

Topic, Unit, Theme or Process Taught	Maine LEARNING RESULT Links (Standard and PI) 1997	Strategies/Skills/Concepts/Secure Goals By the end of this grade level or course, learners will be able to:	Resources (Complete bibliographic form for required texts or resources and lists of supplementary resources)	Assessments and Major Assignments (Tests, quizzes, projects, papers, homework, labs, etc.)
Healthy & Unhealthy Relationships	A1-3 & 5	<p>Understand and choose healthy relationships:</p> <ol style="list-style-type: none"> 1. Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease. 2. Describe the relationship among physical, mental, emotional and social health 3. Analyze how to environment relates to personal health <p>Teaching points:</p> <ul style="list-style-type: none"> • Physical, emotional, verbal and sexual abuse are equally serious and are a threat to wellness • Abuse itself lowers self-esteem • Understanding the impact of abuse 	<p>Spruce Run-945-5102 Domestic Violence Shelter School based educator</p>	<p>“Sustained Silent Journaling” in health notebook on quest presenter</p> <ul style="list-style-type: none"> • Activity during presentation • Class work and discussion
	B1-2	<ol style="list-style-type: none"> 1. Analyze the validity of health information, products, and services and describe situations requiring their use. 2. Identify resources from home, school, and community that provide valid health information and services. <p>Teaching points:</p> <ul style="list-style-type: none"> • Written materials on teen dating violence 		

Continued-	C1-6	<ol style="list-style-type: none"> 1. Explain the importance of assuming responsibility for personal health 2. Analyze a personal health assessment to determine health strengths and risks 3. Develop strategies to improve or maintain personal and family health 4. Develop injury prevention and response strategies for personal safety 5. Demonstrate ways to avoid or change situations that threaten personal safety 6. Distinguish between healthy and unhealthy stress management techniques <p>Teaching points:</p> <ul style="list-style-type: none"> • Healthy vs. Unhealthy • Assertiveness skills • Setting boundaries 		
	D1-2, 4	<ol style="list-style-type: none"> 1. Investigate the influence of cultural beliefs on health behaviors and the use of health services 2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services 3. Describe how school, family, and peers influence the health of adolescents 		
	E1-3	<ol style="list-style-type: none"> 1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships 2. Demonstrate refusal and negotiation skills which can enhance health by enabling to deal with negative peer pressure 		

Continued-		<p>3. Demonstrate conflict resolution strategies</p> <p>Teaching points:</p> <ul style="list-style-type: none"> • Building assertiveness skills • Developing problem-solving skills • Use of role-plays to learn alternative methods of handling conflict 		
	F1-3	<ol style="list-style-type: none"> 1. Demonstrate individual and collaborative decision-making processes to resolve health problems 2. Analyze how health-related decisions are influenced by individuals, families, and community values 3. Explain how personal health goals are influenced by changing information, abilities, priorities, and responsibilities 		
Communication Piece	E1-4	<ol style="list-style-type: none"> 1. Distinguish between the four types or levels of communication 2. Analyze how communication contributes to self-esteem 3. Demonstrate verbal and non verbal communication skills 4. Consider factors that are important in each kind of communication 5. Analyze the impact of the specific communication on relationships 	<p>Communication and Self-Esteem</p> <p>Choosing Health High School</p> <p>Teacher/Student Resource</p> <p>#2 Types of Communication</p>	<p>Class work participation in activities and discussion after activities</p> <p>sustained silent journaling on class</p>
<p>Zero Tolerance Bullying</p> <p>Sexual Harassment</p> <p>Dating Violence</p> <p>Sexual Assault</p>	<p>B1</p> <p>C1, 5</p> <p>D2</p> <p>E1-2</p>	<ol style="list-style-type: none"> 1. Distinguish unfair pressure, coercion, and sexual aggression within relationships 2. Demonstrate strategies to avoid, change, and report unsafe dating behaviors 3. Freely say “yes” or “no” 4. Identify when a person is unable to 	<p>Rape Response Services</p> <p>PO Box 2516</p> <p>Bangor, ME 04402-2516</p> <p>207-941-2980</p> <p>School based educator</p>	<p>Class work participation in activities and discussion after activities</p> <p>sustained silent journaling on class</p>

		<p>give informed consent</p> <ol style="list-style-type: none"> 5. Identify a resource in the community which provides sexual assault services 6. Analyze how messages from the media influence interpersonal relationships 7. Demonstrate decision-making strategies on personal choices 8. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships 		
<p>Relationships & Sexuality</p> <ul style="list-style-type: none"> • Conception • Prenatal development • Birth process • Human growth & development 	<p>A3-7 B1-2 C1-2, 5 D1, 3, 4 E2 F1-5</p>	<ol style="list-style-type: none"> 1. Explain fertilization, conception, fetal development and birth 2. Recognize the impact on the developing fetus of choices made by one or both parents 3. Consider factors that are important in decision making regarding abstinence and/or contraceptive methods 4. Distinguish conflicting and collaborating societal information on birthing choices and options 5. Demonstrate best practice strategies to successful “parenting” of Egg Baby. 6. Consider factors that are important considerations for timing of future parenting 7. Analyze how decisions regarding health behaviors have consequences for them and others 	<p>Chris Yentes-Midwife 525-7740, Monroe</p> <p>Bette Hoxie 827-2331 Adoptive Families of Maine, Fetal Alcohol Syndrome</p> <p>Video: Miracle of Life</p> <p>Packet for Egg Baby Project</p>	<p>“Egg Baby Practice Parenting” Project</p> <p>S.S.J.-Health notebook on guest presentations, videos, etc.</p>