

Family Life and Human Sexuality Elective, L75000
Pacing and Alignment Guide
July 31, 2006

Introduction

The Anne Arundel County Public School system is committed to providing superior educational experiences for all students. With that goal in mind, and to ensure continuity of high standards for all students throughout the school system a committee of teachers from across the county developed this pacing and alignment guide. The guide for the AACPS Family Life and Human Sexuality Health Education Elective Course, L75000, has been aligned with the National Health Education Standards and the MSDE Health Education Voluntary State Curriculum. The basic single text adoption for this course is Human Sexuality: Responsible Life Choices, the Goodheart-Wilcox Company. Implementation of this guide is based on an A/B Day schedule of 86 minutes per class. The schedule alternates between 3 days one week and 2 days the next for an average of 2.5 days per week. Please refer to the “Semester at a Glance” for a list of the units and their duration.

Assessment

Time for review, re-teaching and assessment is included in this pacing guide and teachers should allow time to assess student mastery of the National and MSDE Content Standards in each lesson plan. The guide provides sample assessment items for each lesson. Teachers are expected to use both formative and summative assessment strategies to monitor student mastery.

- End of Course Exam

To assist teachers in scoring student work in a consistent manner across the county, the CCSSO-SCASS Health Education Assessment Project Rubrics, should be used to score all brief constructed responses (BCR) and extended constructed responses (ECR).

Materials of Instruction/Resources

Teachers should plan instruction based on the Pacing & Alignment Guide. Teachers may only use materials of instruction that have been approved by the Anne Arundel County Public Schools Health Education Review and Evaluation Committee, the Family Life and Human Sexuality Review and Evaluation Committee and the Board of Education.

Titles of essential text/MOI/Resources are listed so that teachers can cross-reference the Pacing & Alignment Guide. Full citations are included in the “Approved Basic Textbook List” included at the end of this guide.

Semester at a Glance

Each unit includes time for review, re-teaching and end-of-unit assessments. Teachers should assess student mastery of concepts, content and skills in regular intervals, including every 6-8 class periods, or at the end of an instructional topic or unit.

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Tips for effectively using this pacing guide:

- Read the pacing guide and correlate the basic text, and suggested resources with the essential skills within each unit.
- Introduce the content and skills according to the pacing guide, incorporating all concepts.
- Remember that content and skills may be introduced in an order other than listed.
- Compare your pace to the pacing guide and adjust as needed.
- Review your semester goals and adjust them as needed.
- Follow the pacing guide to present critical content incorporating it into selected themes.
- Continue to reinforce skills and concepts throughout the semester until mastery is achieved.
- Share your suggestions for pacing guide improvements with the Health Education Office.

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Semester-At-A-Glance			
<i>Unit/Topic</i>	Classes	<i>Unit/Topic</i>	Classes
Orientation	1	Taking Care of Your Reproductive Health	5
Understanding Human Sexuality	4	Sexually Transmitted Infections	4
Developing Healthy Relationships	6	Family Planning	4
Preventing Abusive Relationships and Sexual Abuse	5	Pregnancy and Childbirth	4
Responsible Decision Making and Sexual Behavior	5	Teen Pregnancy and Teen Parenting	5
Total Number of Days	21	Total Number of Days	22

Note: There are *two* classes built into the semester for enrichment, re-teaching, or special projects.

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One Semester				
<i>Unit I: Understanding Human Sexuality (4- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	Orientation and Introduction	NHES- National Health Ed Standards MVSC- MD Voluntary State Curriculum	See Intro. Appendix	
4	<p>Human Sexuality -Generate a definition of human sexuality and related terms. (Defined: Sexuality includes: What it means to be male or female, the feelings and attitudes a person has about their body, gender, sexual orientation as well as their feelings and attitudes towards others' sexuality. (<u>Education for Sexuality and HIV/AIDS</u>, Meeks & Heit.) -Describe the components of human sexuality. -Analyze the impact gender roles have on human sexuality.</p> <p>Adolescence -Describe the stages of adolescence and the changes that occur during puberty. -Identify Havighurst's developmental tasks.</p> <p>Reading Strategies: In pairs, read pages 11-12. Each takes a turn to select a challenge of one of Havighurst's developmental tasks. Discuss what actions and resources to help teens accomplish each task.</p>	<p>NHES 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>MVSC 4 - Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p>	<p>Teacher's Resource Guide (TRG), <u>Human Sexuality: Responsible Life Choices</u>, (Goodheart/Wilcox): Reproducible Test Chapter 1 – pp. 35 - 36.</p> <p>Create a poster that illustrates/defines the Four Stages of Adolescent Growth.</p>	<p>Teacher's Resource Guide (TRG), <u>Human Sexuality: Responsible Life Choices</u>, (Goodheart/Wilcox): Chapter 1, pp. 25 – 34. <u>Education for Sexuality and HIV/AIDS</u>, Meeks and Heit.</p>

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One Semester				
<i>Unit I: Understanding Human Sexuality (4- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4 (Cont.)	-Differentiate between sense of identity, self-concept, and self-esteem -Explain the difference between individuation and socialization. Understanding Gender Roles -Define gender identity and gender role. -Explain why gender role stereotypes can be damaging. -Discriminate between male and female gender role perceptions and behaviors. -Describe sexual orientation and the impact on self and others. Discuss how to show consideration and respect toward others. Resources -Identify resources from home, school and community regarding accurate sexuality information.	NHES- National Health Ed Standards MVSC- MD Voluntary State Curriculum NHES 3 – Student will demonstrate the ability to access valid information, products, and services to enhance health.	Create a collection of examples illustrating various forms of media depicting gender role stereotypes.	<u>Safe Dates: An Adolescent Dating Abuse Prevention Curriculum</u> , Foshee, PhD and Langwick, PhD.

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One Semester				
<i>Unit II: Developing Healthy Relationships (6- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
6	<p>Types of Relationships</p> <ul style="list-style-type: none"> -Explore various types of relationships and how they change. -Define intimacy and explain its role in relationships. -Examine the purpose of dating. -Determine readiness for and characteristics of a committed relationship. -Recognize the difference between love and infatuation. -Identify danger signals that can affect a dating relationship and how to deal with a break up. -Differentiate between healthy and unhealthy relationships. 	<p>NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum</p> <p>MVSC 4 - Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Reproducible Test Master, Chapter 4 - pp. 87 - 88.</p> <p>Create and administer a questionnaire comparing other generations' (peers, parents, grandparents) perspectives on friendship, dating, love, and marriage.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 4 pp. 73 – 86.</p> <p><u>Education for Sexuality and HIV/AIDS</u>, Meeks and Heit.</p> <p><u>The Teen Relationships Workbook: for professionals helping teens to develop healthy relationships and prevent domestic violence</u>, Kerry Moles, CSW.</p>

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One Semester				
<i>Unit II: Developing Healthy Relationships (6- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
6 (Cont.)	<p>Communication in Relationships</p> <ul style="list-style-type: none"> -Analyze the value of communication in relationships. -Describe the role self-disclosure plays in relationships. -Develop and demonstrate communication skills that build and maintain healthy relationships. <p>Reading Strategies: In pairs. Students are not allowed to speak during this activity. Each pair should have a felt tip marker and a sheet of drawing paper. Imagine their dream home. One member is to draw the first stroke. The other member should add the next stroke. Taking turns, drawing silently for five minutes. Display and discuss the experience.</p>	<p>NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum</p> <p>NHES 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Create a Relationship Bill of Rights and Responsibilities.</p> <p>Design a want ad/ personal ad describing your ideal mate/partner.</p>	<p><u>Dealing with Dating Abuse: Matters of Choice</u>, Human Relations Media: book and video.</p> <p><u>A Teen’s Guide to Sexuality</u>, Meeks and Heit.</p> <p><u>Safe Dates: An Adolescent Dating Abuse Prevention Curriculum</u>, Foshee, PhD and Langwick, PhD.</p>

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One Semester				
<i>Unit III: Preventing Abusive Relationships and Sexual Abuse (5 - 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
5	<p>Sexual Exploitation</p> <ul style="list-style-type: none"> -Differentiate between healthy and unhealthy relationships. -Describe the types of sexual exploitation. -Recognize relationships that threaten personal safety and may result in violence. -Discuss and explore the potential dangers of personal communications with others using the internet. -Differentiate between reliable and unreliable sources of information on the internet. <p>Sexual Harassment</p> <ul style="list-style-type: none"> -Differentiate between the two types of sexual harassment. -Demonstrate and apply ways to avoid and reduce threatening situations and harmful relationships. -Identify school and workplace policies and laws regarding sexual harassment, including the steps for reporting an incident. 	<p>NHES 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.</p> <p>MVSC 1 - Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Reproducible Test Master, Chapter 12 - pp. 211 and 212.</p> <p>Develop an oral presentation with a visual display on an approved sexual exploitation topic.</p> <p>Create a collage showing how sexuality is used to sell products in American culture.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 12 pp. 197 – 210.</p> <p><u>Education for Sexuality and HIV/AIDS</u>, Meeks and Heit.</p> <p>Healthteacher.com</p> <p><u>A Teen's Guide to Sexuality</u>, Meeks and Heit.</p>

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One Semester				
<i>Unit III: Preventing Abusive Relationships and Sexual Abuse (5 - 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
5 (Cont.)	<p>Sexual Violence</p> <ul style="list-style-type: none"> -Distinguish between stranger rape, acquaintance rape, date rape, and marital rape. -Identify the precautions that can lower the risk of rape or sexual violence. -Describe what incest is and its effects on the victims. -Explain the steps for reporting any type sexual assault. <p>Resources</p> <ul style="list-style-type: none"> -Demonstrate the skills to locate and utilize resources for prevention and intervention of sexual assault, including sexual harassment. 	<p>NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum</p> <p>MVSC 5 - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school and community.</p> <p>NHES 3 – Student will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>Develop a personal protection plan to avoid becoming a victim of sexual violence.</p>	<p><u>Safe Dates: An Adolescent Dating Abuse Prevention Curriculum</u>, Foshee, PhD and Langwick, PhD.</p>

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One Semester				
<i>Unit IV: Responsible Decision Making and Sexual Behavior</i> (5– 86 minute class periods)				
# classes	Instructional Focus	Standards NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum	Sample Assessment Items	Text/MOI/Resources
5	<p>Sexual Decision Making -Explain the importance of making careful, responsible and informed decisions about sexual behavior. -Examine the influences that influence sexual decision-making. -Analyze the consequences of sexual decision-making. -Summarize how sexual behavior can affect all aspects of one’s life. -Demonstrate the ability to utilize the decision-making model when making decisions related to sexuality.</p> <p>Understanding Sexual Pressures -Evaluate internal and external sources of sexual pressure. -Demonstrate skills to resist sexual pressures.</p>	<p>NHES 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>MVSC 4 – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Reproducible Test Master, Chapter 5 pp. 103 – 104.</p> <p>Create a graphic organizer depicting the various consequences of sexual decision-making.</p> <p>Respond to a teacher generated “Dear Abby” letter concerning the decision to become sexually active.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 5 pp. 89 – 102.</p> <p>Healthteacher.com</p>

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One Semester				
<i>Unit IV: Responsible Decision Making and Sexual Behavior (5– 86 minute class periods)</i>				
# classes	Instructional Focus	Standards NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum	Sample Assessment Items	Text/MOI/Resources
5 (Cont.)	<p>Abstinence</p> <ul style="list-style-type: none"> -Explore myths and misconceptions related to abstinence. -Advocate abstinence as the healthiest sexual behavior. -Develop and apply skills, which support abstinence. -Develop an action plan to effectively communicate personal sexual boundaries. 	<p>NHES 7 –Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.</p> <p>NHES 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	Design and construct a bookmark that communicates personal sexual boundaries.	<p><u>Sexuality and Character Education K-12, Abstinence Edition, Meeks and Heit.</u></p>

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One Semester				
<i>Unit V: Taking Care of Your Reproductive Health</i> (5- 86 minute periods)				
# classes	Instructional Focus	Standards NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum	Sample Assessment Items	Text/MOI/Resources
5	<p>Reading Strategies: On a sheet of paper, make two columns titled <i>Male</i> and <i>Female</i>. Using the <i>words to know</i> from Chapter 2, have students write word in the column and think where it belongs. Discuss the answers.</p> <p>Male reproductive system -Name and describe the functions of the major organs of the male reproductive system.</p> <p>Male reproductive health -Describe major reproductive health problems for men. -Describe testicular self-exam. -Summarize the importance of visiting a doctor for reproductive health checkups and when problems arise. -Identify medical tests used to detect reproductive health problems.</p> <p>Female reproductive system -Name and describe the functions of the major organs of the female reproductive system. -Explain the process of menstruation.</p>	<p>NHES 1 – Students will comprehend concepts relate to health promotion and disease prevention to enhance health.</p> <p>MVSC 4 – Students will demonstrate the ability to use human development, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Reproducible Test Master, Chapter 2 pp. 50 - 52.</p> <p>Design a pamphlet on the reproductive health problems and concerns of either males or females.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 2 pp. 37 – 49.</p> <p><u>Education for Sexuality and HIV/AIDS</u>, Meeks and Heit.</p> <p><u>A Teen’s Guide to Sexuality</u>, Meeks and Heit.</p>

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One Semester				
<i>Unit V: Taking Care of Your Reproductive Health (5- 86 minute periods)</i>				
# classes	Instructional Focus	Standards NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum	Sample Assessment Items	Text/MOI/Resources
5 (Cont.)	<p>Female reproductive health -Describe major reproductive health problems for women. -Describe breast self-exam. -Summarize the importance of visiting a doctor for reproductive health checkups and when problems arise. -Identify medical tests used to detect reproductive health problems.</p> <p>Resources -Demonstrate the ability to locate professional health services and resources for reproductive health.</p>	<p>NHES 3 – Student will demonstrate the ability to access valid information, products, and services to enhance health.</p>		

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One Semester				
<i>Unit VI: Pregnancy and Childbirth (4- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4	<p>Conception and Pregnancy -Explain the processes of ovulation and conception -Describe how a fertilized egg develops during pregnancy. -Identify the stages of pregnancy.</p> <p>Reading Strategies: Groups of three, take turns summarizing what occurs in each trimester of growth. Read, summarize and point out any inaccuracies or important points left out.</p> <p>Childbirth -Describe each stage of labor and delivery. -Summarize the importance of prenatal care for the mother and baby. -Explore the possible complications during pregnancy and birth. -Name and describe options for infertile couples who want to have children.</p> <p>Other Pregnancy Outcomes Adoption -Define and explore choices involving adoption. -Examine the legal and emotional issues surrounding adoption.</p>	<p>NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum</p> <p>NHES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>MVSC 4 – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p> <p>NHES 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 3 Reproducible Test Master, pp. 70-72.</p> <p>Create a sequence chain depicting the 3 trimesters of pregnancy and their common characteristics.</p> <p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 9 Reproducible Test Master pp. 165 – 166.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 3 pp. 53 – 69.</p> <p><u>Education for Sexuality and HIV/AIDS</u>, Meeks and Heit.</p> <p><u>A Teen’s Guide to Sexuality</u>, Meeks and Heit.</p>

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One Semester				
<i>Unit VI: Pregnancy and Childbirth (4- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4 (Cont.)	<p>Reading Strategies: Without looking at the book, ask each student to write a definition for <i>spontaneous abortion</i> on a sheet of paper. Ask a student to read aloud the definition given on page 167 in the text. Discuss the student's responses.</p> <p>Miscarriage -Describe the common causes of miscarriage and the possible health risks and emotional issues associated with miscarriage.</p> <p>Termination of Pregnancy -Identify legal medical procedures used to terminate a pregnancy. -Describe the possible health risks and emotional issues associated with abortion.</p>	<p>NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum</p> <p>NHES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 10 Reproducible Test Master pp. 179 – 180.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 9 and 10 Chapter 9 - pp. 155 – 164, Chapter 10 – pp. 167 – 178.</p>

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One Semester				
<i>Unit VII: Family Planning (4- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/ Resources
4	<p>Methods of Family Planning -Describe the various types of contraception and the proper use of each. -Evaluate methods of contraception and their effectiveness, recognizing abstinence as the most effective method for preventing pregnancy and STI's.</p> <p>Personal Responsibility for Contraceptive Use -Explain the minor consent law. -Determine factors in choosing an effective method of family planning. -Assess skills that increase the effectiveness of contraceptive use -Summarize the importance of accepting responsibility for birth control decisions before you become sexually active. -Explore the issues surrounding teen use of birth control.</p>	<p>NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum</p> <p>NHES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.</p> <p>MVSC 4 – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 6 Reproducible Test Master pp. 119 – 121.</p> <p>Design a chart of birth control methods that describes the type of method, effectiveness, advantages, disadvantages, and cost.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 6 – pp. 105 – 118.</p> <p><u>Education for Sexuality and HIV/AIDS</u>, Meeks and Heit.</p>

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One Semester				
<i>Unit VII: Family Planning (4- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum	Sample Assessment Items	Text/MOI/ Resources
4 (Cont.)	Resources -Demonstrate the skills to locate and utilize professional health services and resources for reproductive health.	NHES 3 – Student will demonstrate the ability to access valid information, products, and services to enhance health.		<u>A Teen’s Guide to Sexuality</u> , Meeks and Heit. <u>Teaching Facts About Birth Control Methods: Preparing for Marriage and Parenthood</u> , Meeks and Heit.

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One Semester				
<i>Unit VIII: Sexually Transmitted Infections</i> (4- 86 minute class periods)				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4	<p>Reading Strategies: In pairs, predict what the emotional aspects of having HIV/AIDS. Discuss responses.</p> <p>Prevalence of STI's -Identify the prevalence of HIV and other STI's. -Describe the relationship between high-risk behaviors and the risk of contracting a sexually transmitted infection.</p> <p>Prevention of STI's -Advocate the importance of early detection and prevention of STI's -Identify ways people can eliminate or reduce their risk for STI's.</p> <p>HIV/AIDS -Describe the effects of HIV/AIDS. -Explain how people can contract the HIV virus.</p>	<p>NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum</p> <p>MVSC 7 – Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.</p> <p>NHES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 11 Reproducible Test Master pp. 195 - 196.</p> <p>Construct a review game that examines the information learned in class about STI's.</p>	<p>TRG, <u>Human Sexuality Responsible Life Choices</u>: Chapter 11 pp. 181 – 194.</p> <p><u>Education for Sexuality and HIV/AIDS</u>, Meeks and Heit.</p>

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One Semester				
<i>Unit VIII: Sexually Transmitted Infections</i> (4- 86 minute class periods)				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4 (Cont.)	<p>Other STI's -Describe the symptoms and effects of other common STI's, recognizing that they can be asymptomatic. -Explain how each of these STI's is diagnosed and treated.</p> <p>Resources for Help -Demonstrate the ability to identify and access professional health services and resources for information and counseling regarding STI's.</p>	<p>NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum</p> <p>NHES 3 – Student will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>Create a resources/contacts directory that identifies local and state reproductive health services.</p>	<p><u>A Teen's Guide to Sexuality</u>, Meeks and Heit.</p> <p><u>Reducing the Risk: Building Skills to Prevent – Pregnancy, STD and HIV</u>, Richard P. Barth.</p>

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<i>Unit IX: Teen Pregnancy and Teen Parenting (4- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum	Sample Assessment Items	Text/MOI/Resources
4	<p>Issues Surrounding Teen Pregnancy -Examine the social and emotional concerns a pregnant teen and their partner might have. -Analyze the consequences of teen pregnancy on the individual, family, and society. -Identify the health risks associated with a teen pregnancy for mom and baby. -Develop skills necessary for accessing proper pre-natal care.</p> <p>Teen Parenting -Examine the issues involved when teens are confronted with parenthood. -Explore the educational, financial, and legal implications of teen pregnancy. -Explore the reasons teen couples decide to become a married couple versus single parenting. -Identify the skills and resources needed to effectively parent a child.</p>	<p>MVSC 4 – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p> <p>NHES1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 7 Reproducible Test Master pp. 137 – 138.</p> <p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 8 Reproducible Test Master pp. 153 – 154.</p> <p>Create and self-administer a questionnaire about readiness to be a parent.</p> <p>Determine the costs of having a baby (prenatal care, delivery, nursery, childcare, health care, clothing, etc.). Present as an informational flyer.</p>	<p>TRG, <u>Human Sexuality: Responsible Life Choices</u>: Chapter 7 pp. 123 – 136, and Chapter 8 pp. 139 – 152.</p>

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<i>Unit IX: Teen Pregnancy and Teen Parenting (4- 86 minute class periods)</i>				
# classes	Instructional Focus	Standards NHES- National Health Ed Standards MVSC-MD Voluntary State Curriculum	Sample Assessment Items	Text/MOI/Resources
4 (Cont.)	Resources -Describe the resources at school and in the community available to help pregnant and parenting teens and their partners.	NHES 3 – Student will demonstrate the ability to access valid information, products, and services to enhance health.	Interview a teen parent and a first time older parent, compare, and contrast their experiences regarding pregnancy and child rearing issues.	<u>Education for Sexuality and HIV/AIDS</u> , Meeks and Heit. <u>Reducing the Risk: Building Skills to Prevent – Pregnancy, STD and HIV</u> , Richard P. Barth.

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Basic and Supplemental Textbook List

STA	Course	Course Title	Text Title	Basic	Supp.	ISBN #	MID #
Yes	L75000	Family Life & Human Sexuality	Human Sexuality: Responsible Life Choices, 2005, Goodheart-Wilcox Company	X		1509703022	20014466
	L75000	Family Life & Human Sexuality	A Teen's Guide to Sexuality, 2002, Everyday Learning Corp		X	1582100497	20012603
	L75000	Family Life & Human Sexuality	Sexuality and Character Education K-12, 2001, Everyday Learning Corp		X	1582100330	20012665
	L75000	Family Life & Human Sexuality	Teaching Facts About Birth Control Methods: Preparing for Marriage and Parenthood, 2000, Meeks and Heit Publishing Company		X	1582100454	20012604