



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>Health 8</b>
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<b>Grade Level(s):</b>	<b>8</b>
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<b>Duration:</b>	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i>	<b>X</b>
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<b>Course Description:</b>	This is a quarter course designed to provide information on how to achieve and maintain healthy body systems during the developing years of a healthy adolescence life. Units of study include life skills in the development of relationships during adolescence, body systems, nutrition, first aid and safety, and related drug and alcohol education. Evaluation in this course is based on the student's homework, class work, projects and tests Class work consists of reading, class discussion, cooperating in group activities and discussing current events. Homework consists of text reading, preparing for tests, projects, and written assignments on health related materials.
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<b>Grading Procedures:</b>	<b>70% Summative</b> <b>30% Supportive</b>
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<b>Primary Resources:</b>	<b>New Jersey Student Learning Standards</b> <a href="http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf">www.state.nj.us/education/cccs/2014/chpe/standards.pdf</a> <b>Goodheart-Willcox Publisher- Comprehensive Health Skills for Middle School</b> <a href="http://www.g-wonlinetextbooks.com">www.g-wonlinetextbooks.com</a>
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## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Carrie Greco & John Kane Revised by Lisa Bramante
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<b>Under the Direction of:</b>	Donna Costa
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**Written:** January 2019  
**Revised:** August 2022  
**BOE Approval:** \_\_\_\_\_

## **Unit Title: Reproductive Health**

### **Unit Description:**

This unit emphasizes the care and maintenance specific to the endocrine system, male and female reproductive systems and the essential link to their health and wellness. The class will describe the functioning of the male and the female reproductive systems. The importance of early detection in the treatment of conditions of the reproductive systems will be recognized.

### **Unit Duration: 12 days**

## **Desired Results**

### **Standards and Core Ideas:**

#### **2.1 Personal and Mental Health**

- **Personal Growth and Development**
  - Individual actions, genetics, and family history can play a role in an individual's personal health.
  - Responsible actions regarding behavior can impact the development and health of oneself and others.
- **Emotional Health**
  - Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- **Community Health Services and Support**
  - Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
  - Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
  - Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

#### **2.2 Physical Wellness**

- **Physical Fitness**
  - A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status.
- **Lifelong Fitness**
  - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

#### **2.3 Safety**

- **Health Conditions, Diseases and Medicines**
  - Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
  - The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
- **Alcohol, Tobacco and other Drugs**
  - The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
  - The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

**Indicators:**

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

**Understandings:**

*Students will understand that...*

1. Hormones secreted from the endocrine glands causes physical, social, mental and emotional growth during adolescence.
- 2a. There are physical changes that occur during puberty are to prepare the body for reproduction.
- 2b. There are mental, emotional, and social changes that occur to prepare the adolescent for adulthood.
3. The reproductive system contains organs that make possible the production of an offspring.
- 4a. Early detection strategies assist in the prevention and treatment of illnesses and disease.
- 4b. Drugs and medicines could have short and long-term effects on the reproductive system.

**Essential Questions:**

1. What causes growth and development during adolescence?
2. How does the body change to prepare for adulthood?
3. What body system develops during puberty to make possible the production of an offspring?
4. Are there things we can do to keep our reproductive system healthy?

4c. Good personal hygiene is essential to overall health.

### Assessment Evidence

#### Performance Tasks:

1. Identify the parts of the endocrine system  
Describe the main function of the endocrine system
2. Explain the jobs done by hormones; specifically, how they related to physical, social, mental and emotional changes that occur during puberty
3. Compare and contrast the secondary sex changes of the male and female during puberty
4. Identify the parts of the male and female reproductive systems
5. Explain the three functions of the female reproductive system
6. Identify problems of the male and female reproductive systems
7. Explain routine healthcare procedures such as breast self-examinations, testicular examinations and HPV

#### Other Evidence:

##### Formative

Teacher Observations  
Daily Classwork  
Class notes  
Homework

##### Summative

Publisher made test & quizzes  
Teacher made test & quizzes  
Projects  
Health 8 Benchmark Assessment (test)

#### Benchmarks:

Unit assessments

Health 8 Final Exam

### Learning Plan

#### Learning Activities:

Textbook: Comprehensive Health Skills for Middle School Units

- Online textbook - [www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)

#### Health Education

- 21<sup>st</sup> Century Skills
- Textbook activities
- Textbook worksheets
- Teacher generated worksheets Chapter
- Note taking
- Group discussions
- Small group work
- Pair & Share Activities
- Review Games

**Resources:**

- Technology Resources Website Activities:  
*Kahoot*  
*Quizlet*  
*Quizziz*  
*Brain Pop*  
*Unified Classroom*  
*Office 365*  
*Edpuzzle*  
*Learn 360: [www.learn360infobase.com](http://www.learn360infobase.com)*  
*Safari Montage*  
*KidsHealth from Nemours: [www.Kidshealth.org](http://www.Kidshealth.org)*  
[www.youtube.com](http://www.youtube.com)
- Class Textbook “Comprehensive Health Skills for Middle School”  
[www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)
- Movies-videos
- Guest speakers
- PowerPoint
- Contemporary Health Issues – current events
- Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

<b>Standard(s):</b> <b>2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <i>In addition to scoring a 3 performance</i> <ul style="list-style-type: none"> <li>• Illustrate organs and describe functions of the male and female reproductive systems</li> <li>• Analyze the importance of proper hygiene, nutrition, early detection to identify diseases, and the effects of drugs to support a healthy lifestyle as it applies to reproductive health.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <i>In addition to scoring a 2 performance</i> <ul style="list-style-type: none"> <li>• Explain the structure and the functions of the male and female organs of the reproductive systems</li> <li>• identify the hormones secreted by the endocrine glands and role they play during the physical, social, and emotional changes during puberty</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• List the organs of the male and female reproductive system</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Most proficient learners: Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video
<b>Struggling Learners</b>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> </ul> <p><u>Reading Strategy:</u>  Read the boldface headings.  Predict what will be covered in the section of the text  Read the text section  Review their predictions  Refer to guided questions and comprehension questions.  Encourage use of glossary of terms and dictionary.  Log new terminology in notebook for reference.</p>
<b>English Language Learners</b>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> <li>• Reading Strategy:  Read the boldface headings.  Predict what will be covered in the section of the text  Read the text section to Review their predictions  Refer to guided questions and comprehension questions.</li> <li>• Encourage use of glossary of terms and dictionary.  Log new terminology in notebook for reference.</li> </ul>
<b>Special Needs Learners</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

**Interdisciplinary Connections**

**Indicators:**

Physical Ed. 2.6.8.A.1 2.6.8.A.3 2.6.8.A.4 2.6.8.A.6

Language Arts Literacy RI.CCR.8.1 RI.CCR.8.2 RI.W.8.7 RI.W.8.8 RI.SL.8.1 RI.SL.8.2 RI.SL.8.3 RI.SL.8.5 RI.L.8.4 RI.L.8.5 RI.L.8.6 RI.RST.6-8.1 RI.RST.6-8.2 RI.RST.6-8.7 RI.RST.6-8.8 RI.RST.6-8.9 RI.WHST.6- 8.4 RI.WHST.6- 8.6 RI.WHST.6- 8.7 RI.WHST.6- 8.8 RI.WHST.6-8.9

Mathematics S.IC.3

Science 5.1.8.C.2 5.1.8.C.3 5.1.8.D.1

Tech. Literacy 8.1.8.A.1 8.1.8.A.3 8.1.8.B.1 8.1.8.D.3

Career Education/ Consumer, Family & Life Skills 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.B.1 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.D.4 9.1.8.D.5 9.1.8.E.4 9.1.8.B.18

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

Technology Integration

<http://www.battelleforkids.org/networks/p21>

Creativity and innovation

Critical Thinking and problem solving

Communication and collaboration

Information literacy

Media literacy

ICT (Information, Communications & Technology) literacy

Social and cross-cultural skills

**Unit Title: Conception, Pregnancy & Childbirth****Unit Description:**

This unit focuses on human development from conception through childbirth. The role of genetics and the importance of healthful living before and during pregnancy will be discussed.

**Unit Duration: 5 days**

### Desired Results

**Standards and Core Ideas:****2.1 Personal and Mental Health**

- **Personal Growth and Development**
  - Individual actions, genetics, and family history can play a role in an individual's personal health.
  - Responsible actions regarding behavior can impact the development and health of oneself and others.
- **Pregnancy and Parenting**
  - An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
  - There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood
- **Emotional Health**
  - Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- **Social and Sexual Health**
  - There are factors that contribute to making healthy decisions about sex.
- **Community Health Services and Support**
  - Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

- **Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.**
- **Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.**

## **2.2 Physical Wellness**

- **Physical Fitness**
  - **A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status.**
- **Lifelong Fitness**
  - **Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.**

## **2.3 Safety**

- **Health Conditions, Diseases and Medicines**
  - **Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.**
  - **The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.**
- **Alcohol, Tobacco and other Drugs**
  - **The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.**

### **Indicators:**

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 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.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- • 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.

**Understandings:**

*Students will understand that...*

1. This unit focuses on human development from conception through childbirth. The role of genetics and the importance of healthful living before and during pregnancy will be discussed.
- 2a. An individual’s health is dependent on heredity, environmental factors and lifestyle choices.
- 2b. Technology has impacted families by aiding in prenatal diagnosis of certain conditions.
- 3a. There are three stages of labor and what happens during each stage.
- 3b. There are various childbirth options to explore and discuss with a medical professional.

**Essential Questions:**

1. How does life develop from a single cell into many complex body systems making an individual?
2. What causes optimal prenatal growth and development?
3. How is a baby born?

**Assessment Evidence**

**Performance Tasks:**

**Explain conception, define vaginal sex**

- Explain how two single cells develop into complex body systems.
- Recognized signs of pregnancy.
- Recognize the physical and emotional changes a pregnant female experience.
- Recognize the role hormones play during pregnancy.
- Explain fetal development from conception through pregnancy.
- Explain the significance of genetics and its role in fetal development.
- Discuss the importance of healthful living before and during pregnancy.
- Analyze how alcohol, tobacco, and other drugs affect the fetus.
- Explain the importance of prenatal care and proper nutrition for the baby and mother
- Examine how technology has impacted families by aiding in prenatal diagnosis of certain conditions.
- Define labor.

**Other Evidence:**

- Formative**
- Teacher Observations
  - Daily Classwork
  - Class notes
  - Homework
- Summative**
- Publisher made test & quizzes
  - Teacher made test & quizzes
  - Projects
  - Health 8 Benchmark Assessment (test)

Identify and explain the 3 stages of labor.  
Explain what occurs during each stage of labor.  
Identify various childbirth options including parenting, abortion, and adoption.

**Benchmarks:**

**Unit assessments**

**Health 8 Final Exam**

## Learning Plan

**Learning Activities:**

Textbook: Comprehensive Health Skills for Middle School Units

- Online textbook - [www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)

**Health Education**

- 21<sup>st</sup> Century Skills
- Textbook activities
- Textbook worksheets
- Teacher generated worksheets Chapter
- Note taking
- Group discussions
- Small group work
- Pair & Share Activities
- Review Games

**Resources:**

- Technology Resources Website Activities:  
*Kahoot*  
*Quizlet*  
*Quizziz*  
*Brain Pop*  
*Unified Classroom*  
*Office 365*  
*Edpuzzle*  
*Learn 360: [www.learn360infobase.com](http://www.learn360infobase.com)*  
*Safari Montage*  
*KidsHealth from Nemours: [www.Kidshealth.org](http://www.Kidshealth.org)*  
[www.youtube.com](http://www.youtube.com)
- Class Textbook “Comprehensive Health Skills for Middle School”  
[www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)
- Movies-videos
- Guest speakers
- PowerPoint
- Contemporary Health Issues – current events
- Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

- 2.1.8.PP.1: Describe pregnancy testing and the signs of pregnancy
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• In addition to scoring a 3 performance, analyze factors and consequences that affect that decision to become a parent</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• In addition to scoring a 2 performance summarize the process of conception</li> </ul>
<b>2.0</b>	<p><b>Students will be able to recognize vocabulary related to Conception, Pregnancy and Child Birth such as:</b></p> <ul style="list-style-type: none"> <li>• <i>Fertilization</i></li> <li>• <i>Implantation</i></li> <li>• <i>Conceiving</i></li> <li>• <i>Prenatal Care and Development</i></li> <li>• <i>Stages of Labor</i></li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<p>Most proficient learners: Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video</p>
<b>Struggling Learners</b>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> </ul> <p><u><i>Reading Strategy:</i></u>            Read the boldface headings.            Predict what will be covered in the section of the text            Read the text section            Review their predictions            Refer to guided questions and comprehension questions.            Encourage use of glossary of terms and dictionary.            Log new terminology in notebook for reference.</p>
<b>English Language Learners</b>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> <li>• Reading Strategy:            Read the boldface headings.            Predict what will be covered in the section of the text            Read the text section to Review their predictions</li> </ul>

	<p>Refer to guided questions and comprehension questions.</p> <ul style="list-style-type: none"> <li>• Encourage use of glossary of terms and dictionary.</li> <li>Log new terminology in notebook for reference.</li> </ul>
<b>Special Needs Learners</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

### Interdisciplinary Connections

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Mathematics S.IC.3

Science 5.1.8.C.2 5.1.8.C.3 5.1.8.D.1

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Career Education/ Consumer, Family & Life Skills 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.B.1 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.D.4 9.1.8.D.5 9.1.8.E.4 9.1.8.B.18

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

Technology Integration

<http://www.battelleforkids.org/networks/p21>

Creativity and innovation

Critical Thinking and problem solving

Communication and collaboration

Information literacy

Media literacy

ICT (Information, Communications & Technology) literacy

## Unit Title: Abstinence & Pregnancy Prevention

### Unit Description:

This unit focuses on sexual abstinence strategies in preventing pregnancy, the spread of sexually transmitted disease, including HIV/AIDS, and the essential link to health and wellness. Contraception options will be covered as it relates to future goals and the spread of sexually transmitted disease including HIV/AIDS.

### Unit Duration: 3 days

## Desired Results

### Standards and Core Ideas:

#### 2.1 Personal and Mental Health

- **Personal Growth and Development**
  - Individual actions, genetics, and family history can play a role in an individual's personal health.
  - Responsible actions regarding behavior can impact the development and health of oneself and others.
- **Pregnancy and Parenting**
  - There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood
- **Emotional Health**
  - Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- **Social and Sexual Health**
  - Relationships are influenced by a wide variety of factors, individuals, and behaviors.
  - There are factors that contribute to making healthy decisions about sex.
- **Community Health Services and Support**
  - Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

#### 2.3 Safety

- **Personal Safety**
  - 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.
- **Health Conditions, Diseases and Medicines**
  - Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
  - The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
- **Alcohol, Tobacco and other Drugs**
  - The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
  - The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

**Indicators:**

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 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 risk of unintended pregnancy and STIs (including HIV).
- 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.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.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
- 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

**Understandings:**

*Students will understand that...*

1. Abstinence is the only 100% effective way of preventing pregnancy and the spread of STDs including HIV/AIDS.
- 2a. Engaging in sexual activity before marriage can have physical, mental/emotional, and

**Essential Questions:**

1. What is the only 100% effective way of preventing unintended pregnancy and the spread of disease?
2. How can responsible actions impact ones' health?

<p>social consequences.</p> <p>2b. Remaining sexually abstinent until marriage eliminates the risk of pregnancy and sexually transmitted diseases.</p> <p>2c. Remaining sexually abstinent until marriage eliminates the risk of contracting a sexually transmitted disease.</p> <p>3a. Decisions adolescences make have short-term and long-term consequences.</p> <p>3b. Deciding to abstain from sexual activity demonstrates maturity and preserves their chances of fulfilling future goals.</p> <p>3c. Abstaining from drugs and alcohol can help support sexual abstinence and prevent unintended pregnancy.</p> <p>4. Short and long-term contraception methods, how to access and use them, and compare their effectiveness to abstinence, (recognizing abstinence as the only 100% effective way of preventing pregnancy and the spread of STIs)</p> <p>5. Define vaginal, oral, and anal sex and their role in pregnancy and the spread of STIs.</p>	<p>3. How do decisions you make today impact your future?</p>
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**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <p>Determine the benefits of sexual abstinence.</p> <p>State negative consequences of sexual activity during adolescence.</p> <p>State why abstinence until marriage is the best choice for teens.</p> <p>Identify ways to practice abstinence in a dating relationship.</p> <p>Develop strategies to resist pressures to become sexually active.</p> <p>Demonstrate refusal skills to reinforce the decision to remain abstinent.</p> <p>Relate certain behaviors to placing one at greater risk for unintended pregnancy and sexually transmitted diseases including HIV/AIDS.</p> <p>Analyze the effectiveness of contraceptive methods while recognizing that no contraceptive method is</p>	<p><b>Other Evidence:</b></p> <p><b>Formative</b></p> <p>Teacher Observations</p> <p>Daily Classwork</p> <p>Class notes</p> <p>Homework</p> <p><b>Summative</b></p> <p>Publisher made test &amp; quizzes</p> <p>Teacher made test &amp; quizzes</p> <p>Projects</p> <p>Health 8 Benchmark Assessment (test)</p>
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100% effective in preventing pregnancy.  
Recognize the various contraceptive methods available for sexually active people.  
Compare and contrast methods of contraceptives used and the factors that may influence their use.  
Recognize that not all methods of contraception prevent the spread of sexually transmitted diseases including HIV/AIDS.  
Identify how abstaining from drugs and alcohol can help support sexual abstinence and prevent unintended pregnancy.  
Recognize responsible actions regarding sexual behavior impacts the health of oneself and others.

**Benchmarks:**

**Unit assessments**

**Health 8 Final Exam**

## Learning Plan

**Learning Activities:**

Textbook: Comprehensive Health Skills for Middle School Units

- Online textbook - [www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)

**Health Education**

- 21<sup>st</sup> Century Skills
- Textbook activities
- Textbook worksheets
- Teacher generated worksheets Chapter
- Note taking
- Group discussions
- Small group work
- Pair & Share Activities
- Review Games

**Resources:**

- Technology Resources Website Activities:  
*Kahoot*  
*Quizlet*  
*Quizziz*  
*Brain Pop*  
*Unified Classroom*  
*Office 365*

Edpuzzle

Learn 360: [www.learn360infobase.com](http://www.learn360infobase.com)

Safari Montage

KidsHealth from Nemours: [www.Kidshealth.org](http://www.Kidshealth.org)

[www.youtube.com](http://www.youtube.com)

- Class Textbook “Comprehensive Health Skills for Middle School”  
[www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)
- Movies-videos
- Guest speakers
- PowerPoint
- Contemporary Health Issues – current events
- Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)

### Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

#### Standard(s):

- 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 risk of unintended pregnancy and STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

4.0	Students will be able to: <ul style="list-style-type: none"><li>• An addition to a 3 performance: Differentiate between contraceptives used and the factors that may influence their use.</li></ul>
3.0	Students will be able to: <ul style="list-style-type: none"><li>• In addition to a 2 performance: recognize the various contraceptive methods available for sexually active people</li></ul>
2.0	Students will be able to: <ul style="list-style-type: none"><li>• Identify abstinence as the only 100% effective method in preventing pregnancy.</li></ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

### Unit Modifications for Special Population Students

Advanced Learners	Most proficient learners: Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video
Struggling Learners	Less proficient learners: <ul style="list-style-type: none"><li>• Locate the boldface heads in the section.</li><li>• Explain that the boldface heads divide the text by topic</li></ul> <p><u>Reading Strategy:</u> Read the boldface headings. Predict what will be covered in the section of the text Read the text section Review their predictions Refer to guided questions and comprehension questions. Encourage use of glossary of terms and dictionary.</p>

	Log new terminology in notebook for reference.
<b>English Language Learners</b>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> <li>• Reading Strategy: Read the boldface headings. Predict what will be covered in the section of the text Read the text section to Review their predictions Refer to guided questions and comprehension questions.</li> <li>• Encourage use of glossary of terms and dictionary. Log new terminology in notebook for reference.</li> </ul>
<b>Special Needs Learners</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

Physical Ed. 2.6.8.A.1 2.6.8.A.3 2.6.8.A.4 2.6.8.A.6

Language Arts Literacy RI.CCR.8.1 RI.CCR.8.2 RI.W.8.7 RI.W.8.8 RI.SL.8.1 RI.SL.8.2 RI.SL.8.3 RI.SL.8.5 RI.L.8.4 RI.L.8.5 RI.L.8.6 RI.RST.6-8.1 RI.RST.6-8.2 RI.RST.6-8.7 RI.RST.6-8.8 RI.RST.6-8.9 RI.WHST.6- 8.4 RI.WHST.6- 8.6 RI.WHST.6- 8.7 RI.WHST.6- 8.8 RI.WHST.6-8.9

Mathematics S.IC.3

Science 5.1.8.C.2 5.1.8.C.3 5.1.8.D.1

Tech. Literacy 8.1.8.A.1 8.1.8.A.3 8.1.8.B.1 8.1.8.D.3

Career Education/ Consumer, Family & Life Skills 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.B.1 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.D.4 9.1.8.D.5 9.1.8.E.4 9.1.8.B.18

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Technology Integration

<http://www.battelleforkids.org/networks/p21>

Creativity and innovation

Critical Thinking and problem solving

Communication and collaboration

Information literacy

Media literacy

ICT (Information, Communications & Technology) literacy

Social and cross-cultural skills

### Unit Title: Sexually Transmitted Diseases HIV/AIDS

#### Unit Description:

This unit presents facts about sexually transmitted diseases including HIV/AIDS. Sexual abstinence strategies in preventing the spread of these diseases will be emphasized.

#### Unit Duration: 7 days

### Desired Results

#### Standards and Core Ideas:

##### 2.1 Personal and Mental Health

- **Personal Growth and Development**
  - Individual actions, genetics, and family history can play a role in an individual's personal health.
  - Responsible actions regarding behavior can impact the development and health of oneself and others.
- **Social and Sexual Health**
  - There are factors that contribute to making healthy decisions about sex.
- **Community Health Services and Support**
  - Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
  - Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

##### 2.3 Safety

- **Personal Safety**
  - 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.
- **Health Conditions, Diseases and Medicines**
  - Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
  - The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
- **Alcohol, Tobacco and other Drugs**
  - The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

### Indicators:

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 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 risk of unintended pregnancy and STIs (including HIV).
- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 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.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.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
- 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

**Understandings:**

*Students will understand that...*

- 1a. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- 1b. Choosing to be sexually abstinent until marriage will eliminate the chance of contracting a sexually transmitted disease.
- 1c. Sexually transmitted disease and HIV infection can be prevented.
- 2a. The choices and decisions made will dictate the degrees of wellness in our lives.
- 2b. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.

**Essential Questions:**

1. To what extent can we keep ourselves disease free?
2. What are the consequences (especially unforeseen) of our choices in terms of wellness?
3. How does abstaining from drugs and alcohol support sexually abstinence and help prevent the spread of sexually transmitted diseases including HIV/AIDS?

<p>2c. Sexually transmitted disease including HIV/AIDS can cause serious health problems and can be life threatening.</p> <p>3a. Practicing abstinence is the best way to protect them from exposure to sexually transmitted diseases, (this includes vaginal, oral, and anal sex).</p> <p>3b. Using drugs and alcohol can impair a person’s ability to make healthful decisions and can lead them to participate in other risky behaviors such as sexual activity.</p> <p>3c. Needles can carry HIV into the bloodstream. This includes needles used for tattoos and body piercing.</p>	
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**Assessment Evidence**

<p><b>Performance Tasks:</b>  Define the terms sexually transmitted disease, HIV and AIDS  Compare and contrast common STDs  State how STDs are transmitted and what is the best way to protect against contracting an STD  Discuss abstinence from sexual activity as the only method that is 100% effective in preventing STDs  State how HIV is transmitted and what is the best way to protect against contracting HIV  Explain how sharing needles for drug abuse, body piercing and tattooing can transmit HIV  Explain how HIV weakens the immune system  List common myths about HIV/AIDS  Evaluate why it is important to immediately seek medical attention if exposed to an STD or HIV/AIDS.  Identify diagnoses and treatment methods for STD, HIV and AIDS  State healthy behaviors for avoiding STDs including HIV/AIDS  Describe the relationship between high-risk behaviors and the risk for contracting an STD including HIV/AIDS.  Identify how abstaining from drugs and alcohol can help support sexual abstinence and prevent contracting a STD including HIV/AIDS  Recognize responsible actions regarding sexual behavior impacts the health of oneself and others.  Develop and analyze strategies to prevent the spread of STD and HIV  Identify public health</p>	<p><b>Other Evidence:</b>  <b>Formative</b>  Teacher  Observations  Daily Classwork  Class notes  Homework</p> <p><b>Summative</b>  Publisher made test &amp; quizzes  Teacher made test &amp; quizzes  Projects  Health 8  Benchmark  Assessment (test)</p>
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efforts to prevent and control the spread of STD including HIV/AIDS

**Benchmarks:**

**Unit assessments**

**Health 8 Final Exam**

## Learning Plan

**Learning Activities:**

Textbook: Comprehensive Health Skills for Middle School Units

- Online textbook - [www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)

**Health Education**

- 21<sup>st</sup> Century Skills
- Textbook activities
- Textbook worksheets
- Teacher generated worksheets Chapter
- Note taking
- Group discussions
- Small group work
- Pair & Share Activities
- Review Games

**Resources:**

- Technology Resources Website Activities:
  - Kahoot*
  - Quizlet*
  - Quizziz*
  - Brain Pop*
  - Unified Classroom*
  - Office 365*
  - Edpuzzle*
  - Learn 360: [www.learn360infobase.com](http://www.learn360infobase.com)*
  - Safari Montage*
  - KidsHealth from Nemours: [www.Kidshealth.org](http://www.Kidshealth.org)*  
[www.youtube.com](http://www.youtube.com)
- Class Textbook “Comprehensive Health Skills for Middle School”  
[www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)
- Movies-videos
- Guest speakers
- PowerPoint
- Contemporary Health Issues – current events
- Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

- 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.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

<b>4.0</b>	<p><b>Students will be able to:</b> <i>In addition to scoring a 3 performance</i></p> <ul style="list-style-type: none"> <li>• Explain what STDs are, including HIV/AIDS and how they are they transmitted.</li> <li>• Connect the advantage of choosing abstinence as a method of preventing contracting an STD including HIV/AIDS.</li> <li>• Critique strategies to protect against contracting a STD.</li> <li>• Analyze consequences of untreated STD.</li> <li>• Identify common signs and symptoms of STDs.</li> <li>• Evaluate emerging methods to diagnose and treat STDs &amp; HIV/AIDS</li> <li>• Analyze local, state, national, and international public health efforts to prevent and control the spread of STDs &amp; HIV/AID</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b> <i>In addition to scoring a 2 performance</i></p> <ul style="list-style-type: none"> <li>• Explain what STDs are, including HIV/AIDS and how they are they transmitted.</li> <li>• Explain the advantage of choosing abstinence as a method of preventing contracting an STD including HIV/AIDS.</li> <li>• Compare strategies to protect against contracting a STD.</li> <li>• State consequences of untreated STD.</li> <li>• Identify common signs and symptoms of STDs.</li> <li>• Investigate emerging methods to diagnose and treat STDs &amp; HIV/AIDS</li> <li>• Compare local, state, national, and international public health efforts to prevent and control the spread of STDs &amp; HIV/AIDS</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify what are STDs including HIV/AIDS and how they are they transmitted.</li> <li>• Relate the advantage of choosing abstinence as a method of preventing contracting an STD including HIV/AIDS.</li> <li>• Compare strategies to protect against contracting a STD.</li> <li>• State consequences of untreated STD.</li> <li>• Recognize common signs and symptoms of STDs.</li> <li>• Compare emerging methods to diagnose and treat STDs &amp; HIV/AIDS</li> <li>• Compare local, state, national, and international public health efforts to prevent and control the spread of STDs &amp; HIV/AIDS</li> </ul>
<b>1.0</b>	<p><b>With help, partial success at level 2.0 content and level 3.0 content:</b></p>

0.0	Even with help, no success
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<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Most proficient learners: Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video
<b>Struggling Learners</b>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> </ul> <p><u>Reading Strategy:</u>  Read the boldface headings.  Predict what will be covered in the section of the text  Read the text section  Review their predictions  Refer to guided questions and comprehension questions.  Encourage use of glossary of terms and dictionary.  Log new terminology in notebook for reference.</p>
<b>English Language Learners</b>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> <li>• Reading Strategy:  Read the boldface headings.  Predict what will be covered in the section of the text  Read the text section to Review their predictions  Refer to guided questions and comprehension questions.</li> <li>• Encourage use of glossary of terms and dictionary.  Log new terminology in notebook for reference.</li> </ul>
<b>Special Needs Learners</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.  Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete</p>

	suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**  
Physical Ed. 2.6.8.A.1 2.6.8.A.3 2.6.8.A.4 2.6.8.A.6  
Language Arts Literacy RI.CCR.8.1 RI.CCR.8.2 RI.W.8.7 RI.W.8.8 RI.SL.8.1 RI.SL.8.2 RI.SL.8.3 RI.SL.8.5 RI.L.8.4 RI.L.8.5 RI.L.8.6 RI.RST.6-8.1 RI.RST.6-8.2 RI.RST.6-8.7 RI.RST.6-8.8 RI.RST.6-8.9 RI.WHST.6- 8.4 RI.WHST.6- 8.6 RI.WHST.6- 8.7 RI.WHST.6- 8.8 RI.WHST.6-8.9  
Mathematics S.IC.3  
Science 5.1.8.C.2 5.1.8.C.3 5.1.8.D.1  
Tech. Literacy 8.1.8.A.1 8.1.8.A.3 8.1.8.B.1 8.1.8.D.3  
Career Education/ Consumer, Family & Life Skills 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.B.1 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.D.4 9.1.8.D.5 9.1.8.E.4 9.1.8.B.18

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**  
 Technology Integration  
<http://www.battelleforkids.org/networks/p21>  
 Creativity and innovation  
 Critical Thinking and problem solving  
 Communication and collaboration  
 Information literacy  
 Media literacy  
 ICT (Information, Communications & Technology) literacy  
 Social and cross-cultural skills

**Unit Title: Life Skills/Relationships:  
 Dating/Family/Parenting/Marriage**

**Unit Description:**  
 This unit shows the correlations between responsible decision making and healthy relationships. The emphasis is on communication skills and the importance of building healthy relationships inside and outside the family unit. It explores how commitments influence positive choices in

developing social, emotional and physical health. It stresses the importance of healthy strategies that prevent physical, sexual, and emotional abuse. It shows that abstinence is a deliberate decision to avoid harmful behaviors including sexual activity before marriage and the use of alcohol and other drugs.

## **Unit Duration: 9 Days**

### **Desired Results**

#### **Standards and Core Ideas:**

##### **2.1 Personal and Mental Health**

- **Personal Growth and Development**
  - Individual actions, genetics, and family history can play a role in an individual's personal health.
  - Responsible actions regarding behavior can impact the development and health of oneself and others.
- **Pregnancy and Parenting**
  - There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood
- **Emotional Health**
  - Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- **Social and Sexual Health**
  - Inclusive schools and communities are accepting of all people and make them feel welcome and included.
  - Relationships are influenced by a wide variety of factors, individuals, and behaviors.
  - There are factors that contribute to making healthy decisions about sex.
- **Community Health Services and Support**
  - Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
  - Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

##### **2.3 Safety**

- **Personal Safety**
  - 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.
- **Health Conditions, Diseases and Medicines**
  - Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- **Alcohol, Tobacco and other Drugs**
  - The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
  - The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

#### **Indicators:**

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.

- 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.
- 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.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to 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.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.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting
- 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.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

**Understandings:**

*Students will understand that...*

- 1a. Effective communication skills enhance a person's ability to express and defend their beliefs.
- 1b. Positive relationships affect their physical, mental and social well-being.
- 2a. Tolerance, appreciation and understanding of individual differences are necessary to establish healthy relationships.
- 2b. The difference between gender identity, gender expression, and sexual orientation, the importance of accepting all people and making them feel welcomed and included in our community.
- 3a. Decision-making can be affected by a variety of influence that may not be in a person's best interest.
- 3b. Self-respect and responsible decision making are important in promoting healthy decisions and responsible behaviors.
- 3c. External pressures and opportunities that present themselves may influence a person to become sexually active or to use drugs.
- 4a. There are inferences between a healthy and unhealthy relationship.
- 4b. Reliable personal and professional resources are available to assist with relationship problems.
- 4c. Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
- 4b. The support of friends and family members affect their overall wellness.
- 5a. Raising a child requires a physical, economic, emotional, social and intellectual commitment.
- 5b. Sexually abstinence is the only 100% effective way to avoid an unplanned pregnancy.
6. Using drugs and alcohol can impair a person's ability to make healthful decisions and can lead them to participate in other risky behaviors.
7. Individuals may experience interpersonal and/or sexual violence for a variety of reasons; (sexual harassment, sexual assault, sexual abuse,

**Essential Questions:**

1. How do I learn to stand for and communicate my beliefs to others without alienating them?
2. How do we learn to understand and respect diversity in relationships?
3. How do I overcome negative influences when making decisions about my personal health?
4. How do we know when a relationship is not worth saving?
5. Is an adolescent ready to be a parent?
6. How does abstaining from drugs and alcohol support healthy decisions and positive relationships?

incest, rape, domestic violence, coercion, dating violence), The victim is never to blame.

### Assessment Evidence

#### Performance Tasks:

Evaluate the effects of peer and family relationships on physical, mental/emotional, and social health.

Evaluate the positive and negative effects of peer relationships.

List qualities of healthy relationships.

Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

Describe effective personal strategies for safety and what to do when one's safety is compromised.

Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional 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).

Related advances in technology to maintaining and improving personal health.

Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

Compare and contrast situations that require support from trusted adults.

Explain when the services of professionals are needed to intervene in relationships.

Analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse.

Demonstrate communication skills that build and maintain healthy relationships.

Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

Identify the importance of personal and group adherence to a code of conduct to support a safe, welcoming environment.

#### Other Evidence:

**Formative**  
Teacher Observations  
Daily Classwork  
Class notes  
Homework

**Summative**  
Publisher made test & quizzes  
Teacher made test & quizzes  
Projects  
Health 8 Benchmark Assessment (test)

Demonstrate the use of refusal, negotiation, and assertive skills when responding to peer pressure, disagreements, or conflicts.  
Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.  
Distinguish between a dating relationship and a marital relationship.  
Differentiate between affection, love, commitment, and sexual attraction.  
Describe the roles and responsibilities of parents and evaluate how becoming a teen parent can affect their ability to reach short- and long-term goals.  
Explain how culture influences the ways families and groups cope with crisis and change.

**Benchmarks:**

**Unit assessments**

**Health 8 Final Exam**

## Learning Plan

**Learning Activities:**

Textbook: Comprehensive Health Skills for Middle School Units

- Online textbook - [www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)

**Health Education**

- 21<sup>st</sup> Century Skills
- Textbook activities
- Textbook worksheets
- Teacher generated worksheets Chapter
- Note taking
- Group discussions
- Small group work
- Pair & Share Activities
- Review Games

**Resources:**

- Technology Resources Website Activities:  
*Kahoot*  
*Quizlet*  
*Quizziz*

*Brain Pop*

*Unified Classroom*

*Office 365*

*Edpuzzle*

*Learn 360: [www.learn360infobase.com](http://www.learn360infobase.com)*

*Safari Montage*

*KidsHealth from Nemours: [www.Kidshealth.org](http://www.Kidshealth.org)*

*[www.youtube.com](http://www.youtube.com)*

- Class Textbook “Comprehensive Health Skills for Middle School”  
[www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com)
- Movies-videos
- Guest speakers
- PowerPoint
- Contemporary Health Issues – current events
- Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

<b>Standard(s):</b>	
<ul style="list-style-type: none"> <li>• 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</li> <li>• 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</li> <li>• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>• 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</li> <li>• 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</li> <li>• 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.</li> <li>• 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).</li> </ul>	
<b>4.0</b>	<b>Students will be able to:</b> <i>In addition to scoring a 3 performance</i> <ul style="list-style-type: none"> <li>• Evaluate the effects of peer and family relationships on physical, mental/emotional, and social health.</li> <li>• Evaluate the positive and negative effects of peer relationships.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <i>In addition to scoring a 2 performance</i> <ul style="list-style-type: none"> <li>• Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, age.</li> <li>• Describe personal strategies for safety and “what to do” if one’s safety is compromised</li> <li>• Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• List the qualities of a healthy relationship</li> <li>• Analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse</li> <li>• Demonstrate communication skills that build and maintain healthy relationships.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Most proficient learners: Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video
<b>Struggling Learners</b>	Less proficient learners: <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> </ul> <u>Reading Strategy:</u> Read the boldface headings. Predict what will be covered in the section of the text Read the text section

	<p>Review their predictions  Refer to guided questions and comprehension questions.  Encourage use of glossary of terms and dictionary.  Log new terminology in notebook for reference.</p>
<b>English Language Learners</b>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>• Locate the boldface heads in the section.</li> <li>• Explain that the boldface heads divide the text by topic</li> <li>• Reading Strategy:  Read the boldface headings.  Predict what will be covered in the section of the text  Read the text section to Review their predictions  Refer to guided questions and comprehension questions.</li> <li>• Encourage use of glossary of terms and dictionary.  Log new terminology in notebook for reference.</li> </ul>
<b>Special Needs Learners</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.  Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

### Interdisciplinary Connections

**Indicators:**

Physical Ed. 2.6.8.A.1 2.6.8.A.3 2.6.8.A.4 2.6.8.A.6

Language Arts Literacy RI.CCR.8.1 RI.CCR.8.2 RI.W.8.7 RI.W.8.8 RI.SL.8.1 RI.SL.8.2 RI.SL.8.3 RI.SL.8.5 RI.L.8.4 RI.L.8.5 RI.L.8.6 RI.RST.6-8.1 RI.RST.6-8.2 RI.RST.6-8.7 RI.RST.6-8.8 RI.RST.6-8.9 RI.WHST.6- 8.4 RI.WHST.6- 8.6 RI.WHST.6- 8.7 RI.WHST.6- 8.8 RI.WHST.6-8.9

Mathematics S.IC.3

Science 5.1.8.C.2 5.1.8.C.3 5.1.8.D.1

Tech. Literacy 8.1.8.A.1 8.1.8.A.3 8.1.8.B.1 8.1.8.D.3

Career Education/ Consumer, Family & Life Skills 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.B.1 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.D.4 9.1.8.D.5 9.1.8.E.4 9.1.8.B.18

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

Technology Integration

<http://www.battelleforkids.org/networks/p21>

Creativity and innovation

Critical Thinking and problem solving

Communication and collaboration

Information literacy

Media literacy

ICT (Information, Communications & Technology) literacy

Social and cross-cultural skills