Family Life Education 9-12

Introduction

Family Life Education in Alexandria City Public Schools

Program Goals: In accordance with the Virginia Department of Education, “Virginia’s standards for family life education provide a comprehensive, sequential K-12 curriculum. They include age-appropriate instruction in family living and community relationships, abstinence education, the value of postponing sexual activity, the benefits of adoption as a positive choice in the event of an unwanted pregnancy, human sexuality and human reproduction. Instruction is designed to promote parental involvement, foster positive self-concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students’ developmental stages and abilities. Parents have the right to review the complete family life curricula, including all supplemental materials used in any family life education program.”

In accordance with ACPS, “No teacher is permitted to teach any portion of the FLE curriculum unless he/she has completed the “Sexuality Education for Teachers” course(or an equivalent course offering, including a blended-learning format) OR has provided a college transcript that documents successful completion of a similar course. Additionally, all employees responsible for adapting the Family Life Education curriculum for students with disabilities shall participate in specially designed professional development to ensure that appropriate modifications and differentiation occurs and is integrated into the written curriculum. ACPS may conduct selected lessons in the FLE program that deal exclusively with human sexuality in separate classes for boys and girls.”

Program Sequence: This curriculum guide is intended to fit the scope and sequence of the comprehensive objective of the Family Life Education set forth by the state of Virginia to be incorporated throughout grades K-12. Therefore this 9-12 high school guide builds off of the K-8 Family Life Education objectives in which students receive more in-depth knowledge of family living and community relationships, abstinence education, the value of postponing sexual activity, the benefits of adoption as a positive choice in the event of an unwanted pregnancy, human sexuality and human reproduction.

Organization of the Curriculum: This curriculum guide reflects an end-in-mind design process, with each unit following a three-stage structure: Stage One: Desired Results; Stage Two: Assessment Evidence; and Stage Three: Learning Plan. Additionally, key Family Life Education curriculum design and learning principles guide the development of the ACPS Family Life Education program. The curriculum is built around measurement topics, which are thematic strands and process standards which focus on enduring understandings and fundamental processes at the heart of the program. Transfer goals and performance assessments for each unit are aligned with these measurement topics.

Course Resources

Virginia Department of Education Resources:
- Virginia State Standards of Learning (SOLs)

ACPS Resources:
- ACPS Reference
- ACPS Policy
Differentiation Resources on the ACPS Curriculum Blackboard Site:

- Differentiation Framework
- ACPS Language Acquisition Framework and ELL Strategies
- Executive Function Research & Strategies
- Strategies for Promoting Culturally Responsive Classrooms in ACPS
# Family Life Education 9-12

## Year-at-a-Glance

<table>
<thead>
<tr>
<th>Unit 1: Introductions: Creating a Successful Learning Environment</th>
<th>Standards of Learning: 9.13, 10.1, 10.3</th>
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<tbody>
<tr>
<td>The goal of incorporating this introductions unit is to involve students in creating a successful learning environment in which the Family Life Education curriculum can thrive in the classroom. During this period students will engage in student-centered learning opportunities in which they discuss the importance of cultural awareness and influence, incorporating tolerance and respect in every lesson, and adhering to collaborated classroom expectations.</td>
<td>Suggested Time Frame: 2 Weeks and Incorporated Throughout the Year</td>
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<table>
<thead>
<tr>
<th>Unit 1: Family Dynamics</th>
<th>Standards of Learning: FLE 9.2, 10.16, 10.17, 12.9</th>
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<tbody>
<tr>
<td>Throughout this unit students will gain a deeper understanding of family dynamics. Students will review topics such as the family life cycle, family roles, cultural and religious influences on the family, family crisis' and conflict resolution. Students will engage in discussions about family differences and identify various components of their personal lives. During this unit a guest speaker will also conduct a presentation on the ‘TC Williams Wellness Center’ that reviews community resources to fit the diverse health needs of students and their families.</td>
<td>Suggested Time Frame: 3 Weeks</td>
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<tr>
<th>Unit 2: Healthy Relationships</th>
<th>Standards of Learning: FLE 9.5, 9.7, 10.2, 10.3, 10.6, 10.7, 10.16, 11.3, 12.3</th>
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<tbody>
<tr>
<td>While in this unit students will analyze and identify components of healthy and unhealthy relationships. Students will examine societal expectations and cultural influences on sexual behavior among adolescents and young adults. Throughout this unit students will identify warning signs of dating violence, define and identify ‘consenting behavior’ while gaining a deeper awareness of issues of sexual assault.</td>
<td>Suggested Time Frame: 2 Weeks</td>
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<tr>
<th>Unit 3: Reproductive Anatomy</th>
<th>Standards of Learning: FLE 9.9, 9.10, 10.16</th>
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<tr>
<td>In this unit students will review the stages of puberty through adolescence and gain a deeper understanding of anatomy and physiology while studying the male and female reproductive systems. Students will engage in open conversations in which they discuss typical changes in growth during adolescence into adulthood. Students also learn how to perform self-examinations and ways to keep their reproductive systems healthy.</td>
<td>Suggested Time Frame: 2 Weeks</td>
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<tr>
<th>Unit 4: Pregnancy &amp; Heredity</th>
<th>Standards of Learning: FLE 9.8, 10.9, 10.10, 10.11, 10.12, 10.13, 11.8</th>
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<tr>
<td>Building off of their knowledge gained from the reproductive unit, students learn the stages of reproduction from fertilization to birth. Students will gain a deeper understanding of the labor process, procedures, and problems that can occur during labor. Students will also learn basic patterns of heredity and genetics. In addition, students will also engage one another in discussions on personal values while learning factual information on abortion and adoption options.</td>
<td>Suggested Time Frame: 3 Weeks</td>
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### Unit 5: Parenting 101
Throughout this hands-on unit, students will engage in multiple opportunities to review child development into adulthood. Students will study theories of child development from Piaget, Freud, and Erikson and then apply these theories into their own parenting project. In this project students take a closer look at what it takes to raise a child by analyzing child care costs, child needs, and various parenting issues. Students will also create a ‘road-map to their future’ in which they set career goals to reach.

**Standards of Learning:**
FLE 9.1, 9.14, 10.1, 10.8, 10.14, 10.15, 11.1, 11.3, 12.7

**Suggested Time Frame:**
5-6 Weeks

### Unit 6: Sexual Awareness
Throughout this unit students will identify their own personal values around sexual behavior while analyzing the benefits of abstinence. Students will learn multiple ways to protect themselves from STDs and unwanted pregnancies by identifying various forms of contraceptives. Students will also engage in lessons that equip them with the skills necessary to advocate for their health by being able to identify when to get how and when to get tested for STDs, identify and obtain various forms of contraceptives, and how to say ‘no’ to unwanted sexual activity. In addition students will gain awareness on HIV/AIDS by examining its virology as well as cultural impact worldwide.

**Standards of Learning:**
FLE 9.4, 9.6, 9.11, 9.12, 10.3, 10.4, 10.5, 10.16

**Suggested Time Frame:**
4-5 Weeks

### Unit 7: Gender and Sexual Orientation
Throughout this unit students will engage in diverse student-centered learning opportunities in which they will examine the gender and sexual orientation spectrum. Students will examine cultural influences on the LGBTQ community while examining historical and current events worldwide. Students will practice tolerance and respect in the classroom while engaging in in-depth conversations around equality and discrimination.

**Standards of Learning:**
FLE 9.3, 9.13, 10.2, 10.3, 10.7, 10.16

**Suggested Time Frame:**
6-7 Weeks
Introduction to Family Life Education
Creating a Successful Learning Environment

At the beginning of the course, students will be introduced to the purpose of the Family Life Education curriculum and will engage in student-driven activities that establish the expectations for a successful learning environment which should remain intact year-round.

This section of the curriculum guide provides an overview of the foundational concepts, skills, and processes to be introduced at the beginning of the year. A list of suggested resources and strategies for incorporating these skills is included below.

Virginia Standards of Learning Addressed in This Unit

9.13 The student will identify the effects of discrimination.
Descriptive Statement: The teacher helps students identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person’s mental health will also be discussed.

10.1 The student will determine how maturation affects adolescents.
Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, positive mental health practices, the decision-making process, sources of values, and self-discipline.

10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

Transfer Goals: Students will:

1. Develop and use a set of ground rules for classroom discussions
2. Assess their own knowledge and attitudes related to course content
3. Recognize and reflect upon their own personal feelings and values with regards to family life education

Essential Questions:

1. What is the purpose of Family Life Education?
2. How do outside influences affect my behavior?
3. What am I expected to do in this class?
4. Listen to different points of view and accept the rights of others to disagree

5. Recognize the impact of influences such as family, religion, media and peers on personal decision making

6. Identify forms and consequences of discrimination such as ageism, homophobia, racism, and sexism

**Foundational Concepts for Creating a Successful Environment for Family Life Education (FLE):**

**Students will be able to explain, interpret, and apply the following concepts:**

1. **What is the purpose of Family Life Education (FLE)?**
   - FLE is taught in a safe learning environment by Certified Family Life Education teachers.
   - FLE is an unbiased curriculum in which students have the opportunity to access their right to receive age-appropriate and medically accurate information about their bodies.
   - FLE provides students with the knowledge and skills necessary to make informed decisions about their health and future.
   - The FLE classroom is a safe learning environment where everyone learns information while remaining tolerant to others opinions, rights, and cultures in the classroom.

2. **How do outside influences affect my behavior?**
   - Cultural influences affect my behavior towards others as well as my own health.
   - I need to be aware that others may not hold the same values as me and I need to uphold their values in the classroom as well as my own.
   - I will define tolerance and respect and adhere to what that means in this classroom.

3. **What am I expected to do in this class?**
   - I will adhere to the agreed upon classroom rules we make in the beginning of the year.
As reviewed in the FLE- Human Growth and Development Syllabus, I understand what is expected of me in order to do well in this class.

**Suggested Resources for Creating a Successful Learning Environment for FLE:**

- Advocates for Youth Teacher Guide
- Marshmallow Challenge
- HGD/FLE Syllabus
- (See additional Imbedded Links throughout the Planning Process Below)
**Suggested Teaching Strategies for Developing A Successful Learning Environment for FLE**

1. Introduce the class to students by reviewing the purpose of the FLE curriculum and HGD/FLE syllabus. Introduce yourself to the class with information you wish to share and then play some ice breaker games so students start to get to know others in the class. These games include: HGD Scattegories and Restorative Justice Circles.

2. Review rules of the classroom and class expectations by involving the class in creating a classroom contract. One way to do this is to use The Ideal HGD Class Looks like, Feels Like, Sounds Like activity. Continue to build relationships in the classroom by conducting a more serious ice breaker like the M&M Activity while adhering to the newly established rules.

3. Address the importance of tolerance in the classroom by reviewing the dangers of stereotyping and assuming things of others. Show and discuss the video clip, danger of a single story.

4. Explore student differences and similarities by conducting the backpack lesson.

5. Introduce the importance of productive communication with establishing ground rules for agreeing and disagreeing with one another. Engage the class in some ‘Hot Topic’ conversations where students are encouraged to respectfully express their opinions. Create a conversation guide to reference throughout the year.

6. Have students take the HGD pre-assessment test in which they demonstrate what they already know about the curriculum and get a chance to review what they have yet to learn.
Unit 1: Family Dynamics
Analyzing Cultural Influences on Family Roles

The Compelling “Why?” of This Unit:
Family plays a vital role in human growth and development and it is important to analyze the affects those influences can have.

Suggested Time Frame:
3 Weeks

Stage One: Desired Results
Stage Two: Assessment Evidence
Stage Three: Unit Learning Plan

Virginia Standards of Learning Addressed in This Unit

9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.
Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society. The benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities in society will be included.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.
10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.
Descriptive Statement: Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

12.9 The student will analyze stress and crisis situations which affect family life.
Descriptive Statement: Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, substance abuse, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises and to ensure that the final outcome is positive. Students will demonstrate the ability to seek mental health services as needed when coping with violence.
Stage One: Desired Results

<table>
<thead>
<tr>
<th>Transfer Goals: Students will:</th>
<th>Essential Questions:</th>
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<td>1. Understand the importance of family as a fundamental unit of growth and development by examining various family roles.</td>
<td>1. What family vocabulary words do I need to know and how can I apply these words?</td>
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<tr>
<td>2. Analyze and identify family roles in their own family while studying family differences among various cultures.</td>
<td>2. How will understanding family functions help me as I mature and grow?</td>
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<tr>
<td>3. Understand the changes families go through and gain skills at overcoming family challenges.</td>
<td>3. How do family roles vary from culture to culture?</td>
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Declarative Knowledge Objectives (from the VDOE Curriculum Framework):

Students will be able to explain, interpret, and apply the following:

Addressing the Essential Question:
What family vocabulary words do I need to know and how can I apply these words?

1. **Key Unit Academic Vocabulary**: nuclear family, extended family, blended family, single parent family, matriarchy, patriarchy, egalitarian, marriage, domestic partners, common law marriage, endogamy, exogamy, monogamy, serial monogamy, polygamy, culture, gender role, stereotype, family life cycle, family crisis, divorce, adoption, foster care, group home, traditions
Procedure Knowledge Objectives (from the VDOE Curriculum Framework):

Addressing the Essential Questions:
How will understanding family functions help me as I mature and grow?
How do family roles vary from culture to culture?

Students will be able to:

1. Define family vocabulary terms
2. Analyze the importance of the family as the basic unit of society
3. Examine the importance of the family as a source of personal development and identity
4. Analyze family compositions and structures from a historical and cultural perspective
5. Identify functions and purposes of the family for its members and for society
6. Identify roles and responsibilities of family members
7. Identify the effects of family members through stages of changes, stress, crises, and problems within the family
8. Identify positive ways family members show love, affection, respect, and appreciation
9. Identify community resources to help meet the diverse needs of family members.

Suggested Resources:

- My Big Fat Greek Wedding DVD
- (See additional Imbedded Links throughout the Planning Process Below)
Stage Two: Assessment Evidence

**Pre-Assessment/Diagnosis:**
- Pre-Family Unit Kahoot – Kahoot is a set of interactive, online, questions that review the family unit to assess what students already know and have yet to learn. Kahoot is one way to show student growth throughout this unit.

**Formative Assessments:**
- Family Vocabulary Worksheet, Family Interview Assignment, My Big Fat Greek Wedding Worksheet, Presentation Worksheet

**Summative Assessments:**
- Family Life Quiz, Backpack Project, Post-Family Unit Kahoot

**Unit 1 Transfer Task:** The transfer task requires students to understand the importance of family as a fundamental unit of growth and development by examining various family roles, identify family roles in their own family, and identify changes their family has gone through and identify ways to overcome family challenges.

The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click [here](#) for suggestions for preparing students for end-of-unit transfer tasks.

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<td>This version expands the focus of the original transfer task for</td>
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Task students who need additional enrichment and enhanced rigor.

Measurement Topic Rubrics

The following rubric is used to assess student achievement for this transfer task: Backpack Rubric

Stage Three: The Learning Plan

Introduction: Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

Promoting Students’ Executive Functions Using Reading Strategies and Metacognition:

Framing the Learning: Clear articulation of lesson essential questions and mastery objectives.

Providing a Lesson “Roadmap”: Use of an advance organizer (especially some type of visual representation) at the beginning of each day to ensure that students have a “road map” for where they are going—and the learning experiences they will have along the way.

The 10-2 Rule: “Chunk” the lesson, ensuring that regular opportunities occur for students to reflect upon what they are learning.

Encouraging Students to Monitor Their Comprehension: Encourage periodic self-reflection through exit slips, reflective journals, and discussions.

Summarizing, Paraphrasing, and Synthesizing: Provide opportunities throughout the lesson for recaps, summaries, and debriefings about the key ideas of the lesson.

Instructional Practices to Support ELLs:

- Games, informal competitions, and other cooperative learning activities (especially those pairing fluent and less fluent speakers) can reinforce students’ acquisition and internalization of key unit vocabulary.

- Encourage students to use key academic vocabulary as part of daily classroom discourse (including one-on-one and small group discussions as well as informal writing within the content area tasks).

- Explicitly teach thinking skills that are crucial to this unit, particularly sequencing events in history, identifying cause and effect, and analyzing primary sources.

- Students will benefit from scaffolded writing and speaking experiences that lead up to the challenges of the unit transfer task.
1. Introduce the Family Unit by reviewing the essential questions of this unit. Then pre-assess what students already know about family life by administering the Pre-Family Unit Kahoot. Have students then complete the Family Vocabulary Sheet in which students identify all family unit vocabulary words. Students should use their chromebooks to complete the worksheet.

2. Introduce part of the unit transfer tasks which is the Family Interview Assignment. Review the assignment expectations and then review procedural and declarative knowledge by applying family vocabulary to the movie, *My Big Fat Greek Wedding*.

3. Assess student growth by administering the Post-Family Unit Kahoot and then the Family Life Unit Quiz to demonstrate summative knowledge gained from this unit. Finish watching the movie, *My Big Fat Greek Wedding* and then close the lesson by reviewing the *My Big Fat Greek Wedding Worksheet*.

4. Introduce the ‘Backpack Project’ and review its purpose as the unit transfer task. In this project students complete and review the entire unit objectives list, listed above.

5. Allow students to practice their executive functioning and critical thinking skills by applying their family unit knowledge to the backpack project. Students should receive one class period to work in class on the project and then discuss time management skills in order to finish the project on time.

6. The remaining class periods set aside for this unit should be allotted for student presentations. Students will take time reviewing what makes a good presentation and brainstorm a list of presentation to dos and don’t dos before presenting. While each student presents, other students should fill out the Presentation Worksheet to ensure student engagement.

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**Key Components of Unit Instructional Sequence:**

- Engage students and frame the learning.
- Pre-Assess students’ interests, background knowledge, and learning profiles.
- Introduce the essential questions.
- Preview transfer task, including genre.
- Explicitly teach and practice vocabulary.
- Provide mini-lessons on declarative and procedural knowledge.
- Encourage student processing and linguistic output.
- Establish consistent routines to enhance executive function (self-monitoring, self-regulation, and metacognition).
- Administer summative assessments, including unit transfer task.
Unit 2: Healthy Relationships
Analyzing Components of Healthy and Unhealthy Relationships and Dating Violence

The Compelling “Why?” of This Unit:
Students need to be able to identify components of healthy and unhealthy relationships for their personal safety and future.

Suggested Time Frame:
2 weeks

Virginia Standards of Learning Addressed in This Unit

9.5 The student will review the nature and purposes of dating.
Descriptive Statement: Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

9.7 The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation.
Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices.
10.2 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
Descriptive Statement: Appropriate friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed. Discussion will include the expectations of virtual relationships.

10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

10.6 The student will recognize alternatives to premarital sexual activity for expressing feelings and affection.
Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, caring gestures, and other positive mental health practices, rather than through premarital sexual activity.

10.7 The student will explain the factors to be considered in preparing for dating and marriage.
Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction should include identifying the characteristics of dating violence and abusive relationships.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

11.3 The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.
Descriptive Statement: The physical, emotional, social, psychological, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from others teenagers and manage their own feelings and behavior.

12.3 The student will describe types of adjustments and sources of conflict in interpersonal relationships.
Descriptive Statement: Students learn that adjustments in relationships are to be expected and are not all bad. Instruction also includes common problems, commitment to the relationship, communication skills, decision-making strategies, compromise, positive mental health practices and other methods of conflict resolution.
### Stage One: Desired Results

**Transfer Goals: Students will:**

1. Define and understand all of the vocabulary included in the Relationship Unit.
2. Identify and demonstrate assertive communication skills relating to wanted and unwanted sexual behavior in a relationship.
3. Identify characteristics of healthy and unhealthy relationships while engaging in class discussions that require analytical thinking skills.
4. Analyze and define their personal values when it comes to being in a relationship.
5. Examine cultural influences on gender roles and expectations pertaining to relationships.

**Essential Questions:**

1. What family vocabulary words do I need to know and how can I apply these words?
2. What are characteristics of healthy/unhealthy relationships?
3. What do I value in a relationship?
4. How do I communicate well in a relationship?
5. How do I get a friend help if they are in an unhealthy situation?
6. What are the cultural expectations society places on me that can influence how I act in a relationship?
7. How can actions on social media affect my relationships?

**Declarative Knowledge Objectives (from the VDOE Curriculum Framework):**

Students will be able to explain, interpret, and apply the following:

**Addressing the Essential Question:**

What relationship vocabulary words do I need to know and how can I apply these words?

1. **Key Unit Academic Vocabulary:**

   Dating violence, domestic abuse, sexual assault, rape culture, harassment, sexual harassment, rape, consent, manipulation, jealousy, double-standard, assertive communication, passive communication, aggressive communication, healthy relationship, unhealthy relationship, isolation, possessiveness, cycle of abuse, objectification, gender role, stereotype, Kubler-Ross' theory and stages of grief, cyber bullying, child pornography, sex offender
Procedure Knowledge Objectives (from the VDOE Curriculum Framework):

Students will be able to:

Addressing Essential Questions:
What are characteristics of healthy/unhealthy relationships?
How do I get a friend help if they are in an unhealthy situation?
  1. Students will identify the signs of dating violence including physical, emotional, and mental abusive
  2. Distinguish between appropriate expressions of affections and unwanted sexual advance in interpersonal/dating situations
  3. Identify the effects, reporting, treatment and prevention for victims of sexual assault, rape, acquaintance rape, abuse, incest, and harassment
  4. Recognize that sexual behaviors involve conscience decision making and that healthy sexual relationships are mutual, voluntary, nurturing, and responsible

What do I value in a relationship?
How do I communicate well in a relationship?
  5. Explore sexual development, behaviors, feelings, and responses at each stage of life
  6. Identify and define ‘consenting behavior’ while analyzing types of communication and demonstrate assertive communication skills relating to sexual behavior.
  7. Examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
  8. Identify community resources related to dating violence, domestic abuse, and sexual assault.

What are the cultural expectations society places on me that can influence how I act in a relationship?
How can actions on social media affect my relationships?
  9. Examine the concept of identity formation including self-image, self-esteem, and the development of a personal set of values and ethics during adolescence
  10. Explore the role of peers and the potential for positive and negative peer influence on relationships
  11. Examine aspects of sexuality such as gender, sexual identity, gender roles, sexual decision making, sexual orientation, and sexual ethics and the role they play in relationships
  12. Analyze definitions for masculinity and femininity and analyze the effect of culture and history on ideas about masculinity and femininity
13. Evaluate gender role expectations and limitations imposed by society and the role they play in relationships

14. Examine dating issues with regard to personal, familial, and societal expectations concerning interpersonal relationships

15. Recognizing and evaluate conflicting societal messages about sexuality

16. Identify and examine dangers of cyber bullying, sexting, and sexual messages in social media.

**Suggested Resources:**

- [http://www.loveisrespect.org/](http://www.loveisrespect.org/)

- The Hunting Ground – DVD/Youtube video

- Inside Out- DVD

- Slam Poetry Addressing issues of Dating Violence – i.e. [manhood](http://www.loveisrespect.org/)

- Current Event Articles Relating to Dating Violence, Sexual Abuse, Rape Culture

- Alexandria Sexual Assault Center - Speakers Upon Request

- ACAP – Alexandria Campaign on Adolescent Pregnancy Organization

- (See additional Imbedded Links throughout the Planning Process Below)
Stage Two: Assessment Evidence

Pre-Assessment/Diagnosis:
- Pre-Relationships Unit Kahoot- Kahoot is a set of interactive, online, questions that review the family unit to assess what students already know and have yet to learn. Kahoot is one way to show student growth throughout this unit.

Formative Assessment:
- Journal Entries, Dating Awareness Crossword Puzzles, Class Discussions, Stages of Grief Worksheet

Summative Assessment:
- Dating Unit Quiz, T-Shirt Awareness Project, My Promise to Myself Worksheet

Unit 2 Transfer Tasks:
The transfer tasks for the relationship unit require students to correctly identify relationship vocabulary, communication skills, as well as advocate for dating violence awareness.

The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.

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<td>This version provides suggested scaffolding strategies for students who may require language modifications.</td>
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Accelerated/Enhanced Task

This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor.

Measurement Topic Rubrics

The following rubric is used to assess student achievement for this transfer task: Journal Entry Rubric, T-Shirt Project Rubric.

Stage Three: The Learning Plan

Introduction: Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

Instructional Practices to Support ELLs:

- Games, informal competitions, and other cooperative learning activities (especially those pairing fluent and less fluent speakers) can reinforce students’ acquisition and internalization of key unit vocabulary.
- Encourage students to use key academic vocabulary as part of daily classroom discourse (including one-on-one and small group discussions as well as informal writing within the content area tasks).
- Explicitly teach thinking skills that are crucial to this unit, particularly sequencing events in history, identifying cause and effect, and analyzing primary sources.
- Students will benefit from scaffolded writing and speaking experiences that lead up to the challenges of the unit transfer task.

Promoting Students’ Executive Functions Using Reading Strategies and Metacognition:

- Framing the Learning: Clear articulation of lesson essential questions and mastery objectives.
- Providing a Lesson “Roadmap”: Use of an advance organizer (especially some type of visual representation) at the beginning of each day to ensure that students have a “road map” for where they are going—and the learning experiences they will have along the way.
- The 10-2 Rule: “Chunk” the lesson, ensuring that regular opportunities occur for students to reflect upon what they are learning.
- Encouraging Students to Monitor Their Comprehension: Encourage periodic self-reflection through exit slips, reflective journals, and discussions.
- Summarizing, Paraphrasing, and Synthesizing: Provide opportunities throughout the lesson for recaps, summaries, and debriefings about the key ideas of the lesson.
Using Higher Order Thinking Questions To Promote Discussion and Debate:

Have students investigate, debate, and discuss higher-order questions orally and in writing:

- **Explanation**: What is the definition of ‘consent’?
- **Analysis**: How do people interpret and misinterpret consenting behavior?
- **Synthesis**: How does ‘Consent’ feed into healthy/unhealthy relationships?
- **Evaluation**: Why is it imperative to understand consenting behavior?

1. Introduce the Relationship Unit by using the lesson plan *Somewhere in America* to break the ice and get students engaged in the topic. Transition the lesson by having students reflect on the parts of the video that highlight gender inequality and gender expectations. Use this *Journal Entry* to help students along. Brainstorm gender stereotypes students feel they face, and engage the class in a discussion about societal influences on gender and sexual expectations regarding behavior in a relationship.

2. Pre-Assess student knowledge on healthy and unhealthy relationship vocabulary by administering the *Pre-Relationship Unit Kahoot*. Transition the activity by allowing students to engage one another in conversations around acceptable behavior in a relationship by using the *Healthy Relationships Lesson Plan*.

3. Review relationship unit vocabulary and the cycle of violence by having students complete the *Dating Awareness Crossword Puzzles*. Review styles of communication and emphasize the importance of assertive communication.

4. Allow students to practice their executive functioning and critical thinking skills by engaging in serious discussions on ‘consent’ and rape culture. Use current event...
articles/videos to start conversations that allow students to apply their relationship vocabulary to these situations. The Hunting Ground video is a good resource.

5. Allowing students to utilize their newly gained knowledge of dating awareness, engage the class in conversations addressing how to end an unwanted relationship using assertive communication skills. Inform students of Kubler-Ross’ theory of grief in these conversations and have students complete the Stages of Grief worksheet. Teachers have the option of using the movie Inside Out as a reference to address feelings of grief and conflict.

6. Administer summative assessments by giving students the Post-Relationship Unit Kahoot and then Dating Awareness Quiz. End the unit by having students identify their personal values in regards to dating by completing the My Promise to Myself Worksheet.

7. Optional Project: If there is time, have students use their relationship materials to complete the T-Shirt Project.
Unit 3: Reproductive Anatomy
Female and Male Reproductive Anatomy and Physiology

The Compelling “Why?” of This Unit:
It is essential that students know how their own body works to keep them healthy and safe.

Suggested Time Frame:
2 Weeks

Virginia Standards of Learning Addressed in This Unit

9.9 The student will be able to explain the process of reproduction.
Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations.
Descriptive Statement: The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.
Stage One: Desired Results

<table>
<thead>
<tr>
<th>Transfer Goals: Students will:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define and understand all of the vocabulary included in the Reproductive Anatomy Unit.</td>
<td>1. What reproductive anatomy and physiology vocabulary words do I need to know and how can I apply these words?</td>
</tr>
<tr>
<td>2. Apply their knowledge of the human reproductive system by building anatomy models.</td>
<td>2. What’s going on with my body?</td>
</tr>
<tr>
<td>3. Engage one another in competitive review games to help study reproductive anatomy vocabulary and functions.</td>
<td>3. How does the male and female reproductive system work?</td>
</tr>
<tr>
<td>4. How will I be able to identify good sexual health habits?</td>
<td>4. How will I be able to identify good sexual health habits?</td>
</tr>
<tr>
<td>5. What are ways that I can ensure my reproductive anatomy remains healthy?</td>
<td></td>
</tr>
</tbody>
</table>

Declarative Knowledge Objectives (from the VDOE Curriculum Framework):

- Students will be able to explain, interpret, and apply the following:
  - **Addressing the Essential Question:**
    - What reproductive anatomy and physiology vocabulary words do I need to know and how can I apply these words?
  - **Key Unit Academic Vocabulary:**
    - Sperm
    - Seminiferous tubules
    - Testicles
    - Testosterone
    - Scrotum
    - Epididymis
    - Vas deferens
    - Seminal vesicles
    - Semen
    - Prostate gland
    - Cowper's gland
    - Urethra
    - Ejaculation
    - Erection
    - Erectile tissue
    - Foreskin
    - Circumcision
    - Penis
    - Ovum/egg
    - Ovary
    - Ovulation
    - Estrogen
    - Progesterone
    - Fimbria
    - Fallopian tube
    - Cilia
    - Vagina
    - Cervix
    - Uterus
    - Endometrium
    - Menstruation
    - Vulva
    - Clitoris
    - Inner labia
    - Outer labia
    - Gynecologist
    - Pelvic exam
    - Speculum
    - Pap test/smear
    - BSE/Genetic Testing
    - UTI
    - Mammogram
    - Cervical cancer
    - Urologist
    - TSE
    - Prostate cancer
    - Luteal Stage
    - Hygiene
Procedure Knowledge Objectives (from the VDOE Curriculum Framework):

Addressing the Essential Questions:
What’s going on with my body?
How does the male and female reproductive system work?
How will I be able to identify good sexual health habits?

What are ways that I can ensure my reproductive anatomy remains healthy?
Students will be able to:

- Identify and describe essential parts and functions of the male and female reproductive systems
- Identify and describe procedures for regular reproductive health care and self-examination of the breasts and testes
- Identify and describe components of the female menstrual cycle from menarche to menopause
- Identify the human sexual response system and corresponding dysfunctions
- Students will engage in open conversations in which they discuss typical changes in growth during adolescence into adulthood.

Suggested Resources:

- teenshealth.org
- Everybody’s Doing It - DVD
- TC Williams Wellness Center
- FLASH Curriculum Resources http://www.etr.org/flash/
- Be Proud, Be Responsible Curriculum
- ACPS FLE/HGD Curriculum Guide 2006
- (See additional Imbedded Links throughout the Planning Process Below)
Stage Two: Assessment Evidence

Assessment Tools for This Unit

Pre-Assessment/Diagnosis:
- Pre-Reproductive Anatomy Kahoots (Male and Female).

Formative Assessment:
- Reproductive Anatomy Notes, Reproductive Anatomy Vocabulary Worksheets, Participation in Review Games

Summative Assessment:
- Reproductive Anatomy Models, Reproductive Anatomy Quiz

Unit 3 Transfer Task:
The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Description</th>
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<td>Guided/Scaffolded Task</td>
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<tr>
<td>Measurement Topic Rubrics</td>
<td>The measurement topics assessed by this transfer task are assessed by a Reproductive Anatomy Model Building Rubric</td>
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</table>
Stage Three: The Learning Plan

Introduction: Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

Instructional Practices to Support ELLs:

Developing Linguistic Complexity:
- Describe content and structures of writing.
- Explicitly teach summarizing.
- Explicitly teach connecting words.
- Provide opportunities for students to write in your content area.
- Provide specific feedback on grammatical structures and organization of writing.

Vocabulary Usage:
- Explicitly teach academic vocabulary in your content area (e.g., geography, analyze, pattern).
- Build academic vocabulary through reading, listening and speaking.
- Use strategies that provide opportunities to use academic vocabulary in context (e.g., accountable talk).
- Differentiate between vocabulary that is formal and informal.
- Teach usage of terms, including types of phrases.
- Explicitly teach cognates in your content area.
- Explicitly teach word formation in your content area.

Key Components of Unit Instructional Sequence:
- Engage students and frame the learning.
- Pre-Assess students’ interests, background knowledge, and learning profiles.
- Introduce the essential questions.
- Preview transfer task, including genre.
- Explicitly teach and practice genre.
- Incorporate primary sources, comparative text analysis, and critical thinking.
- Provide mini-lessons on declarative and procedural knowledge.
- Encourage student processing and linguistic output.
- Establish consistent routines to enhance executive function (self-monitoring, self-regulation, and metacognition).
- Administer summative assessments, including unit transfer task.

Promoting Students’ Executive Functions Using Reading Strategies and Metacognition:
- Framing the Learning: Clear articulation of lesson essential questions and mastery objectives.
- Providing a Lesson “Roadmap”: Use of an advance organizer (especially some type of visual representation) at the beginning of each day to ensure that students have a “road map” for where they are going—and the learning experiences they will have along the way.
- The 10-2 Rule: “Chunk” the lesson, ensuring that regular opportunities occur for students to reflect upon what they are learning.
**Cornell Notes: A Brief Description**

“The Cornell method provides a systematic format for condensing and organizing notes.

The student divides the paper into two columns: the note-taking column (usually on the right) is twice the size of the questions/key word column (on the left). The student should leave five to seven lines, or about two inches (5 cm), at the bottom of the page.

Notes from a lecture or teaching are written in the note-taking column; notes usually consist of the main ideas of the text or lecture, and long ideas are paraphrased. Long sentences are avoided; symbols or abbreviations are used instead. To assist with future reviews, relevant questions (which should be recorded as soon as possible so that the lecture and questions will be fresh in the student’s mind) or key words are written in the key word column.

After the notes have been taken, the student writes a brief summary in the bottom five to seven lines of the page. This helps to increase understanding of the topic. When studying for either a test or quiz, the student has a concise but detailed and relevant record of previous classes.

When reviewing the material, the student can cover up the note-taking (right) column to answer the questions/keywords in the key word or cue (left) column. The student is encouraged to reflect on the material and review the notes regularly.”

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**Using a Question Box**

“The process of asking questions is an important learning activity that helps students to clarify and validate information being presented. Question box is a method of individualizing instruction which has been proven to enhance learning. Questions related to sexuality may seem more challenging or create discomfort for educators. One of the challenges facing teachers discussing human sexuality in the classroom is dealing effectively with questions from students.

**Advantages of the Question Box**

- Anonymity provides a way for students to ask questions related to sexuality without risking embarrassment or self-consciousness.
- Increased questions will increase the number of learning opportunities for the class.
- Time between lessons allows teachers to prepare an answer ahead of time and to avoid being caught off guard.
- Capitalizing on “teachable moments” is effective and can enrich the classroom experience.”

See More Here
1. Pre-Assess student knowledge on female anatomy vocabulary by administering the Pre-Reproductive Female Anatomy Kahoot. Re-introduce the Question Box and its importance throughout this unit. Review female reproductive anatomy then have students complete the Female Reproductive Anatomy Notes with a partner. Using the Question Box, have students ask anonymous female anatomy related questions to come back to next class.

2. Review Female Reproductive Anatomy Notes to begin the next class. Transition class by answering questions from the question box to ensure students’ questions are answered. Have students continue reviewing female reproductive anatomy by completing the Female Reproductive Anatomy Vocabulary worksheets. Then review as a class. Close class with a quick review game.

3. Pre-Assess student knowledge on male anatomy vocabulary by administering the Pre-Reproductive Male Anatomy Kahoot. Re-introduce the Question Box and its importance throughout this unit. Review male reproductive anatomy then have students complete the male Reproductive Anatomy Notes with a partner. Using the Question Box, have students ask anonymous male anatomy related questions to come back to next class.

4. Review male Reproductive Anatomy Notes to begin the next class. Transition class by answering questions from the question box to ensure students’ questions are answered. Have students continue reviewing male reproductive anatomy by completing the male Reproductive Anatomy Vocabulary worksheets. Then review as a class. Close class with a quick review game.

5. Review male and female reproductive anatomy with the class as a whole by playing a review game. Then review reproductive cancer awareness and self-examinations. Close the lesson with an Exit ticket that assess student knowledge on self-exams.

6. Allowing students to utilize their newly gained knowledge of male and female reproductive anatomy, have students get into groups to complete the ‘Reproductive Anatomy Models’ lesson.

7. End the unit by administering summative assessments by giving students the Post-Reproductive Anatomy Kahoots and then Reproductive Anatomy Quiz.

8. Optional Lesson- Use the movie Every body’s Doing It as an introduction to the unit, or as an end of unit wrap up activity, in order to discuss the importance of receiving abstinence-based as opposed to abstinence-only education.
Unit 4: Pregnancy & Heredity
Stages of Pregnancy, Labor, and Basic Genetics

The Compelling “Why?” of This Unit:
In attempts to ensure students have necessary facts on reproductive anatomy; students will learn fundamental facts about pregnancy and heredity.

Suggested Time Frame:
3 Weeks

Stage One:
Desired Results

Stage Two:
Assessment Evidence

Stage Three:
Unit Learning Plan

Virginia Standards of Learning Addressed in This Unit

9.8 The student will relate specific information on substance use and abuse to each stage of the life cycle.
Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

10.9 The student will describe the signs and symptoms of pregnancy.
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

10.10 The student will analyze the factors associated with a healthy pregnancy.
Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use and abuse of alcohol and other drugs, as well as the effects of sexually transmitted infections, including HIV. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.
10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.
Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.

10.12 The student will describe available birthing options.
Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives are examined.

10.13 The student will identify the stages of the birthing process.
Descriptive Statement: The stages of the birthing process include the onset of the process and the three stages of labor and delivery--dilation, birth, and expulsion of placenta.

11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.
Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion also includes the positive aspects of parenting for the individual and for society.
## Stage One: Desired Results

<table>
<thead>
<tr>
<th>Transfer Goals: Students will:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the stages of pregnancy from fertilization to birth while studying terms associated with pregnancy, child development, and heredity.</td>
<td>1. What pregnancy and heredity vocabulary words do I need to know and how can I apply these words?</td>
</tr>
<tr>
<td>2. How does a zygote become a baby?</td>
<td>3. What can go wrong during pregnancy?</td>
</tr>
<tr>
<td>4. What are the stages of labor?</td>
<td>5. How are genes inherited?</td>
</tr>
</tbody>
</table>

### Declarative Knowledge Objectives (from the VDOE Curriculum Framework):

**Addressing the Essential Question:**
What pregnancy and heredity vocabulary words do I need to know and how can I apply these words?

Students will be able to explain, interpret, and apply the following:

### Key Unit Academic Vocabulary:

- fertilization
- conception
- contraception
- fertilization
- family planning
- abstinence
- abortion
- miscarriage
- cleavage
- blastocyst
- morula
- zygote
- embryo
- fetus
- amniotic fluid/sac
- placenta
- umbilical cord
- Caesarian section
- dilation
- labor
- afterbirth
- fertile/fertility
- infertility/sterility
- artificial insemination
- in vitro fertilization
- egg/sperm donor
- surrogate mother
- adoption
- abortion
- ectopic pregnancy
- monozygotic twins
- dizygotic twins
- chromosome
- trait
- gene
- dominant
- recessive
- heterozygous
- homozygous
- expressed
- allele
- genotype
- phenotype
- Punnet square
- toxemia
- fetal alcohol syndrome
- ultrasound
- amniocentesis
- labor
- Lamaze
- Dilation
- Birth defects
- Vernix
- Afterbirth
- Quickening
- trimester
Procedure Knowledge Objectives (from the VDOE Curriculum Framework):

Addressing Essential Questions:
How does a zygote become a baby?
What can go wrong during pregnancy?
What are the stages of labor?
How are genes inherited?

Students will be able to:

1. Describe the pregnancy process from fertilization to birth
2. Understand prenatal development and the importance of prenatal care
3. Gain awareness of the variety of beliefs and cultural attitudes on pregnancy and birth
4. Identify problems of pregnancy
5. Identify stages of labor
6. Identify available community resources for prenatal care
7. Understand the basics of heredity and genetics

Suggested Resources:

- [teenshealth.org](http://teenshealth.org)
- The Miracle of Life-DVD
- Stages of Labor –DVD
- Look Who’s Talking –DVD
- TC Williams Wellness Center
- Be Proud, Be Responsible Curriculum
- ACPS FLE/HGD Curriculum Guide 2006
- (See additional Imbedded Links throughout the Planning Process Below)
Stage Two: Assessment Evidence

Assessment Tools for This Unit

Pre-Assessment/Diagnosis:
- Pre-Pregnancy and Heredity Kahoot. Kahoot is a set of interactive, online, questions that review the family unit to assess what students already know and have yet to learn. Kahoot is one way to show student growth throughout this unit.

Formative Assessment:
- Exit tickets, worksheets, notes

Summative Assessment:
- Prezi Fetal Development Project, Pregnancy and heredity quiz

Unit 4 Transfer Task:
The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.

<table>
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<tr>
<th>Comprehensive Task</th>
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Measurement Topic Rubrics
- The measurement topics assessed by this transfer task are assessed using the Prezi Project Rubric.
Stage Three: The Learning Plan

**Introduction:** Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

**Instructional Practices to Support ELLs:**
- Link concepts in this unit to students’ background knowledge. The background knowledge may be personal, cultural, or academic.
- Use visual images to connect with key vocabulary terms in this unit.
- Games, informal competitions, and other cooperative learning activities (especially those pairing fluent and less fluent speakers) can reinforce students’ acquisition and internalization of key unit vocabulary.
- Students will benefit from scaffolded writing and speaking experiences that lead up to the challenges of the unit transfer task.

**Key Components of Unit Instructional Sequence:**
- Engage students and frame the learning.
- Pre-Assess students’ interests, background knowledge, and learning profiles.
- Introduce the essential questions.
- Preview transfer task, including genre.
- Explicitly teach and practice vocabulary.
- Incorporate primary sources, comparative text analysis, and critical thinking.
- Provide mini-lessons on declarative and procedural knowledge.
- Encourage student processing and linguistic output.
- Establish consistent routines to enhance executive function (self-monitoring, self-regulation, and metacognition).
- Administer summative assessments, including unit transfer task.
1. Pre-Assess student knowledge on fetal development by administering the Pre-Pregnancy and Heredity Kahoot. Review the stages of fetal development and have students take notes.

2. Have students continue to review the stages of fetal development by engaging them in various station challenges.

3. Students will apply their newly gained knowledge on fetal development by completing the Fetal Development Prezi Project. Demonstrate what the project expectations are and then allow students to begin working on their project.

4. Students will continue to work on their fetal development projects. Have students turn in their projects when finished.

5. Review the stages of labor with the help of the Stages of Labor 30min DVD. Assess student knowledge by having students complete the Stages of Labor worksheet while watching the video.

6. Students will apply their knowledge of reproductive anatomy and fetal development by reviewing the movie The Miracle of Life and completing a worksheet that goes with it.

7. Review heredity and genetics vocabulary with students. Then students will apply that knowledge by completing Spongebob Genetics Worksheets.

8. Review basic genetic disorders with students and then assess their knowledge with an exit ticket.

9. Have students complete a study guide to help them study for the pregnancy and heredity quiz.

10. Have students play a review game as a class to help them study for their pregnancy and heredity quiz next class.

11. End the unit by administering summative assessments by giving students the Post-pregnancy and heredity Kahoots and then the Pregnancy and Heredity Quiz.

12. Optional Lesson- Use the movie Look Who’s Talking as a fun way to end the unit and review unit highlights.
Unit 5: Parenting 101
Stages and Theories of Child Development & Assessing Parenting Styles and Childhood Needs

The Compelling “Why?” of This Unit:
Students will learn the importance of raising a child and the influence parenting has on the growth and development process.

Suggested Time Frame:
5-6 Weeks

Stage One:
Desired Results

Stage Two:
Assessment Evidence

Stage Three:
Unit Learning Plan

Virginia Standards of Learning Addressed in This Unit

9.1 The student will understand the human growth and development cycle.
Descriptive Statement: Information about developmental levels throughout the life cycle- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly- is related to the complexity of childrearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.

9.14 The student will begin to identify educational and career goals.
Descriptive Statement: Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females. Students will discuss the impact of use of social networking sites, such as MySpace, Facebook, YouTube, and Twitter, on career goals.

10.1 The student will determine how maturation affects adolescents.
Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, positive mental health practices, the decision-making process, sources of values, and self-discipline.
10.8 The student will examine factors to be considered in life-goal planning.
Descriptive Statement: Discussion includes lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

10.14 The student will analyze the skills and attitudes needed to become a competent parent.
Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

10.15 The student will describe adjustments to be made after the birth of a child.
Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational, and career goals.
Descriptive Statement: Students are guided through a realistic self-assessment including working toward personal improvement, setting short- and long-term goals, formulating action plans, establishing priorities, and using school and community resources. Emphasis is placed on the variety of choices available to young women and the need for sound decision-making. The impact of social networking sites, such as MySpace, Facebook and Twitter, on goals will be discussed.

11.3 The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.
Descriptive Statement: The physical, emotional, social, psychological, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from others teenagers and manage their own feelings and behavior.

12.7 The student will interpret state laws that affect family life.
Descriptive Statement: Current laws in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, mental health, child abuse, sexual abuse and assault, and legal responsibilities of parents.
# Stage One: Desired Results

**Transfer Goals: Students will:**

1. Analyze their own beliefs regarding parenting and raising children.

2. Recognize what it takes to raise a child; financially, physically, mentally, and emotionally.

3. Identify milestones in the human life span and understand how parenting effects each stage.

**Essential Questions:**

1. What parenting and child development vocabulary words do I need to know and how can I apply these words?

2. What does it take to raise a child?

3. What are the various theories of child development?

4. How do parenting styles affect child development?

5. What do I want for my future?

6. Why are parenting skills important for family function?

7. How do I recognize child abuse?

---

**Declarative Knowledge Objectives (from the VDOE Curriculum Framework):**

**Addressing the Essential Question:**

What parenting and child development vocabulary words do I need to know and how can I apply these words?

**Students will be able to explain, interpret, and apply the following:**

**Key Unit Academic Vocabulary:**

- human development
- physical development
- mental/cognitive development
- moral development
- social development
- emotional development
- sexual development
- stages of development
- infancy
- toddler
- play age
- school age
- adolescence

- young adult
- mature adult (middle age)
- old age
- developmental tasks
- trust/mistrust
- autonomy/shame and doubt
- initiative/guilt
- industry/inferiority
- identity/identity confusion
- intimacy/isolation
- generativity/stagnation
- integrity/despair

- nature/nurture
- neonatal
- attachment
- bonding
- stimulation
- stranger anxiety
- separation anxiety
- thrive
- failure to thrive
- love objects
- object permanence
- play
- stages of play
- discipline
autocratic/authoritarian parenting  consequences  formal operational stages of reflexes
permissive parenting  cognitive theory/development  Sigmund Freud
 democratic/developmental parenting  sensori-motor  Id, Ego, SuperEgo
authoritative parenting  concrete operational  Erik Erikson
                            pre-operational  Jean Piaget

Procedure Knowledge Objectives (from the VDOE Curriculum Framework):

Addressing the Essential Questions:
What parenting and child development vocabulary words do I need to know and how can I apply these words?
What does it take to raise a child?
What are the various theories of child development?
How does parenting styles affect child development?
What do I want for my future?
Why are parenting skills important for family function?
How do I recognize child abuse?

Students will be able to:
1. Describe the importance of the family as a source of personal development and identity
2. Identify major human development theories including those of Erik Erikson, Jean Piaget, Sigmund Freud.
3. Describe physical, cognitive, social and emotional changes that occur in infancy, early childhood, late childhood, adolescence, young adulthood, middle adulthood, and late adulthood
4. Evaluate the physical, emotional and financial adjustments of families to a new child
5. Analyze and describe the skills and attitudes needed to become a competent parent
6. Describe the problems and joys of child rearing and of changes in parental responsibilities as the child develops
7. Evaluate Personal attitudes toward child rearing issues
8. Describe child rearing skills appropriate for fostering healthy child development
9. Evaluate and describe parental discipline styles
10. Identify benefits of effective child rearing for individuals, families, and society
11. Identify and analyze issues of child abuse including neglect, physical, verbal, emotional, and sexual abuse
12. Develop and understand an appreciation for their current life stage
13. Evaluate individual strengths and weaknesses in relation to personal, educational, and career goals
14. Identify educational and career goals
15. Describe factual information, attitudes, customs, and emotional reactions relating to death and grief
Suggested Resources:

- ‘Reality Works’ Curriculum/Materials
- ACPS FLE/HGD Curriculum Guide 2006
- [http://www.simplypsychology.org/](http://www.simplypsychology.org/)
- (See additional Imbedded Links throughout the Planning Process Below)
Stage Two: Assessment Evidence

Pre-Assessment/Diagnosis:
- Pre-Child Development Kahoots. Kahoot is a set of interactive, online, questions that review the parenting unit to assess what students already know and have yet to learn. Kahoot is one way to show student growth throughout this unit.

Formative Assessment:
- Individual Parenting Blog Components, Child Development Notes, Child Abuse Packet

Summative Assessment:
- Parenting Blog Project, Child Development Quiz

Unit 5 Transfer Task: In addition to a unit quiz, students will create a parenting blog project that allows students to comprehend multiple areas of childhood needs and what it takes to raise a child. The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.

<table>
<thead>
<tr>
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Stage Three: The Learning Plan

**Introduction:** Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

1. Pre-Assess student knowledge on fetal development by administering the Child Development Kahoot. Review theories of Child Development including Erikson, Freud, and Piaget and have students take notes.

2. Have students review theories of child development and vocabulary by completing a review activity and worksheet. Introduce the styles of parenting and have students apply this knowledge somehow.

3. Conduct a summative assessment by allowing students to re-take child development Kahoots, then administer the Child Development Quiz.

4. Inform students on how they will be making 'Flour Babies' and review this requirement. Review and model The Baby Project by reviewing the example blog project you created as well as the Baby Project rubric & packet. This packet includes the following components: Child Development Scenario, Financial Costs, Wild Card, Selfies and Reflections.

5. Allow students to work at their own speed to complete the Blog Set Up Page.
6. Create various child development scenarios for students to apply their knowledge of child development and parenting styles and pass out one to each student. Have students address how they would handle that situation. Have students complete the Child Development page of their blog.

7. Create various wild cards for students to research a common childhood illness and address how they would handle that situation. Have students complete the Wild Card page of their blog and present their page to the class.

8. Allow students to complete the Baby Necessities worksheet of their parenting packet to calculate how much it costs to raise a child. Have them answer the reflection questions on their Financial Costs page of their blog.

9. Assign students an ‘Education Level’ (no high school diploma, high school diploma, bachelor’s degree, trade school certificate, master’s degree, doctorate degree) in accordance to his/her current GPA. (Come up with a scale that works.) Have students complete the ‘Road Map Worksheets’ to address how they are going to afford raising a child and paying bills.

10. Allow students the class period to complete whatever components of their blog they have yet to finish including their Reflections Page. Individually check in with each student as they work.

11. Have students submit their blog projects and flour babies for the final summative assessment for the unit.

Unit 6: Sexual Awareness
Contraceptives, STD/STIs, HIV/AIDS, and Decision Making

The Compelling “Why?” of This Unit:
Students will learn necessary sexual health information while learning how to make healthy decisions that align with their values.

Suggested Time Frame:
4-5 Weeks

Virginia Standards of Learning Addressed in This Unit

9.4 The student will review and apply the decision-making process.
Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, positive mental health practices, and reason as bases for decision-making.

9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.
Descriptive Statement: The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.
Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.
9.12 The student will explain the transmission and prevention of the HIV.
Descriptive Statement: This is a review of the ways in which HIV is transmitted and the techniques for preventing this disease.

10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

10.4 The student will use the steps in the decision-making process to solve specific problems.
Descriptive Statement: Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.

10.5 The student will recognize the benefits of abstaining from premarital sexual intercourse.
Descriptive Statement: Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of unintended pregnancy, the effects of sexually transmitted infections, the impact on reputation, mental health and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.
### Stage One: Desired Results

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<tr>
<th>Transfer Goals: Students will:</th>
<th>Essential Questions:</th>
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<tbody>
<tr>
<td>1. Understand the benefits of abstinence.</td>
<td>1. What sexual awareness vocabulary words do I need to know and how can I apply these words?</td>
</tr>
<tr>
<td>2. Identify and describe multiple ways to protect themselves against STD/STIs &amp; HIV.</td>
<td>2. What are the benefits of abstinence?</td>
</tr>
<tr>
<td>3. Gain a deeper understanding of the HIV/AIDS epidemic.</td>
<td>3. How can I protect myself against pregnancy and STD/STIs?</td>
</tr>
<tr>
<td></td>
<td>4. How can I identify STD/STIs?</td>
</tr>
<tr>
<td></td>
<td>5. How is HIV different than AIDS?</td>
</tr>
<tr>
<td></td>
<td>6. How did HIV become a worldwide epidemic?</td>
</tr>
</tbody>
</table>

### Declarative Knowledge Objectives (from the VDOE Curriculum Framework):

**Addressing the Essential Questions:**

What sexual awareness vocabulary words do I need to know and how can I apply these words?

Students will be able to explain, interpret, and apply the following:

1. **Key Unit Academic Vocabulary:**
   - abstinence
   - sexual behavior
   - barrier methods
   - hormonal methods
   - behavioral methods
   - family planning
   - condom
   - female condom
   - dental dam
   - diaphragm
   - cervical cap
   - implanon
   - IUD
   - Depro-provera
   - the patch
   - the birth control pill
   - emergency
   - contraception
   - vasectomy
   - tubal ligation
   - hysterectomy
   - nuva ring
   - lubrication
   - nonoxyl-9
   - spermicide
   - bacteria, parasite, virus, fungus
   - herpes
   - chlamydia
   - gonorrhea
   - HIV/AIDS
   - pubic lice
   - yeast infection
   - syphilis
   - chancre
   - blister
   - inflammation
   - PID
   - epididymitis
   - sterility
   - infertility
   - genital warts
   - HPV
   - Hepatitis B
Procedure Knowledge Objectives (from the VDOE Curriculum Framework):

Addressing the Essential Questions:
What are the benefits of abstinence?
How can I protect myself against pregnancy and STD/STIs?
How can I identify STD/STIs?
How is HIV different than AIDS?
How did HIV become a worldwide epidemic?

Students will be able to:

1. Consider the value of abstinence and postponing sexual intercourse and the implications of teen sexual activity
2. Identify factors to be considered in planning a family
3. Identify and Describe methods of contraception, with special emphasis on abstinence
4. Examine Emotional, medical, social, financial, political, and ethical issues related to abortion and adoption
5. Identify basics of good personal hygiene, especially as it relates to preventing diseases and infections of the reproductive system
6. Identify causes, transmission, symptoms, treatment, prevention and impact of STIs
7. Identify and describe how HIV is transmitted and how it attacks the body.
8. Describe how HIV is different than AIDS.
9. Analyze the socio-economic and cultural factors that led to the HIV epidemic.

Suggested Resources:

- TC Williams Wellness Center
- Philadelphia -DVD
- Be Proud, Be Responsible Curriculum
- [https://www.aids.gov/](https://www.aids.gov/)
- [https://www.plannedparenthood.org/](https://www.plannedparenthood.org/)
- **Planned Parenthood Contraceptive Box**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Production Company</th>
<th>Year</th>
<th>Duration</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Preventing Sexual Violence</td>
<td>Human Relations Media</td>
<td>2012</td>
<td>56 min.</td>
<td>7-12</td>
</tr>
<tr>
<td>Sex Smart for Teens</td>
<td>In Joy Birth and Parenting Educ.</td>
<td>2012</td>
<td>34 min.</td>
<td>7-12</td>
</tr>
<tr>
<td>Sex Facts: Teens and STDs</td>
<td>Mazzarella Media</td>
<td>2010</td>
<td>30 min.</td>
<td>7-12</td>
</tr>
<tr>
<td>Am I Ready? Making Healthy Sexual Decisions</td>
<td>Human Relations Media</td>
<td>2012</td>
<td>24 min.</td>
<td>7-12</td>
</tr>
<tr>
<td>In Our Own Words: Teens and Aids</td>
<td>Family Health Productions</td>
<td>2005</td>
<td>20 min.</td>
<td>7-12</td>
</tr>
<tr>
<td>Abstinence First: Teen Birth Control Decisions</td>
<td>Human Relations Media</td>
<td>2003</td>
<td>29 min.</td>
<td>7-12</td>
</tr>
<tr>
<td>Straight Talk: The Truth About STDs</td>
<td>Human Relations Media</td>
<td>2009</td>
<td>18 min.</td>
<td>9-12</td>
</tr>
</tbody>
</table>

- *(See additional Imbedded Links throughout the Planning Process Below)*
Stage Two: Assessment Evidence

Assessment Tools for This Unit

Pre-Assessment/Diagnosis:
- Pre-Safer Sex Kahoots. Kahoot is a set of interactive, online, questions that review the parenting unit to assess what students already know and have yet to learn. Kahoot is one way to show student growth throughout this unit.

Formative Assessment:
- Worksheets, unit games, Exit tickets, Reflections

Summative Assessment:
- Unit Test, Sexual Awareness Project

Unit 6 Transfer Task: Students will create a sexual awareness project using this rubric: Sexual Awareness Project Rubric. The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.

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<td>This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor.</td>
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</table>
Students will create a sexual awareness project using this rubric: Sexual Awareness Project Rubric.
Stage Three: The Learning Plan

Introduction: Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

Strategies for Promoting Executive Functions:

- **Framing the Learning**: Clear articulation of lesson essential questions and mastery objectives.
- **Providing a Lesson “Roadmap”**: Use of an advance organizer (especially some type of visual representation) at the beginning of each day to ensure that students have a “road map” for where they are going—and the learning experiences they will have along the way.
- **The 10-2 Rule**: “Chunk” the lesson, ensuring that regular opportunities occur for students to reflect upon what they are learning.
- **Encouraging Students to Monitor Their Comprehension**: Encourage periodic self-reflection through exit slips, reflective journals, and discussions.
- **Summarizing, Paraphrasing, and Synthesizing**: Provide opportunities throughout the lesson for recaps, summaries, and debriefings about the key ideas of the lesson.

Key Components of Unit Instructional Sequence:

- Engage students and frame the learning.
- Pre-Assess students’ interests, background knowledge, and learning profiles.
- Introduce the essential questions.
- Preview transfer task, including genre.
- Explicitly teach and practice vocabulary.
- Incorporate primary sources, comparative text analysis, and critical thinking.
- Provide mini-lessons on declarative and procedural knowledge.
- Encourage student processing and linguistic output.
- Establish consistent routines to
1. Pre-Assess student knowledge on contraception by administering the safer-sex Kahoot. Review common myths around pregnancy. Review contraceptive options while stressing the importance of abstinence. Use the Planned Parenthood Contraceptive Box to help you.

2. Have students review their knowledge of contraception by completing and reviewing the Safer Sex Scenario worksheets with a partner.

3. Have students review their knowledge of contraception by playing a class review game.

4. Introduce STD/STIs by implementing a lesson on transmission. Use this lesson to guide you: transmission lesson

   Pre-Assess student knowledge on STDs/STIs by administering the STDs Kahoot. Review common myths around pregnancy.

5. Review STD/STIs further by reviewing the related vocabulary terms listed above.

6. Review decision making skills that allow students to demonstrate assertiveness. Have students apply their...
knowledge of STDs/STIs by completing this What Now worksheet and review.

7. Further review STD/STIs by engaging students in a class review game and then show one of the related DVDs listed above.

8. End the first half of the unit by administering summative assessments by giving students the Post-safer sex and STD Kahoots and then the Safer Sex Quiz.

9. Review HIV/AIDS by having students complete the HIV/AIDS Scavenger Worksheet with a partner then review.

10. Analyze the historical and cultural complexities that made HIV/AIDS an epidemic.

11. Introduce and review the movie Philadelphia. Have students complete and share their reflections of the movie.

12. End the unit by having students complete the Sexual Awareness Project.
Unit 7: Gender and Sexual Orientation

Understanding the Spectrums

The Compelling “Why?” of This Unit:
Students will gain understanding of their own identity while analyzing important historical and current events related to the LGBTQ+ community.

Suggested Time Frame:
6-7 Weeks

Stage One:
Desired Results

Stage Two:
Assessment Evidence

Stage Three:
Unit Learning Plan

Virginia Standards of Learning Addressed in This Unit

9.3 The student will recognize the development of sexuality as an aspect of the total personality.
Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.

9.13 The student will identify the effects of discrimination.
Descriptive Statement: The teacher helps students identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person’s mental health will also be discussed.

10.2 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
Descriptive Statement: Appropriate friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed. Discussion will include the expectations of virtual relationships.
10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

10.7 The student will explain the factors to be considered in preparing for dating and marriage.
Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction should include identifying the characteristics of dating violence and abusive relationships.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.
# Stage One: Desired Results

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<tr>
<th>Transfer Goals: Students will:</th>
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<tbody>
<tr>
<td>1. Gain a deeper understanding of the LGBTQ+ community by studying past and current events.</td>
<td>1. What gender and sexual orientation vocabulary words do I need to know and how can I apply these words?</td>
</tr>
<tr>
<td>2. Engage one another in discussions about the LGBTQ+ community.</td>
<td>2. What are terms and definitions used by the LGBTQ+ community?</td>
</tr>
<tr>
<td></td>
<td>3. What historical events impacted the LGBTQ+ community and how do they impact today?</td>
</tr>
<tr>
<td></td>
<td>4. What cultural influences affect the way I feel about the LGBTQ+ community?</td>
</tr>
<tr>
<td></td>
<td>5. How do gender roles impact relationships?</td>
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## Declarative Knowledge Objectives (from the [VDOE Curriculum Framework](#)): 

**Addressing the Essential Questions:**  
What gender and sexual orientation vocabulary words do I need to know and how can I apply these words?  
Students will be able to explain, interpret, and apply the following:

1. **Key Unit Academic Vocabulary:**
   
   Gender, Sex, Sexual Orientation, Gender Identity, Gender Expression, Biological Sex, Emotional Attraction, Sexual Attraction, All Current Terms on the LGBTQ++ Spectrum*, Matthew Shepard, Harvey Milk, HB2 Bill, Religious Freedom Bill, DOMA, Don’t Ask Don’t Tell, Eidie Windsor, Marriage, Civil Union, Discrimination, Hate Crime, Pride

   *refer to this website or ones like it for the most up to date information

## Procedure Knowledge Objectives (from the [VDOE Curriculum Framework](#)):

**Addressing Essential Questions:**

What are terms and definitions used by the LGBTQ+ community?  
What historical events impacted the LGBTQ+ community and how do they impact today?  
What cultural influences affect the way I feel about the LGBTQ+ community?  
How do gender roles impact relationships?

Students will be able to:

1. Analyze the effect of culture and history on ideas about masculinity and femininity
2. Recognize and evaluate conflicting societal messages about sexuality
3. Analyze stereotypes and discrimination related to gender and sexual orientation
4. Examine problems of sex in society
5. Analyze aspects of sexuality such as gender, sexual identity, gender roles, and sexual orientation
6. Examine definitions on the LGBTQ+ spectrum
7. Gain awareness of gender role expectations and limitations imposed by society
8. Examine Facts, theories, and societal attitudes concerning sexual orientation

Suggested Resources:

- [http://www.transstudent.org/](http://www.transstudent.org/)
- [http://www.welcomingschools.org/](http://www.welcomingschools.org/)
- [http://www.advocatesforyouth.org/](http://www.advocatesforyouth.org/)
- [http://www.thedccenter.org/](http://www.thedccenter.org/)
- The Laramie Project - DVD
- (See additional Imbedded Links throughout the Planning Process Below)
Stage Two: Assessment Evidence

Assessment Tools for This Unit

Pre-Assessment/Diagnosis:
- Pre-Spectrum Thoughts Reflection

Formative Assessment:
- Unit Reflections, Participation in Class Discussions

Summative Assessment:
- Sexuality Project

Unit 7 Transfer Task: Students will analyze current/past events that affect the LGBTQ+ community using the Sexuality Project Rubric. The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.

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<tr>
<td>Measurement Topic Rubrics</td>
<td>The measurement topics assessed by this transfer task are found using this rubric: Sexuality Project Rubric.</td>
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Stage Three: The Learning Plan

Introduction: Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

Strategies for Promoting Executive Functions:
- Framing the Learning: Clear articulation of lesson essential questions and mastery objectives.
- Providing a Lesson “Roadmap”: Use of an advance organizer (especially some type of visual representation) at the beginning of each day to ensure that students have a “road map” for where they are going—and the learning experiences they will have along the way.
- The 10-2 Rule: “Chunk” the lesson, ensuring that regular opportunities occur for students to reflect upon what they are learning.
- Encouraging Students to Monitor Their Comprehension: Encourage periodic self-reflection through exit slips, reflective journals, and discussions.
- Summarizing, Paraphrasing, and Synthesizing: Provide opportunities throughout the lesson for recaps, summaries, and debriefings about the key ideas of the lesson.

Key Components of Unit Instructional Sequence:
- Engage students and frame the learning.
- Pre-Assess students’ interests, background knowledge, and learning profiles.
- Introduce the essential questions.
- Preview transfer task, including genre.
- Explicitly teach and practice vocabulary.
- Incorporate primary sources, comparative text analysis, and critical thinking.
- Provide mini-lessons on declarative and procedural knowledge.
- Encourage student processing and linguistic output.
- Establish consistent routines to enhance executive function (self-monitoring, self-regulation, and metacognition).
- Administer summative assessments, including unit transfer task.

Instructional Practices to Support ELLs:
- Link concepts in this unit to students’ background knowledge. The background knowledge may be personal, cultural, or academic.
- Use visual images to connect with key vocabulary terms in this unit.
- Games, informal competitions, and other cooperative learning activities (especially those pairing fluent and less fluent speakers) can reinforce students’ acquisition and internalization of key unit vocabulary.
Using a Question Box

“The process of asking questions is an important learning activity that helps students to clarify and validate information being presented. Question box is a method of individualizing instruction which has been proven to enhance learning. Questions related to sexuality may seem more challenging or create discomfort for educators. One of the challenges facing teachers discussing human sexuality in the classroom is dealing effectively with questions from students.

Advantages of the Question Box

- Anonymity provides a way for students to ask questions related to sexuality without risking embarrassment or self-consciousness.
- Increased questions will increase the number of learning opportunities for the class.
- Time between lessons allows teachers to prepare an answer ahead of time and to avoid being caught off guard.
- Capitalizing on “teachable moments” is effective and can enrich the classroom.

Using Higher Order Thinking Questions To Promote Discussion and Debate:

Have students investigate, debate, and discuss higher-order questions orally and in writing:

- **Explanation**: Some would say that our school is not very LGBTQ+ friendly.
- **Analysis**: Do you agree/disagree? Why?
- **Synthesis**: Let’s examine factors that might contribute to why some feel that way.
- **Evaluation**: How do you feel about everything discussed? Why do you feel that way?
1. Pre Assess student knowledge and thoughts on Gender and Sexuality by giving them the Pre-Spectrum Thoughts Reflection. Review unit vocabulary by using the website, http://www.transstudent.org/

2. Get students sharing their personal thoughts about sexuality by conducting the Sexuality Polarity ppt with the class. Have students complete a reflection worksheet once they are done.

3. Introduce the final project for students to complete by demonstrating what makes a good presentation while demonstrating the Matthew Shepard ppt.

4. Put students into groups and give them a sexuality topic to research. Allow them to start working by using the Sexuality Project Rubric to guide them.

5. For the next few classes have students work on their projects, then have them present. Have students fill in the LGBTQ+ Events worksheet while listening to presentations. Students are encouraged to engage one another in discussion as a major part of the project.

6. End the unit by showing and reviewing the movie, The Laramie Project.

7. Have students complete and review the final unit reflections to complete the unit.

8. With the remaining weeks left in the year, review all FLE materials to help students study for their HGD Final.

9. Have students take the HGD final to assess student growth throughout the year.