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| **El Paso ISD Health Grade Level: H.S.** | | | **Unit 4: Promoting Safe and Healthy**  **Relationships** | | | **10/8/12 – 10/26/12** |
|  | | | **Chapter 10: Skills for Healthy Relationships**  **Chapter 11: Family Relationships**  **Chapter 12: Peer Relationships**  **Chapter 13: Violence Prevention** | | | |
| **Academic Vocabulary:**  ***Foundations of a Healthy Relationship: cooperation, compromise, friendship, communication, citizenship, role, relationship, body language,***  ***tolerance, active listening, constructive criticism, “I” messages, prejudice, negotiation, conflict resolution, mediation, conflict, peer mediation,***  ***interpersonal conflict, confidentiality***  ***Family Relationships: affirmation, extended family, family, sibling, custody, divorce, grief, resiliency, separation, sexual abuse, cycle of***  ***violence, domestic violence, emotional abuse, physical abuse, child abuse, crisis center, mediator, foster care, family counseling***  ***Friendships and Dating: clique, peers, stereotype, friendship, platonic friendship, aggressive, harassment, passive, refusal skills, assertive,***  ***manipulation, peer pressure, affection, infatuation, curfew, abstinence, self-control, priorities, sexually transmitted disease***  ***Safety and Protection: assertive, self-defense, body language, bullying, peer mediation, violence, gang, sexual harassment, assail\ant, homicide,***  ***random violence, sexual assault, assault, prejudice, rape, sexual violence, date rape, physical abuse, verbal abuse, abuse, stalking*** | | | | | | | |
| **Guiding Questions**  **Chapter 10**   1. How do you know when you are communicating effectively? 2. What is reflective listening? 3. List the strategies for conflict resolution. 4. What two things should you consider when deciding how to respond to conflict? 5. When might it be necessary to have a mediator help settle a conflict?   **Chapter 11**   1. Why is the family considered the basic unit of society? 2. Lists five traits of a healthy family. 3. List three ways to cope with stress within the family. 4. What are the three Rs for preventing and avoiding domestic violence? 5. Besides crisis centers and hot lines, list three resources to which families in crisis can turn for help.   **Chapter 12**   1. Identify five attributes of a true friendship. 2. What are some benefits of dating? 3. Identify three risks associated with sexual activity during the teen years. 4. How can body language be used to communicate refusal? 5. Describe a problem that can result from an unplanned teen pregnancy.   **Chapter 13**   1. List and analyze five strategies that you might use to avoid violence. 2. What are three strategies that communities use to increase safety in their neighborhoods? 3. What are two ways of dealing with a bully? 4. Identify two safety tips that can help protect an individual from assault. 5. Name two strategies to break the violence cycle. | | **Enduring Understandings**  **Chapter 10**   1. You are communicating effectively when the messages you send and receive are interpreted correctly. 2. Rephrasing or summarizing what the speaker says to make sure you understand what is intended. 3. Conflict Resolution Strategies:   \*take time to calm down and think the situation over  \*take turns having each person explain their side of the conflict without  interruption  \*as for clarification so that each person understands the other’s position  \*brainstorm solutions until both sides come to an agreement  \*follow up to see whether the correct solution was chosen   1. Always remember your primary concern is your health and safety and walking away from a potentially dangerous situation is a mature and healthful choice.   5. Necessary if the two parties are unable to find a solution for the problem  causing the conflict.  **Chapter 11**   1. The health of society is directly related to and dependent upon the health of families. 2. Healthy family traits:   \*commitment  \*spending time together  \*trust  \*good communication  \*love and respect  \*the ability to solve problems   1. \*speak with a parent or another trusted adult or sibling about the problem   \*make an effort to help out to relieve some stress  \*read books about or talking to people who have gone through similar  Situations  \*use stress-management techniques   1. R-recognize the types of behaviors that are abusive   R-resist these behaviors  R-report incidents of abuse to authorities or someone who can help   1. Resources for families in crisis to turn:   \*police  \*shelters  \*family counseling  \*community services  \*hospitals/clinics  \*substance abuse and treatment facilities  **Chapter 12**   1. Attributes to a true friendship:   \*similar values, interests, attitudes and beliefs  \*open and honest communication  \*sharing of joys, disappointments, dreams, and concerns  \*mutual respect, support, and caring  \*genuine concern about each other’s safety and well-being   1. Benefits of dating:   \*develop social skills and get to know one another better  \*discover new interests and have fun  \*reaffirm values  \*learn what type of person you may want to build a future with   1. \*unplanned pregnancies   \*exposure to sexually transmitted diseases, including HIV  \*loss of self-respect or respect of others   1. Body language can be used to back up words; shaking your head reinforces “no” message. 2. Unplanned teen pregnancy risks:   \*health risks to mother and baby  \*dropping out of school  \*giving up your future plans and dreams  \*being held responsible by the law for child support  **Chapter 13**   1. Strategies to avoid violence: (any five)   \*avoid unsafe areas  \* do not carry your wallet or purse in an easy to grab place  \*walk with confidence and briskly  \*park in well lit areas and have your car keys ready  \*avoid walking alone at night  \*let people know where you are going and when you should return  \*ask person driving you home not to leave until you have entered home safely  \*do not hitch-hike or pick up hitch-hikers  \*avoid using drugs and alcohol   1. Strategies for keeping safe neighborhoods:   \*increase police patrol  \*implement neighborhood watch programs and after-school programs  \*improve lighting in parks and playgrounds   1. \*ignore the bully and encourage others to do the same   \*inform teachers, counselors, parents, and other adults of the problem   1. \*throw items that the attacker wants away from you and run in the opposite direction   \*if being followed, go to a place where there are other people present   1. \*provide parents and prospective parents with opportunities to learn about   family life, child development, and parent-child relationships  \*provide counseling for all victims of abuse as well as perpetrators | | | | | |
|  | **TAUGHT** | | | | **TESTED** | | |
| **TEKS**  **115.32**  **Chapter 10**  8A. Evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends.  13A. Demonstrate communication skills in building and maintaining healthy relationships.  15A. Apply communication skills that demonstrate consideration and respect for self, family, and others.  15B. Demonstrate empathy towards others  15C. Analyze ways to show disapproval of inconsiderate and disrespectful behaviors.  **Chapter 11**  8A. Evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends.  9B. Analyze the dynamics of family roles and responsibilities relating to health behavior.  **Chapter 12**  4A. Analyze the health messages delivered through media and technology.  5C. Discuss the legal implications regarding sexual activity as it relates to minors  7G. Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence.  7H. Analyze the importance and benefits of abstinence as it relates to emotional health and prevention of pregnancy and sexually transmitted diseases.  13C. Analyze behavior in dating relationships that will enhance the dignity, respect, and responsibility relating to marriage.  13E. Demonstrate refusal skills  14C. Communicate the importance of practicing abstinence.  **Chapter 13**  4A. Analyze the health messages delivered through media and technology.  7E. Analyze and apply strategies for avoiding violence, gangs, weapons, and drugs.  7F. Analyze strategies for preventing and responding to deliberate and accidental injuries.  13D. Evaluate the effectiveness of conflict resolution techniques in various situations.  14B. Examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse.  15C. Analyze ways to show disapproval of inconsiderate and disrespectful behavior. | **Glencoe Health I Course**  **Chapters 10-13**    **Individual Activities**   * Interactive Notebooks –*Using a spiral notebook, students write the vocabulary words on the left page. Draw a picture of the word with an explanation of what they think the word means. On the right side, students write the textbook definition.* * Foldables**-** *See beginning of Chapter for foldable activity ideas.* * Word Wall- *Have vocabulary words on wall for student reference.* * Private Health Journals- *Students are able to right down their personal thoughts and feelings about a certain topic being discussed.* * Quick Starts**-** *See beginning of each section for ideas.*   **Cooperative Learning Activities**   * *Have student list all the roles they play in their relationships during an average week and write them on the board. Go through the list and discuss the behavior that is expected in each role and why. (Ch 10)* * *Divide class into groups of three: a speaker, an active listener, and an observer. Assign a topic for each group to discuss with time limits. Observer will determine if active listening rules are being followed, active listener will paraphrase what speaker has told them. Take turns in each position. (Ch. 10)* * *Have students use their creativity and imagination to come up with ways parents teach their children values. How do these values develop good character, and help them become responsible adults; give examples and present to class. (Ch. 11)* * *Students are to create a poster that illustrates one of the ways to strengthen family relationships. Posters will be displayed around class. (Ch. 11)* * *Write scenarios that demonstrate manipulation in a relationship. Students will role play their scenarios for the class. Decide who is being manipulated, by what method is this happening, and what does manipulator hope to gain. (Ch. 12)* * *Using interviews, surveys, and questionnaires, have students determine changes that have taken place in dating behaviors from the past to the present. Encourage students to find out what types of dating activities were popular when parents and grandparents were dating. Explain why they think these changes have taken place and share finding with class. (Ch. 12)* * *Have class work in groups to make bulletin boards titled “Teens and Violence in the United States Today.” Collect information on violent situations involving teens as victims and perpetrators****.***  *Objective of bulletin is to increase awareness of the risk of violence faced by today’s youth. (Ch. 13)* * *Discuss the criteria for bullying. How does it differ from simply joking around? How would it feel to be a target of bullying? What are ways to prevent bullying or support someone who is being bullied? (Ch. 13)*   **Technology Activities**   * *Go to health.glencoe.com, to view various discussions and updates to learn more about health topics.* * *Assign students to watch a television drama or situation comedy and identify specific examples of obstacles to effective communication among TV characters. (Ch. 10)* * *American Sign Language (ASL) is one of the most commonly used languages in the U.S. It combines facial expressions and body movements to communicate words and concepts. Have students research more about ASL, where can one learn sign language. Have students teach a word or sentence to the class. (Ch. 10)* * *Look at online and print sources to find out how the cycle of violence can be broken. Write a report or a short presentation to discuss with class. (Ch. 11)* * *Present a scenario of a family who took out a 30 year mortgage on a $150,000 home. Have students’ research current mortgage rates and determine the family’s monthly mortgage payment. What would happen if family had one income versus two incomes? (Ch. 11)* * *Find and read a news article about a crime involving teens or young adults. Summarize the incident and consequences. How do you think negative peer pressure contributed to the outcome? (Ch. 12)* * *Find local place that are appropriate locations for teens to go on a date or group dating. List activities that fit with each area. Include addresses, phone numbers, and hours of operation. (Ch. 12)* * *Have students research what happens to teens that are arrested for committing violent crimes. Are they tried as adults or juveniles and what is their sentence? When is a teen considered an adult and in what situations? (Ch. 13)* * *Plan a school-wide violence prevention awareness campaign. Can include T-shirt contest or poster contest. Research and present accurate information to help spread awareness. (Ch. 13)* | | | | **Assessment(s)**  **Chapter 10**  **Assessments**  Lesson 1 Review p.253  Lesson 2 Review p.261  Lesson 3 Review p. 267  Chapter 10 Review p.270-271  Chapter 10 Test  **Chapter 11**  **Assessments**  Lesson 1 Review p. 279  Lesson 2 Review p. 285  Lesson 3 Review p. 290  Lesson 4 Review p. 295  Chapter 11 Review p. 298-299  Chapter 11 Test  **Chapter 12**  **Assessments**  Lesson 1 Review p. 306  Lesson 2 Review p.312  Lesson 3 Review p. 317  Lesson 4 Review p. 323  Chapter 12 Review p. 326-327  Chapter 12 Test  **Chapter 13**  **Assessments**  Lesson 1 Review p. 334  Lesson 2 Review p. 340  Lesson 3 Review p. 347  Lesson 4 Review p. 353  Chapter 13 Review p. 356-357  Chapter 13 Test | | |
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| **English Language Proficiency Standards**  ***“In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffold) commensurate with the student’s level of English language proficiency.”***  **Chapter 74.4 English Language Proficiency Standards** | | | | **Refer to *English Language Proficiency Standards (ELPS) Implementation Guide*** | | | |