

**Brunswick School Department  
Grade 10  
Family and Social Health**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ There are many internal and external factors that impact the relationships of an individual and the relationships of a family.</li> <li>▪ Conflict is a disagreement between two or more people or groups of people.</li> <li>▪ Discriminating behavior is harmful and can lead to violence.</li> <li>▪ Sexual harassment is illegal and actions should be taken to stop and prevent sexual harassment from occurring.</li> <li>▪ Communication skills can help to stop sexual harassment.</li> <li>▪ Sexual aggression is harmful. Some techniques may help prevent sexual aggression from occurring.</li> <li>▪ There is an array of contraceptive methods, reasons for using contraceptives and community resources that make contraceptive methods available.</li> <li>▪ Sexual limits should be set and assertively communicated by individuals.</li> <li>▪ Many risks are associated with engaging in sexual activity.</li> <li>▪ There are three stages of labor during childbirth.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are examples of hereditary, environmental and behavioral factors that negatively impacts relationships?</li> <li>▪ What is the relationship between access to health care and individual and family relationships?</li> <li>▪ What are some examples of healthy conflict resolution skills?</li> <li>▪ What is discriminating behavior and what impact does it have on individual and family relationships?</li> <li>▪ What resources and skills can be utilized to combat sexual harassment?</li> <li>▪ What techniques can prevent sexual aggression and what community resources are available for victims of sexual aggression?</li> <li>▪ What are some reasons people choose to use contraceptives?</li> <li>▪ What are the different types of contraceptive methods and how do they work?</li> <li>▪ What community resources are available for information and administration of contraceptive methods?</li> <li>▪ What are sexual limits and what factors influence sexual limits?</li> <li>▪ What techniques can be used to communicate sexual limits?</li> <li>▪ What decision making skills should be utilized when establishing sexual limits?</li> <li>▪ What are some good reasons to remain abstinent from sexual activity?</li> <li>▪ What should pregnant women do to ensure both her health and the health of the fetus?</li> <li>▪ What are the stages of childbirth?</li> </ul>

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<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ The internal and external factors that impact the individual and family relationships are heredity, environment, behavior, and access to health care services.</li> <li>▪ There are several different types of conflicts which should be dealt with by using healthy conflict resolution techniques.</li> <li>▪ Discriminating behavior is behavior that makes a distinction in treatment or shows favor or prejudice against an individual or a group of people.</li> <li>▪ Learned discriminating behaviors divide people and can lead to acts of violence.</li> <li>▪ There are community resources available to combat sexual harassment.</li> <li>▪ Assertive communication techniques should be used to request that sexual harassment stop.</li> <li>▪ There are some ways to help prevent sexual aggression. These behaviors should be recognized and community resources utilized by victims.</li> <li>▪ People choose to use contraceptives for several reasons.</li> <li>▪ There are a variety of contraceptive methods available through community resources.</li> <li>▪ Many factors influence sexual limits.</li> <li>▪ A person should respect sexual limits and be able to communicate those limits.</li> <li>▪ People refuse sexual behaviors for many reasons.</li> <li>▪ Decision making skills should be involved in identifying ones own sexual limits.</li> <li>▪ Women who are pregnant need routine medical exams, childbirth and childcare education, reasonable exercise, extra rest and relaxation, and avoidance of drugs and other risk behaviors.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ family health, social health, heredity, behavior, environment, health care, family, respect, self-respect, sexual harassment, sexual aggression, sexual limits, dysfunctional family, relationships, domestic violence, abuse, abandonment, codependence, conflict, conflict resolution, communication techniques, mediation, discriminatory behavior, prejudice, racism, sexual orientation, perpetrator, victim, hate crimes, diversity, rape, acquaintance rape, abstinence, contraceptives, responsibility, pregnancy, embryo, fetus, placenta, umbilical cord, miscarriage</li> </ul> </li> </ul>

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<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"><li>▪ Describe healthy family relationships.</li><li>▪ Describe dysfunctional family relationships and the effect that these relationships have on an individual.</li><li>▪ Describe different types of conflict.</li><li>▪ Use conflict resolution skills.</li><li>▪ Identify discriminating behavior.</li><li>▪ Examine ways to combat sexual harassment.</li><li>▪ Demonstrate assertive communication to request that sexual harassment stop.</li><li>▪ Describe sexual aggression.</li><li>▪ Plan ways to prevent sexual aggression.</li><li>▪ Identify resources for victims of sexual aggression.</li><li>▪ Describe contraceptive methods.</li><li>▪ Identify resources for contraceptive methods.</li><li>▪ Explain the advantages of using contraceptives.</li><li>▪ Support the importance of respecting sexual limits.</li><li>▪ Examine influences on sexual limits.</li><li>▪ Communicate about sexual behavior.</li><li>▪ Use decision-making skills to make decisions about sexual behavior.</li><li>▪ Identify reasons to refuse sexual behavior.</li><li>▪ Describe the stages of pregnancy and childbirth.</li></ul>
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<p><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u></p> <p>A. Health Concepts</p> <ol style="list-style-type: none"><li>1. Healthy Behaviors and Personal Health Students predict how behaviors can impact health status.<ol style="list-style-type: none"><li>a. Analyze individual responsibility for enhancing health.</li><li>b. Predict how healthy behaviors can positively impact health status.</li><li>d. Examine personal susceptibility of, and the potential severity of, injury or illness if engaging in unhealthy behaviors.</li></ol></li><li>3. Diseases/Other Health Problems Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.</li><li>4. Environment and Personal Health Students determine the interrelationship between the environment and other factors and personal health.<ol style="list-style-type: none"><li>c. Analyze the relationship between access to health care and health status.</li></ol></li><li>5. Growth and Development Students describe the characteristics of human growth and development throughout the various stages of life.</li><li>6. Basic Health Concepts Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.</li></ol> <p>B. Health Information, Products, and Services</p> <ol style="list-style-type: none"><li>1. Validity of Resources Students evaluate the validity and accessibility of health information, products, and services.</li><li>2. Locating Health Resources Students access valid and reliable health information, products, and services.<ol style="list-style-type: none"><li>a. Determine when professional health services may be required.</li><li>b. Access valid and reliable health information.</li><li>c. Access valid and reliable health products and services.</li></ol></li></ol>
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<b>Related Maine Learning Results</b>	<p>D. Influences on Health</p> <p>1. Influences on Health Practices/Behaviors Students analyze and evaluate influences on health and health behaviors.</p> <ol style="list-style-type: none"> <li>a. Analyze how family, school, and community influence the health of individuals.</li> <li>b. Analyze how peers influence healthy and unhealthy behaviors.</li> <li>c. Evaluate the effect of the media on personal and family health.</li> <li>d. Analyze how perceptions of norms influence healthy and unhealthy behaviors.</li> <li>e. Analyze how culture and personal values and beliefs influence individual health behaviors.</li> </ol> <p>E. Communication and Advocacy Skill</p> <p>1. Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <ol style="list-style-type: none"> <li>a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</li> <li>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid reduce health risks.</li> <li>c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</li> </ol> <p>2. Advocacy Skills Students demonstrate ways to influence and support others in making positive health choices.</p> <ol style="list-style-type: none"> <li>a. Utilize accurate peer and societal norms to formulate a health-enhancing message.</li> </ol> <p>F. Decision-Making and Goal-Setting Skills</p> <p>1. Decision-Making Students apply a decision-making process to enhance health.</p> <ol style="list-style-type: none"> <li>a. Compare the value of thoughtful decision-making in a health-related situation.</li> <li>c. Generate alternative approaches to situations involving health-related decisions and predict the potential short-terms and long-term impact for themselves and others.</li> <li>d. Defend the healthy choice when making a decision.</li> <li>e. Evaluate the effectiveness of a health-related decisions.</li> </ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Complete a self awareness questionnaire on personal respect.</li> <li>▪ In small groups, respond to interpersonal situations, placing potential actions on a continuum ranging from consent to abuse.</li> <li>▪ In groups, determine how to handle a situation of sexual harassment.</li> </ul>

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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Work in small groups to complete a student page. Present responses to the class for feedback.</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ “Outrageous Teaching Techniques in Health Education” – Deborah Tackmann</li></ul></li></ul>
<b>Technology Link</b>	<ul style="list-style-type: none"><li>▪ <a href="http://www.healthteacher.com">http://www.healthteacher.com</a></li></ul>