



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Unit title	<i>Safety and Minimizing Risks</i>	Unit duration (hours)	<i>18.75 Hours</i>
-------------------	------------------------------------	------------------------------	--------------------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

[HEHS.1.a, b, e, f, i, o, p, q, r](#)

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[HEHS.2.b, c, f](#)

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

[HEHS.3.a, d](#)

Students will demonstrate the ability to access valid information, products, and services to enhance health.

[HEHS.4.a, b](#)

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

[HEHS.5.b, c, e, f, h](#)

Students will demonstrate the ability to use decision-making skills to enhance health.

Concepts/Skills to be Mastered by Students

Safety and Minimizing Risks

Abstinence, safe sex, and making informed decisions

Sexually Transmitted Infections, HIV, and AIDS

Sexual Harassment and Sexual Assault

Human Trafficking

Safety and Injury Prevention

Essential Questions

Skills for Abstinence, safe sex, and making informed decisions

1. Describe the benefits of abstinence.
2. Compare and contrast a variety of FDA-approved contraceptives.
3. Identify factors that influence one's perceptions about sexual activity.
4. Identify ways to maintain sexual or reproductive health.

Skills for Sexually Transmitted Infections, HIV, and AIDS

1. Identify the effects of sexually transmitted infections.
2. Identify methods to avoid or reduce the risk of a sexually transmitted infection
3. Describe medical care for sexually transmitted infections.
4. Analyze reliable sources of information regarding sexual health.

Sexual Harassment and Sexual Assault

1. Define sexual assault and sexual harassment.
2. Explain the effects of sexual assault, sexual harassment, and molestation
3. Identify resources that provide information, counseling, testing, and other information related to sexual violence and harassment.

Human Trafficking in the US

1. Describe the scope of human trafficking in the US.
2. Explain methods traffickers use to identify and recruit targets.
3. Explain how to reduce the risk of human trafficking.
4. Describe how to safely seek assistance if human trafficking is suspected.

Safety and Injury Prevention

1. Describe ways to reduce the risk of injury at home, at school, and in social situations.
2. Explain how to respond responsibly when an injury occurs.
3. Explain the long-term consequences of serious injuries.
4. Describe actions taken by businesses and government to prevent injury.

Conflict Resolution and Decision-Making Skills

1. Healthy communication and conflict resolution skills.
2. Describe how to apply a thoughtful decision-making process to a dangerous, risky, or emotionally charged situation.
3. Explain how to effectively respond to peer pressure.
4. Identify options that exist when communication fails or breaks down.

Gang Violence

1. Describe the characteristics of gangs and factors that affect gang involvement.
2. Explain why it is risky and dangerous to belong to a gang.
3. Identify the effects of gang violence on individuals, families, and communities.

4. Describe ways to avoid dangerous situations related to gangs.

Assessment Tasks

List of common formative and summative assessments.

- 1) Abstinence, Safe Sex, and Making Informed Decisions Quiz
- 2) Sexually Transmitted Infections, HIV, and AIDS Quiz
- 3) Sexual Harassment and Assault Quiz
- 4) Human Trafficking in the US Quiz
- 5) Safety and Injury Prevention Quiz
- 6) Conflict Resolution and Decision-Making Quiz
- 7) Gang Violence Quiz
- 6) Safety and Minimizing Risks Unit Test

Learning Experiences

Add additional rows below as needed.

Objective or Content

Learning Experiences

Personalized Learning and Differentiation

HEHS.1.a,b,e,f,i,o,p,q,r HEHS.2.b,c,f HEHS.3.a,d HEHS.4.a,b HEHS.5.b,c,e,f,h	Multiple choice questions, fill in the blank questions, and matching questions will all be used to reflect on the reflect on the students knowledge of abstinence, safe sex, and informed decision making.	Translated text can be used through the edgenuity platform.
	Students will answer questions to reflect on STDs and apply their understanding of how to maintain sexual health.	Text to speech can be used through the edgenuity platform.
	Students will record one paragraph that reflects their research on the laws pertaining to sexual harassment and assault in their state.	Extended time will be permitted to those who require it.

Content Resources

www.Edgenuity.com (Online Health Platform)

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
---	--	--

Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> State Standards MYP/DP (if applicable) components Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> Complexity of resources including text and vocabulary Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s):</p>	<ol style="list-style-type: none"> Quizzes at the end of each subcategory. Questions to check for understanding after videos. Summary paragraphs to check for understanding at the end of each subcategory. 	<p>N/A</p>
<p>Summative(s) Assessment:</p>	<ol style="list-style-type: none"> Each unit is finalized with a cumulative exam. 	
<p>Plan to address issues or concerns noted:</p>		

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
LE 1:	N/A	N/A	N/A
LE 2:			
LE 3:			
Plan to address issues or concerns noted:			

Resources listed on unit planner

Add additional rows below as needed.

Resources	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
Resource:	N/A	N/A	N/A
Plan to address issues or concerns noted:			

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures: Scott Brunet

Kate Casagrande