationships by placing these characteristics on the brain wall in the appropriate area. Examples of characteristics: <ul style="list-style-type: none"> • Sharing personal feelings • Trust • Honesty • Fun • Intimacy • Dating (what does it look like?) • Physical contact/boundaries 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a list of relationship characteristics The teacher may provide a specific type of relationship characteristic list so no compare/contrast is necessary	Students may be given a list of relationship characteristics to choose from Students may be given a specific type of relationship and identify 2-3 characteristics
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may synthesize the "stickies" to create a one page relationship profile
Critical Content:	<ul style="list-style-type: none"> • Characteristics of healthy relationships • Role of dating in personal growth • Effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends 	
Key Skills:	<ul style="list-style-type: none"> • Identify characteristics of healthy relationships • Explain the role of dating in personal growth • Articulate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends 	
Critical Language:	Health, Feelings, Dating, Peer Pressure, Hormones, Puberty, Sexual Activity, Intimacy	

Learning Experience # 6	
The teacher will play the song "Under Pressure" to generate conversations so students can analyze pressures that are present in relationships, and identify strategies that will lessen the pressure.	
Generalization Connection(s):	A variety of influences such as parents, media, culture and peers can influence an individual's decisions about sexual activity
Teacher Resources:	https://www.youtube.com/watch?v=fynfkQilSgk (Video made for teens by a teen about stress; images, words and feelings flash on

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	<p>the screen placed to music - Excellent starter for the unit)</p> <p>https://www.youtube.com/watch?v=1nveWCRillo (Under Pressure with words)</p> <p>https://www.youtube.com/watch?v=Uuzmub5PXNQ (Under Pressure Official Video)</p> <p>http://www.acacamps.org/campmag/0703wallace</p> <p><i>Healthy Teens: Hooking Up, Losing Out?</i> By Stephen G. Wallace. During adolescence, psychology (eagerness for independence, control, and acceptance) joins with biology (hormones) in a fuse that may lead quickly to intimacy. This article discusses the reality of teen sex)</p>	
Student Resources:	<p>https://www.youtube.com/watch?v=G_s_CkAe4lec (How to Handle Pressure: Middle School – tips and tricks of what to do when relationships become difficult)</p> <p>https://www.youtube.com/watch?v=RV0lwvxhby (Three teens faced with getting in the car with a teen they know has been drinking. Will they go along for the ride? 12 News Investigates the Peer Pressure Experiment.)</p> <p>http://www.howcast.com/videos/499665-how-to-deal-with-middle-school-crushes-middle-school/ (Learn how to deal with middle school crushes from expert Alexis in this Howcast video.)</p> <p>http://www.howcast.com/videos/499666-how-to-handle-kissing-games-middle-school/ (Learn how to handle kissing games when you don't feel ready to kiss from expert Alexis in this Howcast video.)</p> <p>http://www.howcast.com/videos/499551-how-to-handle-peer-pressure-puberty/ (Puberty is definitely a time of change, a time of physical changes and emotional changes, but it doesn't mean you have to change your mind about things you're not comfortable doing.)</p> <p>http://www.greatschools.org/middle-school/7305-tween-middle-school-dating-stories.gs Drinking, drugs, and... middle school dating?</p> <p>http://www.cbsnews.com/news/teen-boys-feel-pressure-to-have-sex/ (CBS News article: Teen Boys Feel Pressure to Have Sex)</p>	
Assessment:	<p>Students will work in small groups, be given a specific “pressure” and create their own lyrics to the song “Under Pressure” detailing the strategies used to minimize/eliminate that pressure.</p> <p>Examples of pressures:</p> <ul style="list-style-type: none"> • Dating (e.g. parental approval, physical contact, what does a date look like) • Sexual activity (e.g. appropriate and inappropriate activity, how far is too far) • Difficult relationships (e.g. parents, friendships, boyfriends/girlfriends) • Emotional (e.g. feelings, disappointment) 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a list of strategies for specific pressure	Students may select from specific strategies for their individual pressure
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide venue for video presentation	Students may create their own music video with their lyrics to present to the class/7 th grade/school
Critical Content:	<ul style="list-style-type: none"> • External Influences • Internal influences • Personal, peer, and family values influence decisions about sexual and reproductive health 	

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	<ul style="list-style-type: none"> • Characteristics of healthy relationships • Effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends
Key Skills:	<ul style="list-style-type: none"> • Identify internal and external influences on sexual decisions. • Analyze personal, peer, and family values influence decisions about sexual and reproductive health • Identify characteristics of healthy relationships • Articulate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends
Critical Language:	Influence, Decision-making, Values, Health, Feelings, Dating, Boundaries, Refusal Skills, Strategies, Peer Pressure

Learning Experience # 7		
The teacher may define the term “boundaries” so students can begin to evaluate the components of their own personal boundaries.		
Generalization Connection(s):	A variety of influences such as parents, media, culture and peers can influence an individual’s decisions about sexual activity. Attention to the internal influences (e.g., hormones, desires, interests and feelings) that often inform sexual health decisions and decision making can help individuals make better/informed choices	
Teacher Resources:	http://www.not-me.org/ProgressiveBoundarySettingforStudents.pdf (Info on setting boundaries)	
Student Resources:	http://www.kristinsnowdenmft.com/healthy%20boundaries.png (Healthy vs. unhealthy boundaries)	
Assessment:	Students will reflect on prior lessons (values, decision making, external and internal influences, relationships, and pressure) to establish their own personal boundaries by writing a letter to themselves to articulate those boundaries around dating, friendships, and sexual activity. Students will place the letter in a self-addressed envelope, so they can give it to the teacher to mail to them themselves at the beginning of 8th grade.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a graphic organizer to assist with identification of personal boundaries	Students may choose one of the three components: dating, friendships, or sexual activity Students may choose one or two boundaries to journal about
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • External Influences • Internal influences • Personal, peer, and family values influence decisions about sexual and reproductive health • Decision-making • Characteristics of healthy relationships 	

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	<ul style="list-style-type: none"> • Role of dating in personal growth
Key Skills:	<ul style="list-style-type: none"> • Identify internal and external influences on sexual decisions. • Analyze personal, peer, and family values influence decisions about sexual and reproductive health • Examine decision-making skills • Identify characteristics of healthy relationships • Explain the role of dating in personal growth
Critical Language:	Influence, Decision-making, Values, Health, Feelings, Dating, Boundaries, Refusal Skills, Strategies, Peer Pressure, Intimacy, Sexual Activity

Learning Experience # 8	
The teacher will introduce sexually transmitted infections (STI) including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) so students can understand the risks of sexual activity.	
Generalization Connection(s):	Sexual activity exposes individuals potentially to sexually transmitted infections that can significantly alter/impact the body and a person's overall health
Teacher Resources:	<p>http://parents.teachingsexualhealth.ca/resources/just-the-facts/consequences-risk-factors-prevention-of-sti (Consequences, Risk Factors & Prevention of STI- statistics)</p> <p>http://www.who.int/mediacentre/factsheets/fs110/en/ (What are STI's ? from the World Health Organization)</p> <p>http://womenshealth.about.com/od/stds/f/stdconsequences.htm (About Health: what are the consequences of sexually transmitted diseases for females?)</p> <p>www.cdc.gov/nchhstp/newsroom/docs/STDs-Women-042011.pdf (Fact sheet: 10 ways STD's impact women differently from men)</p> <p>https://www.youtube.com/watch?v=S_EEJDwNmY (STDs, Sexually Transmitted Disease 1, Chlamydia Infection Symptoms by Hot Facts Girl Kayleigh- 5 minutes informative video)</p> <p>https://www.youtube.com/watch?v=Eww8tGkqGRw (STIs, Sexually Transmitted Disease 1, Gonorrhea Symptoms Hot Facts Girl Kayleigh- 5 minute informative video)</p> <p>https://www.youtube.com/watch?v=rW8sBvrJzCU (STIs, Sexually Transmitted Disease 2, Herpes Symptoms & Treatments Hot Facts Girl Kayleigh- 5 minute informational video)</p>
Student Resources:	<p>http://parents.teachingsexualhealth.ca/resources/just-the-facts/consequences-risk-factors-prevention-of-sti (Consequences, Risk Factors & Prevention of STI- statistics)</p> <p>http://www.who.int/mediacentre/factsheets/fs110/en/ (What are STI's ? from the World Health Organization)</p> <p>http://womenshealth.about.com/od/stds/f/stdconsequences.htm (About Health: what are the consequences of sexually transmitted diseases for females?)</p> <p>www.cdc.gov/nchhstp/newsroom/docs/STDs-Women-042011.pdf (Fact sheet: 10 ways STD's impact women differently from men)</p> <p>https://www.youtube.com/watch?v=S_EEJDwNmY (STIs, Sexually Transmitted Disease 1, Chlamydia Infection Symptoms by Hot Facts Girl Kayleigh- 5 minutes informative video)</p> <p>https://www.youtube.com/watch?v=Eww8tGkqGRw (STIs, Sexually Transmitted Disease 1, Gonorrhea Symptoms Hot Facts Girl Kayleigh- 5 minute informative video)</p>

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	https://www.youtube.com/watch?v=rW8sBvrJzCU (STDs, Sexually Transmitted Disease 2, Herpes Symptoms & Treatments Hot Facts Girl Kayleigh- 5 minute informational video)	
Assessment:	Students will develop a research-based brochure that addresses the risks/consequences/effects/transmission of common STIs or HIV or AIDS.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may pair students with a partner The teacher may provide examples of various informative brochures	Students may preview examples of various informative brochures Students may pair with a student to work on brochure
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a research-based brochure to be placed in the nursing/counseling offices
Critical Content:	<ul style="list-style-type: none"> • HIV infection • STIs 	
Key Skills:	<ul style="list-style-type: none"> • Describe HIV and STI infections 	
Critical Language:	Effects, Health, Consequences, HIV, STIs, Sexual Activity, Risks, AIDS	

Learning Experience # 9	
The teacher will provide short video clips of presentations so students can examine the formatting and story boards of a final video production.	
Generalization Connection(s):	A variety of influences such as parents, media, culture and peers can influence an individual’s decisions about sexual activity
Teacher Resources:	http://www.jasonohler.com/pdfs/storyboard_template.pdf (DIGITAL STORYTELLING STORYBOARD TEMPLATES) http://www.edutopia.org/blog/8-tips-classroom-presentation-jason-cranford-teague (8 Tips to Power-Up Your Classroom Presentations) http://highered.mheducation.com/sites/0073534196/student_view0/student_speech_videos.html (Real Students, Real Speeches Videos examples) https://www.youtube.com/playlist?list=PL97ECCC4E30B6EB22 (PBL student video examples)
Student Resources:	http://www.jasonohler.com/pdfs/storyboard_template.pdf (Digital storytelling storyboard templates) http://www.edutopia.org/blog/8-tips-classroom-presentation-jason-cranford-teague (8 Tips to Power-Up Your Classroom Presentations) http://highered.mheducation.com/sites/0073534196/student_view0/student_speech_videos.html (Real Students, Real Speeches Videos examples) https://www.youtube.com/playlist?list=PL97ECCC4E30B6EB22 (PBL student video examples)
Assessment:	Students will create a story board that will serve as the framework of their final video production.

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide an example of a story board The teacher may pair with specific student	Students may preview example story boards to base video production on Students may be paired with a student to complete story board
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • External Influences • Internal influences • Personal, peer, and family values influence decisions about sexual and reproductive health • Decision-making • HIV infection • STIs • Characteristics of healthy relationships • Role of dating in personal growth • Effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends 	
Key Skills:	<ul style="list-style-type: none"> • Identify internal and external influences on sexual decisions. • Analyze personal, peer, and family values influence decisions about sexual and reproductive health • Examine decision-making skills • Describe HIV and STI infections • Identify characteristics of healthy relationships • Explain the role of dating in personal growth • Articulate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends 	
Critical Language:	Influence, Decision-making, Effects, Values, Health, Feelings, Dating, Consequences, Boundaries, Refusal Skills, Strategies, Peer Pressure, Intimacy, Risks, HIV, STIs, Hormones, Puberty, Sexual Activity, AIDS	