

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Grade 10 Health Education Curriculum - Revised

Field Test – Spring 2005

Teacher's Edition

The enclosed material comprises the revisions to the Grade 10 Comprehensive Health Education curriculum approved by the Board of Education on November 9, 2004. Teachers are directed to replace the Mental Health unit, the Safety and Injury Prevention unit, and the Family Life and Human Sexuality unit with the revised units contained in this packet. This material is the teacher's edition and includes specific directions and information to be used in the delivery of instruction. The text material comprising the revisions and the curriculum to be field-tested is noted in *bold italic* print. The teacher directions included in this packet are noted by the shaded areas. Teachers are directed to present the information in bold italic print as direct lecture and they are not to provide additional information, interpretation, or examples.

MENTAL HEALTH

Instructional Outcomes

By the end of this course students should be able to:

- * Recognize that individuals' emotional needs and responses vary
- * Develop examples of emotionally healthy and appropriate responses in order to avoid self-destructive and negative behaviors
- * Describe and analyze factors that influence the development of *personal identity*
- * Examine defense mechanisms and their relationship to *personal identity*
- * Describe how discrimination, prejudice, and harassment impact *personal identity* and lead to conflict
- * Differentiate between needs and wants in relation to decision making
- * Generate and prioritize personal goals
- * Analyze sources of stress and the effect of its accumulation on the individual and society
- * Apply and evaluate personal coping skills in real life situations
- * Recognize and respond to signs of potential suicide and other self-destructive behaviors
- * Consider how emotions, behaviors, and *personal identity* affect and are affected by interpersonal relationships
- * Explore conflict resolution strategies that promote and sustain interpersonal relationships
- * Discuss the emotional impact of separation and/or loss in a relationship

Content Outline -- Mental Health

I. Emotional Needs and Responses

- A. Define Terminology
 - 1. Range of emotions
 - 2. Needs - Maslow's Hierarchy
 - a. Basic needs
 - b. Specific individual needs
 - 3. Response to emotions
 - a. Appropriateness
 - b. Individuality

- c. Respect for others' feelings
- 4. Natural Emotions - love, fear, grief, anger
- 5. Phobias

B. Factors Influencing Emotional Response

- 1. **Biological**
 - a. ***Innate temperament (basic foundation of personality)***
 - b. Hormone *levels*
 - c. Fatigue
 - d. ***Physical*** health
- 2. **Psychological**
 - a. ***Beliefs (about self, others, the experience or stimuli)***
 - b. ***Evaluation of past experiences***
- 3. **Sociocultural**
 - a. ***Expectations of one's cultural/ethnic group***
 - b. ***Level of conformity to expectations***
 - c. ***Impact of being a member of a minority group (e.g. racial, ethnic, sexual orientation)*** (in this context these are only examples and no further description or information about sexual orientation is to be presented at this time)

C. Changing Emotional Responses

- 1. Issue of self control
- 2. Emotionally healthy responses
- 3. Appropriate responses
 - a. Recognizing appropriate/inappropriate responses
 - b. Dealing with appropriate/inappropriate responses
- 4. Anger management
 - a. Count to 10
 - b. Take a deep breath
 - c. Time out
 - d. Conflict resolution (see Section VII, Interpersonal Relationships)
 - e. Positive stress management techniques (see Section VI, Stress, Healthy Resolution)

II. Expression of Emotions

A. Verbal

- 1. Actual meaning
- 2. Hidden meaning

B. Non-verbal

- 1. Facial expressions
- 2. Body language
- 3. Spatial-physical distance between people

III. Effects of Emotions on Behaviors of Others and Self

A. Positive

B. Negative

IV. Individuality and Uniqueness

A. *Personal Identity*

1. *Components of personal identity*

a. *Self-concept: Who am I?*

1) *Socially*

2) *Emotionally*

3) *Cognitively*

4) *Physically (both physical features and health)*

5) *Sexually (both expression and orientation)* (in this context the only point to reference is how comfortable the individual feels with their role and how they are treated as a male or female – self-concept includes how you feel about yourself and how others relate to you as a male or female)

b. *Self-esteem: How do I evaluate myself?*

1) *Socially*

2) *Emotionally*

3) *Cognitively*

4) *Physically (both physical features and health)*

5) *Sexually (both expression and orientation)* (same context as above in IV. A. 5)

c. *Body image: How do I look to myself? How do I look to others?*

1) *Socially*

2) *Emotionally*

3) *Cognitively*

4) *Physically (both physical features and health)*

5) *Sexually (both expression and orientation)* (same context as above in IV. A. 5)

2. *Indicators of personal identity/self-worth*

a. *Internal, positive*

1) *Self respect*

2) *Willingness to meet challenges*

3) *Willingness to set and attain goals*

4) *Self confident*

b. *Internal, negative*

1) *Self doubt/dislike*

2) *Depression*

3) *Goal confusion, lack of efficacy*

c. *External, positive*

- 1) *Healthy social relationships*
- 2) *Respect for others*
- 3) *Appropriate level of risk taking*
- d. *External, negative*
 - 1) *Poor interpersonal relationships*
 - 2) *Prejudice, discrimination, fearfulness toward others*
 - 3) *Excessive risk taking*
 - 4) *Self-destructive behaviors (i.e. tobacco, alcohol and other drugs, unprotected sex)*

B. Factors Influencing Self Concept

- 1. Genetic
- 2. Family
- 3. Peers
- 4. Other people (teachers, coaches, guidance counselors, etc.)
- 5. Culture
- 6. Environment (i.e., discrimination, prejudice)
- 7. Socio-economic
- 8. Media
- 9. Others

C. Enhancing Self Esteem

- 1. Positive self talk
- 2. Acknowledge strengths and be proud of them
- 3. Do not judge self by unrealistic standards
- 4. Do not compare self to others
- 5. Work at changing things that could be obstacles to success
- 6. Accept things that cannot be changed
- 7. Develop positive relationships
- 8. Trust self and own values
- 9. Find something enjoyable to do that gives you a feeling of success
- 10. Avoid self put-downs
- 11. Have a support system

D. Defense Mechanisms

- 1. Compensation
- 2. Daydreaming
- 3. Denial
- 4. Displacement
- 5. Projection
- 6. Rationalization
- 7. Reaction formation
- 8. Regression
- 9. Repression
- 10. Sublimation
- 11. Substitution

V. Decision Making Skills

A. Process

1. State the situation
2. List possible choices
3. Consider the pros and cons of each possible choice
4. Make a decision and act on it
5. Evaluate your decision

B. Needs/Wants Assessment

1. Definition
 - a. Needs (those things that human beings must have to survive and thrive)
 - b. Wants (those things that human beings desire)
2. Individualization of needs and wants
3. Effect of needs and wants on decision-making

C. Goal Setting

1. Definition
 - a. Goal (something one aims for that involves planning and decision-making)
2. Steps to obtaining goals
 - a. Select one goal to work towards
 - b. List what you will do to reach your goal
 - c. Identify others who can help you and support your efforts
 - d. Give yourself an identified period of time to reach your goal
 - e. Build in several check points to evaluate your progress
 - f. Give yourself a reward once you have achieved your goal
3. Connection Between Self Concept and Personal Goals
 - a. Profile of individual strengths and weaknesses (knowing yourself)
 - b. Relationship of profile to attainment of personal realistic goals
4. Appropriateness of Rewards

VI. Stress

A. Types of Stress

1. Eustress - positive stress
2. Distress - negative stress

B. Common Stressors -- any stimulus that produces a stress response

C. Reaction To Stress

1. Individual (i.e., fatigue)
2. Personality -- type A, type B

3. Self defeating/destructive behaviors
- D. Coping Behavior to Handle Stress
1. Healthy resolutions
 - a. Relaxation techniques
 - b. Support groups
 - c. Support system
 - d. Time management
 - e. Exercise
 - f. "Time out" or detachment
 - g. Other
 2. Self defeating choices
 - a. Withdrawal
 - b. Procrastination
 - c. Substance abuse
 - d. Violence
- E. Self Destructive Behavior
1. Negative risk taking
 - a. Drug and alcohol abuse
 - b. Speeding
 - c. Eating disorders
 - d. Suicide
 - e. Other
 2. Depression
 - a. Dealing with "the blues"
 - b. Clinical depression
 3. Signals of suicide
 - a. Talk about suicide
 - b. Give possessions away
 - c. Say good-bye
 - d. Radical change in behavior
 - e. Depression
 - f. Other
 4. Responses to suicidal person
 - a. Listen
 - b. Question method of suicide
 - c. Remain with individual
 - d. Alert responsible adult
 - e. Continue to be supportive
- F. Factors Influencing Stress
1. Age, social status, income, state of health, diet, sleep habits, cultural background, *sexual identity*, and previous experience (sexual identity is to be used as an example only with no further discussion at this point)

2. Control versus helplessness
- G. Body's Response to Stress
1. Adrenal glands
 2. Hormone secretion
 - a. Adrenaline ("fight or flight")
 - b. Beta-endorphine (feeling of well-being)
 3. Reaction of other body functions
- H. Effects of Stress
1. Disease (headaches, hypertension, asthma, colitis, fatigue, etc.)
 2. Accidents and injuries
 3. Social health (relationships)
- I. Managing Stress
1. Time management (planning)
 2. Defense mechanisms
 3. Rechanneling your energy
 4. Laughing
 5. Learning to relax
 6. Support groups
 7. Exercising
 8. Proper nutrition
- J. Active Relaxation Techniques
1. Correct breathing techniques
 2. Meditation
 3. Yoga
 4. Tai-chi
 5. Massage and accupressure
- VII. Interpersonal Relationships
- A. Types of Relationships
1. Family
 2. Friends
 3. Co-workers
 4. **Romantic**
 5. Other
- B. Emotional Components of Relationships
1. Respect
 2. Responsibility
 3. Trust
 4. Honesty
 5. Reciprocity -- "give and take" relationship

C. Influences On Peer Relationships

1. Group identity
 - a. *A peer group is a group of people of a similar age*
 - b. *Adolescents seek autonomy from their parents and seek social support from their peers*
 - c. *Peer groups can provide:*
 - i. *Ways to learn how to interact socially with others*
 - ii. *Assistance in defining personal identity, interests, and abilities*
 - iii. *Can provide social support and a sense of approval*
2. Group pressure/manipulation
 - a. *Peer pressure is described as the influences and pressures adolescents feel from their peers*
 - b. *Can be positive or negative*
 - i. *Positive: academic and athletic achievement*
 - ii. *Negative: pressure to do anything that you know to be wrong, do not want to do, or feel you are not ready to do*
 - iii. *Three factors that help adolescents resist negative peer pressure are self-esteem, self-confidence, and family support*
3. *Impact of not identifying with any group may include:*
 - a. *Social withdrawal/isolation*
 - b. *Impaired school performance*
 - c. *Higher risk of absenteeism*
 - d. *Depression*
 - e. *Risky behaviors (i.e. drug abuse, smoking, alcohol abuse and risky sexual behaviors)*
 - f. *Delinquency*
 - g. *Bullying*

D. Skills to Improve Relationships

1. Listening skills
 - a. Reflective -- repeat same words
 - b. Clarification -- restate speaker's message
 - c. Non-judgmental -- not expressing own opinion
 - d. Disclosure -- share from own personal experiences
2. Communication skills
 - a. Verbal -- includes honest feedback
 - b. Non-verbal
 - c. Written
 - d. Aggressive, passive, and assertive styles
3. Conflict resolution
 - a. Refusal skills
 - b. Compromise
 - c. Mediation

- E. Disruption of Relationships
 - 1. Types
 - a. Loss/death
 - b. Separation
 - c. Rejection
 - 2. Importance of grieving

Content Resources:

Discover Decisions for Health, Educational Assessment Publishing Co., 1993
Glencoe Health, MacMillan/McGraw-Hill, 1994
Glencoe Health, Teaching Transparencies, MacMillan/McGraw Hill, pages 15, 18, 19, 1994.
Perspectives on Health, D. C. Heath and Company, 1994.
Mental and Emotional Health, Health Facts Series, ETR Associates, 1994.
Death and the Adolescent, Glencoe Health, Macmillan/McGraw Hill, 1994.

Activity Resources:

Comprehensive School Health Education, Second Edition, Meeks Heit Publishing Company, 1996.
From Peer Pressure to Peer Support, Johnson Institute, 1993. (in The Prevention Center)
100 Ways to Enhance Self-Concept in the Classroom, Prentice-Hall Curriculum and Teaching Series, 1994.
101 Support Group Activities, Johnson Institute, pages 25-79, 1992.
Parents, Getting A Head Start Against Drugs, U. S. Department of Health and Human Services, 1993.
Personal and Social Skills, ETR Associates, 1992.
Substance Abuse Prevention Activities, Prentice Hall, pages 3-159, 1991.
Communication and Self-Esteem, Choosing Health Series, ETR Associates, 1997.

Videos:

"Self-Esteem," V 2811
"When Things Get Tough: Teens Cope with Crisis," (stress) V3939
"Self Esteem: America's Teenage Video," V4169
"Top Secret: A Friend's Cry for Help," (suicide) V3923
"Deadly Secret: The Robert Bierer Story," (suicide) V4160
"David's Story: A Teen Suicide," V4872
"Anger: You Can Handle It," V4980
"He's So Fine," (sexual harassment) V4491
"Respect," V5698
"Death," V5356
"It's in Everyone of Us," V4969
"Personal Ethics and Future of World," 28 min., V5850
"Lost and Found: Young People Talk About Depression," 21 min., V5792

“Anxiety Disorders,” 14 min., V5800
“Stress and Anxiety,” 9 min., V5787
“Stress,” V5356
“For Goodness Sake,” V5329
“The Fourth ‘R’: Responsibility,” V6384

Additional Resources:

Mental Health and Information Referral, 410-767-6611
U. S. Department of Health and Human Services
Montgomery County Prevention Center
Montgomery County Mental Health Association

Guest Speakers

Guidance Counselors
School Nurse
Mental Health Association, 301-424-0656

Grade 10 Safety, First Aid, and Injury Prevention
Approved by CACFLHD
April 1, 2004

SAFETY, FIRST AID, AND INJURY PREVENTION

Instructional Outcomes

By the end of this course students should be able to:

- * Recognize the potential for preventable injury/death among the adolescent population
- * Explore ways for eliminating/modifying specific hazardous situations
- * Identify various laws, regulations, and codes of conduct governing safety
- * Explain the Good Samaritan Law and other codes that pertain to emergency situations
- * Demonstrate injury prevention procedures that can be implemented in the home
- * Describe procedures for accessing emergency services
- * Demonstrate selected first aid procedures
- * Analyze risk-taking behaviors and their consequences
- * Describe behaviors and settings that place individuals at personal risk of assault, rape, or abuse
- * Identify and describe community resources and services that promote a safe, healthy environment

Content Outline

I. Causes of Injuries/Death Related to Adolescence

A. Traffic Related

1. Pedestrian
2. Cars/trucks
3. Rollerblades/skateboards
4. Bike
5. Motorcycle/Mo-ped
6. Other vehicles

B. School Related

1. Hall conduct
2. Fire drills
3. Specific subject and classroom hazards (i.e., laboratory, gymnasium)
4. Fighting

C. Home

1. Falls
2. Power tools and appliances
3. Guns
4. Other

- D. Risk-Taking Activities
 - 1. Alcohol and other drug use
 - 2. Inappropriate peer interaction
 - 3. Job related
 - 4. Leisure activities
 - a. Rock climbing
 - b. Hunting
 - c. Swimming
 - d. Jogging
 - 5. Common sense safety rules not followed
 - E. Crime
 - 1. Weapon violence
 - 2. Physical abuse
 - 3. Rape/date rape
 - F. Environmental
 - 1. Electrical hazards in the home and workplace
 - 2. Fire hazards in the home and workplace
 - 3. Waste/toxic waste
 - 4. Natural disasters
- II. Risk Taking
- A. Positive Risk-Taking Activities
 - 1. Biking
 - 2. Jogging
 - 3. Swimming
 - 4. Rock climbing
 - 5. Rollerblading
 - B. Negative Risk-Taking Behaviors
 - 1. Personal
 - a. **Alcohol and other drug** use
 - b. Reckless driving
 - c. General disregard for safety rules
 - d. **High risk sexual activity**
 - 2. Societal violence
 - a. Assault/murder
 - b. Rape/sexual assault
 - c. Physical abuse
 - d. **Harassment/discrimination**
 - i. **Racial/ethnic**
 - ii. **Sexual**
 - iii. **Sexual orientation** (in this context sexual orientation is given as an example of a personal characteristic that may cause an

individual to be a target of harassment/discrimination – no additional information or description is to be provided by the teacher at this point)

iv. Disability

v. Religion

3. Environmental pollution
 - a. Short-term
 - b. Long-term

C. Risk-Reduction Check List

1. Physical exam
2. Formal and informal instruction
3. Adherence to safety practices
4. Proper care and maintenance of equipment
5. Knowledge of participants
6. Awareness of physical, emotional, social, spiritual benefits
7. Common sense

D. Consequences of Negative Behaviors

1. Physical injury
2. **Death**
3. Psychological effects
 - a. temporary crisis
 - b. permanent institutionalization
4. Legal effects
 - a. Reprimand
 - b. Fine
 - c. Liability
 - d. Incarceration

III. Personal Injury and Ways to Minimize the Consequences

A. Home

1. Behaviors that place people at-risk
 - a. AOD use
 - b. Family crisis/violence
 - c. Lack of supervision
2. Possible ways to minimize the risk
 - a. Seek a safe place
 - b. Call police
 - c. Counseling/therapy
 - d. Lock windows and doors
 - e. Smoke detectors/carbon monoxide detectors

B. Cars

1. Risk behaviors

- a. On a date/parking
- b. AOD use by driver/occupants
- 2. Possible ways to minimize the risk
 - a. Set date rules ahead of time
 - b. Use consistent verbal and nonverbal cues
 - c. Plan an alternative way home
 - d. Lock windows and doors

C. School

- 1. Risk behaviors
 - a. Verbal harassment
 - b. Physical confrontation
 - c. Inappropriate crowd response at school functions
- 2. Possible ways to minimize the risk
 - a. Think before you react
 - b. Peer mediation
 - c. Seek adult intervention, if/when the situation warrants
 - d. Conflict resolution skills

D. Community

- 1. Risk behaviors
 - a. Being followed
 - b. Mob reaction to an event
 - c. Gang-related problems
- 2. Possible ways to minimize risk of injury
 - a. Be familiar with surroundings
 - b. Stay in a group
 - c. Carry a whistle and/or yell "fire!"
 - d. Do not put yourself in an unsafe situation

IV. Ways To Modify and/or Eliminate Potentially Hazardous Situations

A. Common Sense

B. Education

- 1. Universal precautions
- 2. CPR/first aid skills

C. Legislation

D. Enforcement of Rules, Regulations, and Laws

E. Evaluating Consequences of Risk Behaviors

F. Proper Use of Equipment

V. Laws and Codes That Pertain to Emergency Situations

A. Good Samaritan Law

B. Other Codes

1. School safety rules and regulations
2. Job related safety codes - Occupational Safety and Health Administration (OSHA)

C. Laws Regarding Safety

1. Federal
2. State
3. Local

VI. Assessing and Accessing Emergency Services

A. Assess Situation

1. Urgent (life threatening) vs non-urgent
 - a. Injuries
 - b. Sudden illness
 - c. Respiratory emergencies
 - d. Emotional (family crisis)

B. Accessing Appropriate Services

1. Emergency services
 - a. Police
 - b. Fire department
 - c. Rescue squad
 - 1) Level I - EMT
 - 2) Level II - Medical Technician (cardiac team)
 - 3) Level III - Shock-Trauma Team

C. Major Concerns of Rescue

1. Panic and confusion
 - a. Rescuer
 - b. Bystanders
2. Fear of disease transmission
 - a. Through direct contact with body fluids (i.e., AIDS, Hepatitis B, other viruses)
 - b. Airborne - i.e., Tuberculosis
3. Lack of equipment
 - a. First Aid kits - content and placement
 - b. Use of alternative materials
4. Lack of training of rescuer
5. Universal precautions

VII. First Aid

A. Urgent First Aid--Overview of skills needed to treat:

1. Cardio-respiratory failure
2. Severe bleeding
3. Poisoning
4. Shock
5. Stroke
6. Heat exhaustion/heat stroke

B. Non-urgent First Aid

1. Small bone fractures/injuries
2. Bleeding
3. Fainting
4. Labor
5. Anxiety/panic attacks

VIII. Community Resources and Services

A. Crisis Intervention Agencies

1. Children's Help Center (child abuse)
2. Community Crisis Center (family crisis, sexual assault and spouse abuse)
3. Montgomery County Hotline (crisis advice on anything)
4. Maryland Poison Information Center (identification, information on treatment after ingestion of poisons, drugs, and plants)
5. Sexual Assault and Rape Services
6. Spouse Abuse Services
7. Washington Area Council on Alcohol and Drug Abuse (WACADA) - (intervention and treatment for drug/ alcohol abuse)
8. Hospitals (emergency service)
9. American Red Cross (emergency food, shelter, clothing in case of fire or natural disaster)
10. Others may be accessed through Montgomery County Directory of Community Resources (found in school media centers/county libraries)

B. Intervention, Prevention, and Treatment Agencies

1. Montgomery County Department of Health and Human Services (provides comprehensive health services for county residents)
2. Suburban Hospital Trauma Service (contacted by paramedics directly)
3. Medical Society of Montgomery County (assist in finding physicians and appropriate medical assistance)
4. Counseling services and systems
5. Self-help programs
6. Other

C. Educational Resources

1. All nationally known public and private health agencies

- a. Formal classes in area of vested interest (i.e., American Red Cross - CPR)
 - b. Speakers
 - c. Various audio-visual materials
2. School
- a. Certified teachers in health areas
 - b. School nurse

Content Resources:

Discover Decisions for Health, Educational Assessment Publishing Co., 1993.
Glencoe Health, MacMillan/McGraw-Hill, 1994.
Perspectives on Health, D. C. Heath and Company, 1994.
Injury and Violence Prevention, Health Facts Series, ETR Associates, 1994.
Basic First Aid Instructor's Manual, American Red Cross, 1990.
The Secret is Out, Montgomery County Department of Social Services, 1993.
Comprehensive Guide for Sexual Assault/Rape, Montgomery County Department of Addiction, Victim and Mental Health Services, 1993.
Education for Sexuality and HIV/AIDS, Meeks Heit Publishing Company, 1993, pages 117-124.
Violence Prevention, D. C. Heath and Company, 1994.
Violence Prevention, Meeks Heit Publishing Co., 1995.
The Reality of Violence, Glencoe Health, MacMillan/McGraw-Hill, 1994.

Activity Resources:

Entering Adulthood: Skills for Injury Prevention, ETR Associates, 1991.
Violence Prevention, Meeks Heit Publishing Co., 1995.
Comprehensive School Health Education, Second Edition, Meeks Heit Publishing Company, 1996.
Education for Sexuality and HIV/AIDS, Meeks Heit Publishing Company, 1993, pages 428-430.
Violence and Injury, Choosing Health Series, ETR Associates, 1997.
Flirting or Hurting?, NEA Professional Library Publication, 1996.
Sexual Harassment and Teens, Free Spirit Publishing, 1992.

Videos:

"No Visible Bruises: The Katie Kowstner Story," V4158
 "Acquaintance Rape Series," (The Prevention Center)
 "Fire Power," V4883
 "Heart on a Chain: the Truth About Date Violence," V3434
 "Playing the Game," (date rape) V4226
 "In Real Life: Sexual Harassment In Schools," V5041
 "Violence: Ripple Effect," V4864
 "Resisting Pressure to Join Gangs," V5118

"When Dating Turns Dangerous," V4981
"It's In Every One of Us," V4969
"He's So Fine," (sexual harassment) V4491
"Sacred Silent - Incest," V5438
"Violence: Myths vs Reality," V4867
"Personal Ethics and Future of the World," 28 min., V5850
"Crown Prince," V5896
"Real People: Stop The Violence," V6164
"Breaking The Cycle: Child Abuse," 30 min., V5821
"Real People: Violence In The Family," V5894
"Sexual Harassment: Stop It Now," V6303

Additional Resources:

Montgomery County Fire and Rescue Services
American Red Cross

Guest Speakers:

Officer Luis Hurtado (301) 840-2881 - (Violence Prevention)
Kirk Simon (301) 926-0729 - (Safety/Injury Prevention)
Cheryl Banks (301) 258-0631, (410) 626-1230 - (Date/Acquaintance Rape)
Local Fire Department - (Fire Prevention)
Officer Don Smith (301) 421-5448 (Auto Theft Prevention)

Grade 10 Family Life and Human Sexuality
Approved by CACFLHD
April 1, 2004

FAMILY LIFE AND HUMAN SEXUALITY

Note: The section of this unit that addresses human sexuality is optional. Students under age 18 must have parental permission prior to receiving instruction. Only those outcomes noted with an (o) require parental permission. The remaining outcomes are required for all students.

Instructional Outcomes

By the end of this course students should be able to:

- * **Define terms related to human sexuality (o)**
- * Define the term family and describe a variety of differing family *configurations* that exist in society
- * Cite ways in which culture and other forces affect family values and practices
- * Describe how the family meets the needs of its members throughout the life cycle
- * Discuss effects of hormonal changes on behavior throughout the life cycle
- * **Describe** factors that contribute to sexual identity *as part of personal identity (o)*
- * Identify issues that may enhance or threaten relationships, marriage, and families
- * Identify and describe the anatomy and physiology of the human reproductive systems (o)
- * Describe physiological dysfunctions, STD's, and psychological factors that affect human reproduction (o)
- * Describe fertilization, fetal development, and child bearing (o)
- * Identify the most prevalent congenital and hereditary conditions that affect the fetus (o)
- * Examine how culture, value systems, and the family influence attitudes toward sexual behavior (o)
- * Analyze how the media and social trends influence relationships, sexual behavior, marriage, and family (o)
- * **Examine myths and facts of human sexuality (o)**
- * Analyze risks and consequences of sexual activity (o)
- * Recognize how laws relate to relationships, marriage, and sexual behavior (o)
- * Demonstrate resistance skills and assertive behaviors which contribute to healthy sexuality (o)
- * Analyze the responsibilities and psychological impact of marriage and parenthood (o)
- * Examine moral, religious views, health, and economic considerations that influence family planning decisions (o)
- * Identify abstinence from sexual intercourse as the most effective means of preventing pregnancy (o)
- * Evaluate methods of family planning and the effectiveness of methods of contraception (o)

Introduction to Unit: (the teacher should read or summarize the following statement at the start of the unit to alert students to what will be studied in this unit)

Addressing human sexuality in an appropriate and factual fashion leads to informed teens, increasing the likelihood of students making healthy decisions. The study of human sexuality provides young adults with the knowledge and skills necessary to make informed choices. Human sexuality encompasses much more than sexual feelings or sexual intercourse. It is an important part of who a person is and what she or he will become. It includes all the feelings, thoughts, and behaviors of being female or male, being attractive, and being in love, as well as being in an intimate relationships that may or may not include physical sexual activity. During this unit we will cover five components of human sexuality.

- 1. Sexual Identity --** *The development of a sense of who one is sexually, including a sense of maleness and femaleness. (See complete definition in IA)*
- 2. Intimacy --** *The ability and need to experience emotional closeness to another human being and have it returned.*
- 3. Sensuality --** *Awareness, acceptance of, and comfort with one's own body; physiological and psychological enjoyment of one's own body and the bodies of others.*
- 4. Sexualization --** *The use of sexuality to influence, control, or manipulate others.*
- 5. Sexual Health and Reproduction --** *Attitudes and behaviors related to producing children, care and maintenance of the sex and reproductive organs, and health consequences of sexual behavior.*

Source: Life Planning Education, Advocates for Youth, Washington, D.C., page 123

Content Outline

- I. ***Describe Factors Contributing to Sexual Identity as Part of Personal Identity***
(Please Note: the sources for the definitions are listed below for teacher use **only**. The definitions are to be presented to students as stated below – no additional information, interpretation or examples are to be provided by the teacher or solicited from students.)

A. What is Sexual Identity? This term refers to a person's understanding of who she or he is sexually, including the sense of being male or female. Sexual identity can be thought of as three interlocking pieces: gender identity, gender role, and sexual orientation.

Source: Life Planning Education, Advocates for Youth, Washington, D.C., Page 125.

Together, these pieces of sexual identity affect how each person sees herself or himself and each piece is important:

1. Gender Identity: a person's internal sense of knowing whether you are male or female. Source: American Academy of Pediatrics, Pediatrics, Vol. 92, No. 4 (Oct. 1993), pp. 631-634

2. Gender Role: knowing what it means to be male or female, or what a man or woman can or cannot do because of their gender. Some things are determined by the way male or female bodies are built. For example, only women menstruate and only men produce sperm. Other things are culturally determined. In our culture, only women wear dresses to work, but in other cultures, men wear skirt-like outfits everywhere. Source: Life Planning Education, Advocates for Youth, Washington, D.C., Page 125

3. Sexual Orientation: the persistent pattern of physical and/or emotional attraction to members of the same or opposite sex (gender). Included in this are heterosexuality (opposite-gender attractions), homosexuality (same-gender attractions), and bisexuality (attractions to members of both genders). Source:

American Academy of Pediatrics, *Pediatrics*, Vol. 92, No. 4 (Oct. 1993), pp. 631-634

a. Heterosexual or “Straight” refers to people whose sexual, emotional and affectional feelings are for the opposite gender (sex): Men who are attracted to women, and women who are attracted to men. Source: American Psychiatric Association Fact Sheet: Gay, Lesbian and Bisexual Issues (May 2000)

b. Homosexual or “Gay” refers to people whose sexual, emotional and affectional feelings are for the same gender (sex): Men who are attracted to men; and women who are attracted to women. Source: American Psychiatric Association Fact Sheet: Gay, Lesbian and Bisexual Issues (May 2000)

c. Lesbian refers to women who are homosexual. Source: American Psychological Association Online, *Answers to your Questions About Sexual Orientation and Homosexuality*. (July 2003)

<http://www.apa.org/pubinfo/answers.html>

d. Bisexual or “Bi” refers to people whose sexual, emotional and affectional feelings are for both genders. Source: same as for lesbian, above

e. Questioning refers to people who are uncertain as to their sexual orientation. No source

For Teacher Reference Only (The information in the shaded area is not to be shared with students.)

Questioning refers to people who are uncertain as to their sexual orientation. (No source)

Transgender refers to someone whose gender identity or expression differs from conventional expectations for their physical sex. This term includes transsexual and transvestite. (Source: American Academy of Pediatrics, *Pediatrics*, Vol. 92, No. 4 (Oct. 1993), pp. 631-634)

Coming Out refers to the process in which a person identifies himself or herself as homosexual or bisexual to family, friends and other significant people in his or her life. (Source: American Psychiatric Association Fact Sheet: Gay, Lesbian and Bisexual Issues (May 2000)).

Intersexed refers to people who are born with anatomy or physiology (ambiguous genitalia) that differs from cultural and/or medical ideals of male and female. (School Resource)

II. Family -- The Basic Unit of Society

A. Definition: A family is two or more people who are joined together by emotional feelings or who are related to one another.

1. The year 2000 U.S. Census showed a significant increase in nontraditional households and family configurations

2. American families are becoming more complex and the greater variety of households encourages open mindedness in society

B. Kinds of Families

1. Nuclear **family**

2. Single-parent family

3. Married couple without children family

4. Extended family (includes additional relatives and/or friends)

5. Blended family (remarriage with children)

6. **Same sex parents family** (this should not be interpreted as same sex marriage)

7. **Foster family**

8. **Adoptive family**

9. **Others**

C. Values

1. Examples (i.e., loyalty, honesty)

2. How family imparts values to members

3. How culture and other influences affect family values

D. Roles and Responsibilities in Meeting Needs Throughout The Life Cycle

1. Family needs (physical, emotional, financial)

2. Changing roles and needs of family members

E. Impact of Family-Related Issues On Society

1. Violence (against family members and/or society)

2. Socio-economic factors

3. **Divorce**

4. Education

5. Neglect/Abuse

6. "Latch-key generation"

7. **Same sex relationships**

8. Illness/death

9. Drug involvement

10. Geriatric care

11. Others (**e.g. assisted reproductive technology**)

III. Interactions Between Physical and Psychological Development

A. Overview of Growth and Development Process

1. Changes of adolescence/puberty

2. Effects of hormones on behavior throughout adolescence and life
- B. Factors Contributing to Sexual Identity as Part of Total Personality
1. Physical (genetic, anatomical)
 2. Psychological
 3. Environmental
 4. Other

IV. Development of Relationships

- A. Definition of Relationship
- B. Types of Relationships (*list below is not in any priority order*)
1. ***Familial***
 2. ***Friendship***
 3. Platonic
 4. ***Romantic***
 5. ***Intimate***
 6. ***Sexual***
 7. ***Marital***
 8. ***Professional***
 9. ***Others***
- C. Factors to Consider in Forming a Healthy Relationship
1. Mutual respect
 2. Trust
 3. Friendship
 4. Open communication
- D. Responsibilities in Relationships
- E. Issues Which Enhance or Threaten Relationships
1. Communication
 2. Trust/Respect
 3. Compatibility
 4. Honesty
 5. Abuse
 6. Children
 7. Financial
 8. Other
- F. Laws Relating to Relationships/Marriage
- G. Importance of Monogamy in Building Trust in a Relationship/Marriage

- IV. Factors Influencing Sexual Attitudes and Behavior
 - A. Family (culture, religion, etc.)
 - B. Peer Pressure
 - C. Media/Social Trends
 - D. Biological (hormonal)
 - E. Misunderstandings
 - 1. Reproductive systems and functions
 - 2. Stereotypes regarding "typical" male and female behaviors and attitudes
 - F. Effective Communication (verbal/non-verbal)
 - 1. Assertive behaviors
 - 2. Resistance skills
 - 3. Other
 - G. Laws Relating to Sexual Behavior
 - 1. Date/acquaintance rape
 - 2. Statutory rape
 - 3. Sexual harassment
 - 4. Sexual assault
 - 5. Other
 - H. Possible Consequences of Sexual Activity
 - 1. Emotional
 - 2. Legal
 - 3. Financial
 - 4. Health-related
 - 5. Relational
 - 6. Other
 - I. Advantages of Sexual Abstinence
 - 1. No fear of pregnancy
 - 2. Lower risk of disease transmission
 - 3. Permits relationship to develop without sexual pressures
 - 4. Other
- V. Human Reproduction
 - A. Reproductive Systems and Processes
 - 1. Male and female anatomy and physiology
 - 2. Fertilization and fetal development
 - 3. Pregnancy and childbirth

- B. Factors Affecting the Reproductive Process
 - 1. Physiological dysfunctions
 - a. Examples (i.e., blockage of tubes, low sperm count, miscarriage)
 - b. Technology for addressing dysfunctions (i.e., test-tube babies, amniocentesis, artificial insemination)
 - 2. Diseases
 - a. STD's
 - b. Others (i.e., diabetes, cardio-respiratory)
 - 3. Psychological problems
- C. Conditions Affecting the Fetus and Newborn
 - 1. Hereditary
 - a. Down Syndrome
 - b. Cystic fibrosis
 - c. Tay-Sachs
 - d. Sickle-cell anemia
 - e. RH factor
 - f. PKU (Phenyl Ketonuria)
 - g. Others
 - 2. Non-hereditary
 - a. Pre-natal care
 - b. Effects of chemicals (tobacco, alcohol, drugs)
 - c. Nutrition
 - d. Maternal diseases during pregnancy (STD's, rubella, etc.)
 - e. Other

VI. Issues of Pregnancy and Parenthood

- A. Reasons For Becoming A Parent (positive and negative)
- B. Changes in Lifestyle - (male and female) caused by pregnancy and parenthood (unplanned and planned, including adoption)
 - 1. Universal Factors
 - a. Responsibilities
 - b. Psychological impact
 - c. Physical conditions (body changes, lack of sleep)
 - d. Financial
 - e. Problems related to lack of parenting skills
 - f. Other
 - 2. Teenage Pregnancy and Parenting
 - a. Impact of decisions to keep baby, give up baby for adoption/guardianship, etc.
 - b. Lifestyle changes caused by parenting

VII. Family Planning and Pregnancy Prevention

A. Decision-Making

1. Influence of ethical, moral, and religious views
2. Health factors
3. Financial
4. Other

B. Pregnancy Prevention

1. Abstinence - Only 100% effective method
 - a. Commitment to chastity
 - b. Life style choice
 - c. Safety from pregnancy and disease
 - d. Assertive behaviors
2. Considering contraceptive methods and devices
 - a. What they are
 - b. How they work
 - c. Convenience and effectiveness
 - d. Availability and cost
3. Contraceptive Methods
 - a. Abstinence
 - b. Periodic abstinence
 - 1) calendar
 - 2) basal body temperature
 - 3) mucus billings method
 - c. Barrier methods
 - 1) spermicidal preparations
 - 2) condom
 - 3) diaphragm
 - 4) intrauterine devices (IUD)
 - d. Oral contraceptives
 - e. Norplant
 - f. Injectable hormones (DES)
 - g. Withdrawal
 - h. Surgical sterilization

C. Resources for Information and Assistance

1. Services
 - a. School nurse
 - b. Clinics
 - c. Organizations
 - d. Other
2. Confidentiality laws
3. Minor consent law

Content Resources:

Discover Decisions for Health, Educational Assessment Publishing Co., 1993.
Education for Sexuality and HIV/AIDS, Meeks Heit Publishing Co., 1993.
Glencoe Health, MacMillan/McGraw Hill, 1994.
Sexuality, Health Facts Series, ETR Associates, 1994.
Perspectives on Health, D. C. Heath and Company, 1994.
Education in Sexuality, Glencoe Health, MacMillan/McGraw Hill, 1994.

Activity Resources:

Personal and Social Skills, ETR Associates, 1992.
Comprehensive School Health Education, Second Edition, Meeks Heit Publishing Co., 1996.
Education for Sexuality and HIV/AIDS, Meeks Heit Publishing Co., 1993.
Reducing the Risk: Building Skills to Prevent Pregnancy, STD, and HIV, ETR Associates, 1993.
Sexuality and Relationships, Choosing Health Series, ETR Associates, 1997.
Abstinence, Choosing Health Series, ETR Associates, 1997.

Videos:

"Journey to Birth," V1481
"Preview of a Birth," V3780
"Fetal Development: A Nine Month Journey," V5119
"Alcohol and Pregnancy: Fetal Alcohol Syndrome and Fetal Alcohol Effects," V5039
"Real People: Teens Who Choose Abstinence," V4870
"Teenage Sex: Resisting the Pressure," V4975
"Sex, Lies and the Truth," V3925
"It Only Takes Once," V2559
"Saying No: A Few Words to Young Adults About Sex," V3431
"Sexual Responsibility: A Two-Way Street," V3782
"Hope is Not a Method," V4044
"Considering Condoms," V4240
"Soapbox With Tom Cottle: Daddy is 17," (teenage fatherhood) V2805
"How Can I Tell If I'm In Love?," V2555
"Family In Crisis," V2911
"Living With Trouble - Crisis In The Family," V1529
"Great Chastity Experiment," (abstinence) V1730
"Campaign For Our Children," (public service TV spots) V3998
"Teenage Birth Control: Why Doesn't It Work," V2696
"Miracle of Life," V5358
"Who Do You Listen To? Choosing Sexual Abstinence," V5544
"Love in the Dark Ages," V5693
"You Can Mary For Keeps," V5591
"This Ain't No Dress Rehearsal: Abstinence and Teens," V6063

“Real People Relationships: When They Help, When They Hurt,” V5895
“Choices and Chances,” copy sent to each high school August 1998.

Additional Resources:

Contraceptive Display Kit - sent to all high schools in 1993.
Abstinence Makes the Heart Grow Fonder (posters). Sent to all high schools in 1994.

Guest Speakers:

School Nurse
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