



Douglas County School District Family Life Sex Education Committee

Minden Elementary School
1170 Baler Street
Minden, NV 89423

Tuesday, September 26, 2023
3:45 PM

Agenda

1. Call to Order

A. Welcome and Introductions

Committee members will introduce themselves and official role will be taken.

B. Adoption of Agenda (*For Possible Action*)

Committee members reserve the right to take items in a different order to accomplish business in the most efficient manner.

2. Public Comment #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. Public Comment #2 will provide an opportunity for public comment on any matter within the Committee's jurisdiction, control, or advisory authority.

3. Approval of Minutes of the April 4, 2023 Meeting (*For Possible Action*)

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Attached are the minutes of the April 4, 2023 Family Life Sex Education (FLSE) Meeting for review and approval.

4. Work Session

A. Welcome and Introductions

Committee members will introduce themselves and official role will be taken.

B. Review Model Curriculum from Nevada Department of Education (*Discussion*)

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The committee will review the curriculum from the Nevada Department of Education.

5. Public Comment #2

Public comment will be taken during this agenda item on any matter within the committee's jurisdiction, control, or advisory authority. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken.

6. Adjournment

(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. Generally speaking, the item will be heard no earlier than the time indicated.

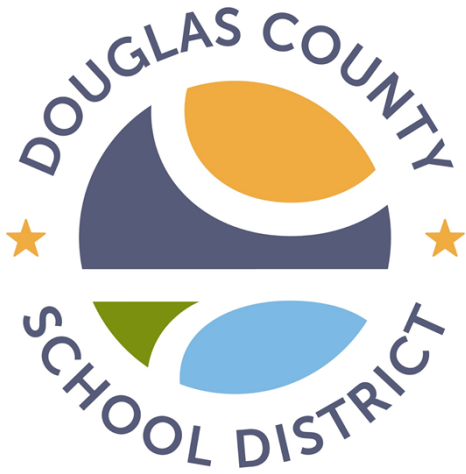
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State of Nevada website: <https://notice.nv.gov>



Douglas County School District
Family Life Sex Education Committee

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Minden Elementary School

1170 Baler St
Minden, NV 89423

Tuesday, April 4, 2023
3:45 PM

Minutes

1. Call to Order

The meeting was called to order by Shannon Brown, Executive Director of Education Services, at 3:50 PM

A. Pledge of Allegiance, Welcome and Introduction

The following Committee Members were present:

Shannon Brown, Executive Director, Education Services
Pam Gilmartin, Principal at Jacks Valley Elementary
Katie Hill, Teacher at Gardnerville Elementary
Michelle Brown, Parent
Rachel Hamer, Parent
Kristin Miller, Parent

B. Approval of a Flexible Agenda (*For Possible Action*)

Motion to adopt this agenda as stands was made by Michelle Brown.
Motion was seconded by Rachel Hamer.

2. Public Comment #1

There was no Public Comment on the Agenda.

3. Review and Approval of January 18, 2023 Meeting Minutes (*For Possible Action*)

The committee was asked to review and approve the meeting minutes from the January 18, 2023 meeting. Motion to Approve the minutes was made by Michelle Brown and seconded by Rachel Hamer.

4. Work Session (*Information, Discussion, and for Possible Action*)

A. Middle School Health Standards (*Discussion*)

Personal Safety Standards and Trafficking

Panel is wondering if this should be taught earlier. Rachel Hamer spoke to her husband who is a juvenile probation officer and speaks to students about laws for youth in 7th grade. He agrees it should be introduced in 6th grade.

B. Review Model Curriculum from Nevada Department of Education (Discussion)

The committee will review the model curriculum from Nevada Department of Education pages 25-33. Mr. Brown asked the panel to look at the links/resources and get back together late May or early June to discuss what activities/resources are appropriate and beneficial for grades.

Pam Gilmartin suggests that the panel makes a playlist of the material so teachers can pick and choose and not be overwhelmed with all the curriculum. The panel also wants to know if it is possible to teach law/cyber bullying separate from sex education so kids don't have to be embarrassed to change classrooms and possibly not need parent permission forms? Mr. Brown will look into that.

5. Public Comment #2

No public comment

6. Adjournment

Meeting adjourned at 4:27. Next meeting will be held May 23, 2023

Introduction:

This course provides students an introduction to personal, community, and environmental health, mental and emotional health, nutrition and physical activity, substance use and abuse, safety practices, injury prevention, CPR/AED, personal safety, human reproductive system, HIV/AIDS, related communicable diseases, and sexual responsibility. Topics include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management, and advocacy. Instructional practices integrate the Motivational Framework for Culturally Inclusive Teaching, to establish inclusion of all cultural and linguistic backgrounds, develop a positive learner disposition toward learning, enhance meaning through engaging experiences, and engender competence of subject matter among all students. The appropriate use of technology is an integral part of this course.

Course Goals:

1. To predict the potential short-term impact of healthy and unhealthy decisions on self and others. [5.DM.MS]
2. To investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. [1.PCE.MS]
3. To examine proper nutrition and physical activity guidelines. [1.NP.MS]
4. To connect the relationship between mental health and physical health. [1.ME.MS]
5. To explain the structures and functions of the human reproductive system using correct anatomical terms. [1.HRS.MS]
6. To assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention. [1.SUA.MS]
7. To explore the causes, symptoms, preventions, and treatments of various communicable and non-communicable diseases. [1.PCE.MS, 1.HRS.MS]
8. To investigate the biological, emotional, and social changes occurring throughout adolescence. [1.HRS.MS]
9. To understand the processes of human development and pregnancy. [1.HRS.MS]
10. To determine the benefits of healthy relationships. [1.HRS.MS]
11. To identify the various contraceptive methods with an emphasis on abstinence. [1.HRS.MS.4b]
12. To compare the symptoms, causes, prevention, and treatments of various sexually transmitted infections including HIV. [1.HRS.MS]
13. To examine how health risk behaviors influence safety and injury prevention practices. [1.SIC.MS]
14. To perform psychomotor skills required for hands-only CPR and to explain the purpose and operation of an automated external defibrillator (AED). [1.SIC.MS]
15. To investigate various environmental and consumer health issues. [1.PCE.MS]
16. To explain the individual and societal benefits of organ and tissue donation. [1.PCE.MS]
17. To explain how the perceptions of current social expectations influence healthy and unhealthy behaviors. [2.AF.MS]
18. To analyze the validity of health information, products and services. [3.AI.MS]

19. To demonstrate refusal and negotiation skills to avoid or reduce health risks. [4.IC.MS]
20. To apply strategies and skills needed to attain a health goal. [6.GS.MS]
21. To demonstrate behaviors that avoid or reduce health risks to self and others. [7.SM.MS]
22. To demonstrate how to influence and support others to make positive health choices. [8.AV.MS]

Note to Teachers:

The curriculum map is designed to meet a 1 semester course.

Quarter 1: PCE, SUA, NP

Quarter 2: ME, SIC, PS, HRS

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Quarter 1

Unit 1: Personal, Community, and Environmental Health

Estimated Duration: 3 Weeks

Standards:

- 1.PCE.MS.1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.
- 1.PCE.MS.2 Investigate the impact of communicable and non-communicable diseases.
- 1.PCE.MS.3 Connect the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health.
- 1.PCE.MS.4 Recognize an individual's personal role within the family structure and within the community.
- 1.PCE.MS.5 Interpret personal susceptibility to injury, illness, or death based on genetics, family history, and health behaviors.
- 1PCE.MS.6a Describe how to register as a donor and the rules governing donor gifts pursuant to Nevada Law.
- 1.PCE.MS.6b Explain the individual and societal benefits of organ and tissue donation.
- 1.PCE.MS.6c List facts about organ and tissue donation.

Skills-Based Standards

- 2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.
- 3.AI.MS.1 Analyze the validity of health information, products and services.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.
- 5.DM.MS.2 Analyze the outcomes of a health-related decision.
- 5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 6.GS.MS.1 Apply strategies and skills needed to attain a health goal.
- 6.GS.MS.2 Describe how health goals can vary with changing abilities, priorities, and responsibilities.
- 7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors.
- 8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.

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Topics:

- Healthy Practices
- Communicable and Non-Communicable Diseases
- Similarities and Differences of Self and Others
- Family Structure

- Organ and Tissue Donation

Cross-Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:

[K-12 Health Learning Progressions](#)

Essential Questions:

- What is good health and how can I stay healthy?
- How do diseases impact one's health?
- How am I similar to other people and what makes me unique?
- How do your own similarities and differences contribute to community and environmental health?
- What is a family structure and what is my role?
- What is a personal health care plan and what should mine include?
- What is the importance of organ and tissue donation?

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Learning Objectives:

- Define susceptibility, injury, illness, genetics, health behaviors.
- Examine how health behaviors that are within our control affect susceptibility to injury, illness, or death (physical activity, eating habits, stress management, substance use).
- Identify similarities and differences between you and your classmates as it relates to personal health.
- Examine how genetics, family history, and other factors outside of our control affect susceptibility to injury, illness, or death (heart disease, diabetes, cancer, obesity).
- Define donor, recipient, organ donation, and tissue donation.
- Explore the Nevada Law regarding the rules of donor gifts. (NRS 451.556)
- Understand the steps of the donor registration process.
- Explore how organ and tissue donation can affect the recipient.
- Explore how organ and tissue donation can affect the donor.
- Illustrate long-term societal benefits of organ and tissue donation.
- List what organs can be donated while an individual is living versus posthumous.
- Explain the eligibility process for the donor-recipient list.
- Define the Organ Procurement Organization (OPO) and the process of transplanting an organ.

State Adopted Core Materials:

[https://doe.nv.gov/Standards Instructional Support/Instructional Materials/](https://doe.nv.gov/Standards_Instructional_Support/Instructional_Materials/)

Core materials for K-12 Health are to be determined.

Supplemental Resources:

- Students will use this website to aid in research of communicable and non-communicable diseases: <https://www.symptomfind.com/>
- Students will use this website to learn more about personal health <https://teenshealth.org/en/teens/>
- Students will use this website to review information on the importance of knowing Family Health History: <https://www.hhs.gov/programs/prevention-and-wellness/family-health-history/index.html>
- Students can review this website to learn about the importance of talking to a doctor: <http://kidshealth.org/en/teens/talk-doctor.html#>
- Students can use these websites to learn about access to health care in their community:
 - <http://www.southernnevadahealthdistrict.org/community-health-nursing/healthy-kids.php>
 - <https://www.washoecounty.gov/health/>
 - <https://www.southernnevadahealthdistrict.org/clinics/>
 - <http://www.nafcclinics.org/clinics/search?title=Nevada>
 - <https://dhhs.nv.gov/>

Performance Tasks/Projects:

- Have students create a Health Triangle based on physical, mental/emotional and social health. Identify examples of each side and make a connection on how health behaviors, diseases, and family structure can affect all sides. 10
- Have students create research papers on common hereditary diseases and explain which body systems are affected and how.
- Have students research a common non-infectious disease and create an informational pamphlet listing the symptoms and other important information.
- Have students create a poster, PowerPoint, report, or pamphlet on specific cancer listing the symptoms, causes, effects, prevention, and treatment of cancer and share the project with the class.
- Use the following documents on Organ and Tissue Donation.
 - Investigations into Organ and Tissue Transplantation <https://drive.google.com/file/d/1yPtZKm0nh-JJRghK1TlO1rwrZ-r4LiG/view?usp=sharing>
 - Organ and Tissue Donation Lesson Plan <https://drive.google.com/file/d/1Mkw09Tw-9zV42SVmJBlgVDAHgAEMalxJ/view?usp=sharing>

Differentiation:

- Modify writing requirements (e.g. student creates a presentation instead of writing an essay, student completes a graphic organizer, student creates a visual of relevant information)
- Allow students to work collaboratively in teams or partners.
- Provide scaffolding for writing assignments.

Family Engagement Strategies:

- Have students interview family members and make a list of diseases family members have had. Students will then create a list of healthy ways students can reduce their risk of common hereditary diseases.
- Invite guests from various careers to speak to students and families after school regarding personal health, disease prevention, and organ and tissue donation.
- Complete the Family Health History Record
 - <https://docs.google.com/document/d/1s1o-qEcYKe-FaL3h79JdPB565DVCWtEHOB6kc lIDsc/edit?usp=sharing>
- Organ and Tissue Donation Parent Interview
 - <https://docs.google.com/document/d/1Pk-wvb1hZLJ3643GqMSznUqbBkwbbimLugwlUJxsx30o/edit?usp=sharing>

Assessments: Assessment Strategies:

Formative:

- Have students list ten diseases and the symptoms involved.
- Compare the symptoms of each of the diseases and categorize the diseases as either infectious or non-infectious
- Have students list five common non-infectious diseases with their symptoms.

Summative:

- Group research project on Organ and Tissue Donation.
 - <https://docs.google.com/document/d/1rEnNl0AbVt3Zyz82CKqu zsx2ccj9hDRq3gAHTqWlw/edit?usp=sharing>

Accommodations:

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- Use videos and/or text that can be translated into a student's primary language or adapted for hearing or visually impaired students.
- Students can use voice to text applications to transcribe information for projects.
- Include closed captioning on videos, when applicable.
- Allow students to use translation applications to translate text.

Embedding SEL Strategies:[Link to CASEL's SEL Competencies](#)

- **Social Awareness:** How can you identify the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts? How does this build a family and community?
- **Relationship Skills:** Who are people that you would consider having healthy and supportive relationships within your family? community?

Digital Learning Strategies:[NV Digital & Blended Learning Guide](#)

- Students will access various websites for research as well as use digital tools to create and present research findings.

Quarter 1

Unit 2: Nutrition and Physical Activity

Estimated Duration: 3 Weeks

Standards:

- 1.NP.MS.1 Connect how healthy eating patterns, in accordance with the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention.
- 1.NP.MS.2 Compare the mental, social and physical benefits of daily moderate to vigorous physical activity. (Per NRS 389.520)
- 1.NP.MS.3 Explain the importance of annual physical health examinations and responding appropriately to unusual aches and pains. (Per NRS 389.018)

Skills-Based Standards

- 2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.
- 3.AI.MS.1 Analyze the validity of health information, products and services.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.
- 5.DM.MS.2 Analyze the outcomes of a health-related decision.
- 5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 6.GS.MS.1 Apply strategies and skills needed to attain a health goal.
- 6.GS.MS.2 Describe how health goals can vary with changing abilities, priorities, and responsibilities.
- 7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors.
- 8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.

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Topics:

- Healthy Eating Patterns
- Health Promotion and Disease Prevention
- Physical Activity Benefits

- Annual Physical Health Examinations

Cross Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:

[K-12 Health Learning Progressions](#)

Essential Questions:

- How are foods classified and what are the main nutrients in each group?
- How can I make good food choices by monitoring the food I eat?
- How do I balance my nutrition and physical activity to maintain a healthy body weight?
- What are the components of exercise and how can I develop and maintain my fitness?
- Why are annual physical health examinations important?

Learning Objectives:

- Classify foods using the components of MyPlate.
- Identify the main nutrients essential for good health.
- Select food items which are rich in essential nutrients.
- Differentiate between foods with adequate nutritional value and those with limited nutritional value.
- Explain the importance of reading the labels on products they purchase.
- Describe the benefits of regular exercise.
- Compare the effects of being overweight or underweight on a person's overall wellness.
- Describe how metabolism and nutrition can be related to certain diseases.
- Identify local agencies devoted to health care.
- Explain the need for regular health check-ups.
- Formulate a personal health care plan.
- Describe the need for sufficient rest.
- Explain the importance of proper hygiene.
- Identify mental, social, and physical benefits of physical activity.
- Identify community agencies that assist persons with physical health problems.
- Understand health care services and personal health care.

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State Adopted Core Materials:

[https://doe.nv.gov/Standards Instructional Support/Instructional Materials/](https://doe.nv.gov/Standards_Instructional_Support/Instructional_Materials/)

Core materials for K-12 Health are to be determined.

Supplemental Resources:

- Students will use the following website to understand the various food groups: <https://www.myplate.gov/>.
- Students will use <https://www.nutrition.gov/> to research information on basic nutrition, exercise and fitness and nutrition by age.
- Students will use <https://www.kidshealth.org/en/teens/food-fitness/> to research healthy eating and exercises for their own diet and fitness plan.
- The following website explains Body Mass Index
https://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/about_childrens_bmi.html.
- <https://www.fueluptoplay60.com/> has many resources for students to better understand fitness and nutrition.
- A now archived website, <https://letsmove.obamawhitehouse.archives.gov/>, contains physical activity and nutrition information for kids.
- The following website contains classroom resources for teachers related to not only nutrition and physical activity, but also injury prevention, e-cigarettes and alcohol, health conditions and diseases, and mental health.
<https://www.cdc.gov/healthyschools/bam/teachers.htm>
- A sample two-week menu to use with classroom students can be accessed at
https://drive.google.com/file/d/1We9E_fV7cfeXxmW1cab3DjXBMpc6D75T/view?usp=sharing.

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Performance Tasks/Projects:

- Have students create a meal and exercise program using <https://www.myplate.gov/>.
- Have students research the diet of various cultures and how it affects the overall health of the people.
- Have students create a three-day menu including all food, snacks, and drinks. Students will then analyze their three-day diet by going to <https://www.nutrition.gov/> and determine if changes need to be made so that the daily plans are receiving adequate nutrients.
- Have students compare the various fast-food restaurants for nutritional and caloric value. After comparing, have students “order” the healthiest meal from the various fast-food restaurants.
- Have students discuss the sources of each type of food and list examples of each.
- Have teams of students participate in a My Plate Relay. Each team will be given an envelope containing various cards with food items. Students race each other to properly place each food in the correct group. Food cards may be ordered through the [Nevada Dairy Council](#).
- Students will discuss with parents/guardians and record their primary care physician's name and contact information. If students do not have a primary care physician, students will work with parents/guardians to find a nearby primary care physician who accepts their insurance (if applicable).

Differentiation:

- Modify writing requirements (e.g. student creates a presentation instead of writing an essay, student completes a graphic organizer, student creates a visual of relevant information)

- Allow students to work collaboratively in teams or partners.
- Provide scaffolding for writing assignments.

Family Engagement Strategies:

Promoting Parent Engagement

- Have students research the diet of various cultures and how it affects the overall health of the people.
 - Hold a cultural immersion event. A guest speaker from another culture can come in and discuss the diet of their culture. Families can work together to create a dish with guidance from the speaker or have culturally relevant food items available for families to taste.
- Students will work with family members to determine their family doctor.

Assessments: Assessment Strategies:

Formative:

- Students will make a chart listing the nutritional value of the foods they eat over a three-day period.
- Students will compare the various fast-food restaurants for nutritional and caloric value.

Summative:

- Have students create a meal, exercise, and plan for annual physical health exams using <https://www.myplate.gov/> as a guide.

Accommodations:

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- Use videos and/or text that can be translated into a student's primary language or adapted for hearing or visually impaired students
- Students can use voice to text applications to transcribe information for projects.
- Include closed captioning on videos, when applicable.
- Allow students to use translation applications to translate text.

Embedding SEL Strategies:

Link to CASEL's SEL Competencies

- **Self-Management Skills:** Students work to set personal and collective goals, use planning and organizational skills, and show the courage to take initiative regarding their nutrition and physical activity. Who decides what you consume and how much exercise you do?
- **Responsible Decision-Making:** Students learn how to make a reasoned judgment of food choices and physical activity after analyzing information and facts.

Digital Learning Strategies:

NV Digital & Blended Learning Guide

- Students will use a variety of multimedia content and resources from both <https://www.nutrition.gov/> and <https://www.myplate.gov/>.

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Quarter 1

Unit 3: Substance Use and Abuse

Estimated Duration: 3 Weeks

Standards:

- 1.SUA.MS.1 Critique the pros and cons of using over-the-counter and prescription medications.
- 1.SUA.MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.

Skills-Based Standards

- 2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.
- 3.AI.MS.1 Analyze the validity of health information, products and services.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.
- 5.DM.MS.2 Analyze the outcomes of a health-related decision.
- 5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 6.GS.MS.1 Apply strategies and skills needed to attain a health goal.
- 6.GS.MS.2 Describe how health goals can vary with changing abilities, priorities, and responsibilities.
- 7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors.
- 8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.

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Topics:

- Over-the-counter and prescription medication
- Alcohol, tobacco, marijuana, and other drugs

Cross Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:

[K-12 Health Learning Progressions](#)

Essential Questions:

- What is drug addiction?
- How does avoiding tobacco, drugs, and alcohol affect your overall health?

Learning Objectives:

- Distinguish among over-the-counter, prescription, and illegal drugs.
- Explain the basic guidelines for the proper use of medicine.
- Explain the physical, mental, and emotional effects of alcohol, tobacco, marijuana, and other drugs on the body.
- Identify local agencies devoted to health care.

State Adopted Core Materials:

https://doe.nv.gov/Standards_Instructional_Support/Instructional_Materials/
Core materials for K-12 Health are to be determined.

Supplemental Resources:

- The following link contains facts that can be used in the classroom to help students better understand the effects of drugs.
https://www.cdc.gov/tobacco/data_statistics/fact_sheets/index.htm
- Current facts specifically related to marijuana for student research projects or to facilitate classroom discussions can be accessed at <https://www.cdc.gov/marijuana/>.
- An activity to help students and parent(s)/guardian(s) analyze influences and access valid health information can be accessed at <https://teens.drugabuse.gov/teachers/lessonplans/legit-accessing-valid-and-reliable-health-information>.
- Additional lesson plans and activities related to teen drug abuse can be accessed at <https://teens.drugabuse.gov/teachers>.
- A prevention education tool kit and additional resources related to various drugs can be accessed at <https://drugfreegeneration.org/resources/downloadable-prevention-education-tools.html>.
- Interactive lessons, activities, and discussion prompts focusing on vaping and other drugs can be accessed at <https://www.thestandprojectua.org/teacher-resources>.

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Performance Tasks/Projects:

- Students will create a concept map of the process of addiction. Have students include tolerance, physical dependence, and addiction.
- Students will investigate movies and books for reference to someone who is addicted. Ask, "Is a person portrayed differently in movies and in books if they are addicted to tobacco compared to someone who is addicted to alcohol or illegal drugs?"
- Students will write to various companies to obtain literature on smoking cessation products. Have students use this information to compare the effectiveness and cost.
- Students will write to various public and private agencies to obtain information on substance abuse programs. This can be done as an interdisciplinary activity with English.

Differentiation:

- Modify writing requirements (e.g. student creates a presentation instead of writing an essay, student completes a graphic organizer, student creates a visual of relevant information)
- Allow students to work collaboratively in teams or partners.

- Provide scaffolding for writing assignments.

Family Engagement Strategies:

Promoting Parent Engagement

- One family engagement strategy is to use the worksheet found at <https://teens.drugabuse.gov/teachers/lessonplans/legit-accessing-valid-and-reliable-health-information>. With the help of family members students will work to validate health information and ensure that the information is reliable. The focus should be on finding valid and reliable health information around drugs and alcohol, however, the skill can be used for any topic.
- A second family engagement strategy is to reach out to a local health organization that focuses on drug and alcohol education, treatment, or prevention. Host a roundtable discussion in the evening one day during your unit, so that parents/guardians are able to attend and learn what is being taught to students about drugs and alcohol in a friendly environment.

Assessments: Assessment Strategies:

Formative:

- Students will create a concept map of the process of addiction.
- Students will distinguish between drug use, drug misuse, and drug abuse.
- Have students list various side effects that are found on labels of common over-the-counter and prescription medicines.

Summative:

- Students create a poster, pamphlet, or advertisement campaign persuading people not to use illicit drugs.
- Students will create a public service announcement on the appropriate use of antibiotics, vaccines, and anesthetics.
- Students will create a five-part visual presentation on (5) specific drugs with the following information:
 - Names: Formal, Street, and Common Brand Names
 - Description of How it is abused, how it affects the body, and how addiction occurs
 - Other interesting fact(s)

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Accommodations:

- Use videos and/or text that can be translated into a student's primary language or adapted for hearing or visually impaired students
- Students can use voice to text applications to transcribe information for projects.
- Include closed captioning on videos, when applicable.
- Allow students to use translation applications to translate text.

Embedding SEL Strategies:

Link to CASEL's SEL Competencies

- **Self-Awareness:** Students work to understand one's own emotions, thoughts and values and how they influence behavior that could lead to risk-taking such as substance use and abuse.
- **Responsible Decision-Making:** Students research various over-the-counter, prescription, and illicit drugs, and make reasoned judgments based on analyzing the information, data, and facts.

Digital Learning Strategies:

[NV Digital & Blended Learning Guide](#)

- Student posters, pamphlets, advertisement campaigns, and public service announcements can be done using various digital learning modalities allowing students to access kinesthetic, visual, auditory, and tactile learning.

DRAFT

Quarter 2

Unit 4: Mental and Emotional Health

Estimated Duration: 2 weeks

Standards:

- 1.ME.MS.1 Connect the relationship between mental health and physical health.
- 1.ME.MS.2 Identify how loss, grief, trauma, and emotional distress may influence self-injurious or suicidal behaviors.

Skills-Based Standards

- 2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.
- 3.AI.MS.1 Analyze the validity of health information, products and services.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.
- 5.DM.MS.2 Analyze the outcomes of a health-related decision.
- 5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 6.GS.MS.1 Apply strategies and skills needed to attain a health goal.
- 6.GS.MS.2 Describe how health goals can vary with changing abilities, priorities, and responsibilities.
- 7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors.
- 8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.

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Topics:

- Mental and Emotional Health
- Suicide Prevention

Cross Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:

[K-12 Health Learning Progressions](#)

Essential Questions:

- What is a personal health care plan and what should mine include?
- What is stress and what coping strategies can you use to deal with it?
- How do you recognize when you or someone close to you is at risk of committing suicide and what can you do to help?

Learning Objectives:

- Define and provide examples for each side of the health triangle (mental/emotional, physical, social).
- Describe how mental health affects social and physical health.
- Describe how physical health affects social and mental health.
- Describe how social health affects physical and mental health.
- Discuss the effects of stress on the body.
- Define grief, trauma, emotional distress, mental illness, mental disorder, depression, self-injurious, suicide, suicidal behaviors.
- Discuss ways to cope with loss, grief, trauma, and emotional distress.
- Identify three eating disorders.
- Recognize warning signs and symptoms of suicide.

State Adopted Core Materials:

[https://doe.nv.gov/Standards Instructional Support/Instructional Materials/](https://doe.nv.gov/Standards_Instructional_Support/Instructional_Materials/)

Core materials for K-12 Health are to be determined.

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Supplemental Resources:

- The following websites can be used to assist in curriculum for suicide prevention: <https://www.mindwise.org/> and <https://jasonfoundation.com/>
- Classroom Resources for Teachers from the CDC website: https://www.cdc.gov/healthyschools/bam/child_development.htm
- Video on stress fight or flight response (video length 4:19). <https://goo.gl/yIRYca>
- TeensHealth website lists tips for dealing with stress: <http://teenshealth.org/en/teens/center/stress-center.html>
- TeensHealth website on basics of depression: <http://teenshealth.org/en/teens/depression.html#cat20863>
- American Foundation for Suicide Prevention: <https://afsp.org/about-suicide/>

Performance Tasks/Projects:

- Discuss stress and its effects on all of the body systems.
- Interactive:
 - Have students construct a card house with 10 cards using a time limit. Use this to evaluate the effects of stress on the body.
 - Using a Jenga Game®, students will remove pieces according to statements of stressful situations read by the teachers.
- Have students research and demonstrate techniques for relaxation of mind and body.
- Have students identify stressful situations at school and home and list examples of how they cope with them (categorize coping strategies as either positive, such as writing in a journal, or negative, such as throwing things at a wall).
- Have students list various warning signs and categorize them under direct and indirect, verbal, behavioral, or environmental.

- Have students discuss ways one can help if a person is considering suicide.
- Have students write down what they know about the three most common eating disorders and discuss answers with a classmate.
- Have students describe the difference between healthy exercise habits and dangerous exercise habits.
- Have students discuss the definition of body image and how different sources (including family, friends, and media) can affect the perception of oneself.
- Have students give examples of how the body responds to a new or possibly threatening situation.
- Have students discuss how different cultures see body image and how this relates to eating disorders.
- Have students create a list of what they think the four common factors in youth suicide are and compare answers with a partner.
- Have students discuss reasons, why some people might not get help for these factors.
- Have the students discuss various cultural stressors and how different cultures deal with stress.

Differentiation:

- Modify writing requirements (e.g. student creates a presentation instead of writing an essay, the student completes a graphic organizer, the student creates a visual of relevant information)
- Allow students to work collaboratively in teams or partners.
- Provide scaffolding for writing assignments.

Family Engagement Strategies:

Promoting Parent Engagement

- Have students create a list of 10 people (names and phone numbers) they could go to for help if feeling suicidal. Have students create a foldable pocket card with the name and numbers of the people on the list and explain to the students to keep the card in a wallet for future reference.

Assessments: Assessment Strategies:

Formative:

Eating Disorder Review

<https://docs.google.com/document/d/1Ln1wtdzCvdM8pB7kJNFikqPEbifbzOuNs262LeUp7U/edit?usp=sharing>

Summative:

Stress Management Plan

https://docs.google.com/document/d/1toH4KmOWSETkTlllJWRmpzRP_42VzLuvAdrxdrNzNxs/edit?usp=sharing

Mental Health Advocacy

https://docs.google.com/document/d/1SnKI5cMbOUQArKEh6JLKqQgKPjd_K5xOgfMYoZz7gc4/edit?usp=sharing

Accommodations:

- Use videos and/or text that can be translated into a student's primary language or adapted for hearing or visually impaired students.
 - Students can use voice to text applications to transcribe information for projects.
 - Include closed captioning on videos, when applicable.
 - Allow students to use translation applications to translate text.

Embedding SEL Strategies:

[Link to CASEL's SEL Competencies](#)

- **Self-Management Skills:** Students work to set personal and collective goals and show the courage to take initiative to maintain their mental and emotional health.
- **Social Awareness:** Students focus on the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. How do people show their emotions? How is mental health perceived in different cultures?

Digital Learning Strategies:

[NV Digital & Blended Learning Guide](#)

Peer collaboration on digital documents (writing, commenting, editing)

Quarter 2

Unit 5: Safety Practices, Injury Prevention, and CPR/AED

Estimated Duration: 2 weeks

Standards:

- 1.SIC.MS.1 Examine how health risk behaviors influence safety and injury prevention practices.
- 1.SIC.MS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. (Per NRS 389.021)
- 1.SIC.MS.2b Discuss the purpose, operation, and safe use of an automated external defibrillator (AED). (Per NRS 389.021)

Skills-Based Standards

- 2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.

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Topics:

- Hands Only CPR
- Safety and Injury Prevention Practices

Cross Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:

[K-12 Health Learning Progressions](#)

Essential Questions:

- How can I minimize accidental injuries?
- What are the steps to hands-only cardiopulmonary resuscitation?

Learning Objectives:

- Define health risk behaviors, safety, injury prevention.
- List examples of health risk behaviors.
- Identify the psychomotor skills related to hands-only cardiopulmonary resuscitation (CPR) as outlined in the American Heart Association guidelines.
- Demonstrate the psychomotor skills related to hands-only cardiopulmonary resuscitation (CPR) as outlined in the American Heart Association guidelines.
- Define and determine the role of a first responder.

State Adopted Core Materials:

[https://doe.nv.gov/Standards Instructional Support/Instructional Materials/](https://doe.nv.gov/Standards/Instructional_Support/Instructional_Materials/)

Core materials for K-12 Health are to be determined.

Supplemental Resources:

- Invite a community presenter to train students in hands-only CPR. Hospitals, clinics, fire departments, and other health agencies may be able to provide assistance.
- <https://www.cdc.gov/injury/features/child-injury/index.html>
- <https://www.allencountyhealth.com/get-informed/environmental-health-hazards/healthy-homes-2/safety-in-the-home/>
- [https://www.medicinenet.com/what is the most dangerous game parents must know/article.htm](https://www.medicinenet.com/what_is_the_most_dangerous_game_parents_must_know/article.htm)

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Performance Tasks/Projects:

- Have students demonstrate the abdominal thrust for assisting a choking victim, conscious or unconscious. Also, demonstrate the technique for oneself, small children, or pregnant women.
- Have students define the purpose and philosophy of first aid. Have the students discuss and develop rules to follow when administering first aid.
- Have students create a list of warning signs when a person is experiencing respiratory distress. Have students describe and demonstrate compressions (Hands-Only CPR).
- Have students watch the Friends and Family CPR DVD. Have students demonstrate hands-only CPR on mannequins - http://www.heart.org/HEARTORG/CPRAndECC/HandsOnlyCPR/Hands-Only-CPR_UCM_440559_SubHomePage.jsp
- Have students list various games that youth play that may be risky (example: hyperventilation game, chicken, etc.). Have students identify the risks involved in engaging in these activities. Have students practice their refusal skills.

Differentiation:

- Students will be able to differentiate how they convince people not to participate in risky games based on their individual needs. Students may create a poster, pamphlet, or advertisement campaign using the computer, music, poster board, or other application including TikTok or Instagram.
- Modify writing requirements (e.g. student creates a presentation instead of writing an essay, student completes a graphic organizer, student creates a visual of relevant information)
- Allow students to work collaboratively in teams or partners.
- Provide scaffolding for writing assignments.

Family Engagement Strategies:**Promoting Parent Engagement**

- Invite a speaker from the police department to speak to the class on risky behaviors that may cause injury (example: gang initiation, substance abuse, partying, driving under the influence, etc.).
- Have students teach the steps leading up to administering hands-only CPR with a family member, and demonstrate chest compressions using a pillow.

Assessments: Assessment Strategies:**Formative:**

- Students will demonstrate the abdominal thrust for assisting a choking victim, conscious or unconscious.
- Students will demonstrate the technique for themselves, small children, or pregnant women.
- Students will create a wallet-size card with a list of rules to follow when administering first aid.
- Students will create a list of warning signs when a person is experiencing respiratory distress. Have students describe and demonstrate compressions (Hands-only CPR).
- Students will list various games that youth play that may be risky (example: hyperventilation game, chicken, etc.). Students will identify the risks involved in engaging in these activities. Students will practice their refusal skills with a partner.

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Summative:

- Students will demonstrate Hands-only CPR. Evaluating rate and depth of compressions.
- Students create a poster, pamphlet, or advertisement campaign using factual information that persuades people to not participate in a risky game that other peers may be doing.

Accommodations:

- Students may list out the steps or instruct a bystander how to administer Hands-only CPR, if they are not able to actively engage in the task.
- Students may use a pre-filled worksheet to complete which rules to follow when administering first aid.
- Use videos and/or text that can be translated into a student's primary language or adapted for hearing or visually impaired students
- Students can use voice to text applications to transcribe information for projects.

- Include closed captioning on videos, when applicable.
- Allow students to use translation applications to translate text.

Embedding SEL Strategies:

[Link to CASEL's SEL Competencies](#)

- **Self-Management Skills:** Students work to use planning and organizational skills and show the courage to take initiative to improve their safety and injury prevention skills.

Digital Learning Strategies:

[NV Digital & Blended Learning Guide](#)

- Student posters, pamphlets, and advertisement campaigns can be done using various digital learning modalities allowing students to access kinesthetic, visual, auditory, and/or tactile learning.

Quarter 2

Unit 6: Personal Safety

Estimated Duration: 2 weeks

Standards:

- 1.PS.MS.1 Define personal boundaries and clear limits for self and recognize personal boundaries of others.
- 1.PS.MS.2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.
- 1.PS.MS.3 Summarize the reporting process and include where, when, and to whom to report unsafe situations.
- 1.PS.MS.5 Define human trafficking and ways to get help.
- 1.PS.MS.6 Compare the advantages and disadvantages of communicating using technology and social media.

Skills-Based Standards

- 2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.
- 5.DM.MS.2 Analyze the outcomes of a health-related decision.
- 7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors.
- 8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.

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Topics:

- Personal Boundaries
- Impact of Abusive and Coercive Behaviors
- Reporting Unsafe Situations
- Human Trafficking
- Technology and Social Media

Cross Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:

[K-12 Health Learning Progressions](#)

Essential Questions:

- What is a personal boundary and how do I communicate my boundaries to other people?
- What are the effects of bullying, cyberbullying, and harassment on an individual?
- How do violent acts impact an individual, a family, and society and how can we protect ourselves from violence?
- What are warning signs of an unsafe situation and how should it be reported?
- How does human and sex trafficking impact the individual, family, and society?
- What is appropriate and inappropriate content to be shared using social media?

Learning Objectives:

- Develop personal boundaries and set clear limits in order to protect oneself from dangerous situations.
- Develop strategies to communicate clear limits and personal boundaries.
- Interpret verbal and non-verbal communication to recognize and respect the personal boundaries of others.
- Define abusive, coercive, mental abuse, physical abuse, peer pressure, financial abuse, bullying, and harassment.
- List examples of legal consequences for abusive and coercive behaviors.
- Analyze the effects of bullying, cyber-bullying, and harassment on an individual.
- Define sexting and cyberbullying.
- Identify ways to protect him/herself from bullying, cyberbullying, and harassment.
- Practice various techniques for conflict resolution.
- Differentiate between the different types of human trafficking.
- Define fraud, force, coercion, recruitment, slavery, prostitution.
- Recognize warning signs of human trafficking.
- Identify resources to protect yourself or others from human trafficking.
- Identify various methods and platforms used to communicate through technology and social media.
- Distinguish between appropriate versus inappropriate content.
- Explore the social and legal consequences of what is communicated through various methods of technology and social media.

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State Adopted Core Materials:

[https://doe.nv.gov/Standards Instructional Support/Instructional Materials/](https://doe.nv.gov/Standards/Instructional%20Support/Instructional%20Materials/)

Core materials for K-12 Health are to be determined.

Supplemental Resources:

- Internet safety presentation from <http://www.netsmartz.org/educators.htm>.
- Stop Bullying <https://www.stopbullying.gov/respond/index.html>
- Youth Risk Behavior Data <https://www.cdc.gov/healthyouth/data/yrbs/index.htm>
- Video Stand Up to Cyberbullying <https://goo.gl/gY9uCl>
- Step by Step Guide to Understanding the Cycle of Violence <http://domesticviolence.org/cycle-of-violence/>
- Healthy Relationship Quiz https://drive.google.com/file/d/1JcHby2td4sjleQtJ_DMuLlNvPtRDlybY/view?usp=sharing

<ul style="list-style-type: none"> ● 10 Signs you may be experiencing Relationship Abuse https://drive.google.com/file/d/1CUDR-oUtoX6iTGc63YusR1sbJIFy1Er0/view?usp=sharing ● Human Trafficking Resources: <ul style="list-style-type: none"> ○ Chosen Video : https://goo.gl/5NRAsN ○ http://traffickednomore.org/warning-signs/ ○ https://www.fbi.gov/investigate/civil-rights/human-trafficking ● Invite a speaker from the community to speak to the class on sexual assault. A children’s advocacy center or the Rape Crisis Center may be able to provide these resources in your area. ● Have a guest speaker come in to discuss the dangers of human trafficking and how to protect oneself from a dangerous situation. <ul style="list-style-type: none"> a. Metro, Henderson, or North Las Vegas PD 	31
<p>Performance Tasks/Projects:</p> <ul style="list-style-type: none"> ● Have students practice refusal skills, negotiation skills, and role-play scenarios in relation to bullying, violence, and risky situations. ● Have students develop a personal safety plan against bullying, cyberbullying, harassment, abuse, and other violence. ● Have students discuss how to deal with bullying, cyberbullying, and harassment and ways to protect themselves and others. ● Have students discuss the right of an individual to his/her privacy, including body privacy. ● Have students identify people who can help in incidents of suspected bullying, cyberbullying, harassment, child abuse, domestic violence, and/or sexual abuse (such as parents, counselors, nurses, teachers, administrator). 	
<p>Differentiation:</p> <ul style="list-style-type: none"> ● Modify writing requirements (e.g. student creates a presentation instead of writing an essay, the student completes a graphic organizer, the student creates a visual of relevant information) ● Allow students to work collaboratively in teams or partners. ● Provide scaffolding for writing assignments. 	
<p>Family Engagement Strategies:</p> <p><u>Promoting Parent Engagement</u></p> <ul style="list-style-type: none"> ● Have a guest speaker come in to discuss the dangers of sex trafficking and how to protect oneself from a dangerous situation. <ul style="list-style-type: none"> ○ Metro, Henderson, or North Las Vegas PD 	
<p>Assessments: Assessment Strategies:</p> <p>Formative:</p> <p>Summative:</p> <p>Bullying Project https://docs.google.com/document/d/1zpB7u0SLPQ-K7J-cV62gPb-X2ErwC-DB-Nx_j7QI1_I/edit?usp=sharing</p> <p>Protect Yourself https://docs.google.com/document/d/1b0svvvGC1G8ziuOe6NFIxVEtjDLT8dhLl0mldfFLX5Q/edit?usp=sharing</p> <p>Forms of Violence Analysis https://docs.google.com/document/d/1UWXeTae0EE7uGkeMPFyRDT6hpYXHyCCkn8TlR8IAOJE/edit?usp=sharing</p>	

Accommodations:

- Use videos and/or text that can be translated into a student's primary language or adapted for hearing or visually impaired students

Embedding SEL Strategies:

[Link to CASEL's SEL Competencies](#)

- **Self-Management:** Managing emotions in a productive manner, as opposed to lashing out through social media. What are productive ways to handle situations when you are hurt or feel attacked online?
- **Responsible Decision-Making:** Students investigate effects of abusive and coercive behavior to make reasoned judgments based on analyzing the information, data, and facts. What are ways to show empathy towards others and/or connect with others while maintaining personal boundaries?
- **Self-Awareness & Social Awareness:** Recognize personal bias in communication and how messages are sent versus how the receiver interprets the message.

Digital Learning Strategies:

[NV Digital & Blended Learning Guide](#)

Quarter 2

Unit 7: Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility

Estimated Duration: 3 weeks

Standards:

- 1.HRS.MS.1 Explain the structures and functions of the human reproductive systems using correct anatomical terms.
- 1.HRS.MS.2 Describe the physical, social, cognitive and emotional changes of adolescence.
- 1.HRS.MS.3 Explain the scientific process of human reproduction.
- 1.HRS.MS.4a Describe the signs and symptoms of a pregnancy.
- 1.HRS.MS.4b Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.
- 1.HRS.MS.4c Identify prenatal practices that can contribute to or compromise a healthy pregnancy.
- 1.HRS.MS.4d Identify the laws relating to pregnancy, abortion, adoption, and parenting.
- 1.HRS.MS.5a Classify the related communicable diseases (STDs/STIs), including HIV/AIDS, by signs and symptoms, treatments, and modes of transmission.
- 1.HRS.MS.5b Discuss current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).
- 1.HRS.MS.5d Compare and contrast behaviors, including abstinence, to determine the potential transmission risk of related communicable diseases (STDs/STIs) and HIV/AIDS.
- 1.HRS.MS.6 Compare and contrast the characteristics of healthy and unhealthy relationships.
- 1.HRS.MS.7a Define sexual consent and explain its implications for sexual decision-making.
- 1.HRS.MS.7b Discuss laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct.

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Skills-Based Standards

- 3.AI.MS.1 Analyze the validity of health information, products and services.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.
- 5.DM.MS.2 Analyze the outcomes of a health-related decision.
- 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors.

Topics:

- Pregnancy
- Contraception
- STDs/STIs and HIV/AIDS

- Healthy Relationships
- Reproductive System

Cross-Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:

[K-12 Health Learning Progressions](#)

Essential Questions:

- What is puberty and will it happen to me?
- What reproductive organs are unique to the male and the female bodies?
- What are the sources of influence related to sexual activity?
- How will choosing abstinence now affect my future?
- How does my decision to use contraceptives affect my overall health?
- What are the signs and stages of pregnancy?
- What are the physical, social, emotional, and financial costs of being a teen parent in Nevada?
- How do you build strong, healthy relationships?
- How will knowing about STIs help me make better health decisions?

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Learning Objectives:

- Recognize the biological, emotional, and social changes occurring throughout adolescence.
- Understand the process of human development and pregnancy.
- Determine the benefits of healthy relationships.
- Identify the various contraceptive methods emphasizing the importance of choosing abstinence.
- Compare the symptoms, causes, prevention, and treatments of various sexually transmitted infections including HIV.
- Identify the function and structure of the organs that make up the human reproductive system
- Understand the physical, emotional, and social consequences of sexual activity.
- Know the benefits of choosing abstinence.
- Understand that there are birth control devices and contraceptive methods that can be used to reduce the risk of unwanted pregnancy and/or an STI.
- Understand the signs and stages of pregnancy.
- Determine the physical, social, emotional, and financial costs of being a pregnant teen in Nevada.
- Know how to build healthy relationships and resolve conflicts when they arise.

- Know the different types of STIs, the symptoms they cause, the agents that cause them, and the types of treatment.

State Adopted Core Materials:

[https://doe.nv.gov/Standards Instructional Support/Instructional Materials/](https://doe.nv.gov/Standards%20Instructional%20Support/Instructional%20Materials/)

Core materials for K-12 Health are to be determined.

Supplemental Resources:

- This site can be used to access factual information on sexually transmitted diseases (STDs) and sexually transmitted infections (STIs): www.cdc.gov/std/
- This site can be used to access factual information on STDs and STIs: <https://npin.cdc.gov/disease/stds>
- An extensive curriculum on STDs and STIs from a medical standpoint: <https://www.std.uw.edu/>
- A database of sex education videos: <https://sexetc.org/sex-ed/videos/>
- Additional videos: <https://amaze.org/>
- Facts and videos for researching a variety of topics related to Sex Education: <https://www.plannedparenthood.org/learn/teens>
- Information on the reproductive system including PowerPoints and shorts clips on the male and female reproductive system: <https://www.kidshealth.org/en/teens/sexual-health/>
- Interactive diagram of the female reproductive system: <https://medlineplus.gov/femalereproductivesystem.html>
- Interactive diagram of the male reproductive system: <https://medlineplus.gov/malereproductivesystem.html>
- Factual information on contraception: [https://www.sexandu.ca/wp-content/uploads/2021/05/SOGC 14372 Contraception DownloadablePDF ENG WEB.pdf](https://www.sexandu.ca/wp-content/uploads/2021/05/SOGC_14372_Contraception_DownloadablePDF_ENG_WEB.pdf)

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Performance Tasks/Projects:

- Have students brainstorm the benefits of abstinence. Posters or bulletin boards can be used to display their ideas.
 - Examples:
 - Freedom from anxiety over actions.
 - Freedom from fear of pregnancy.
 - Freedom from fear of STIs.
 - Establishment of better relationships not based on sex.
- Have students create an abstinence pamphlet citing examples of the benefits of practicing abstinence.
- List the various types of contraceptives that are used by adults and discuss the cost, effectiveness, and other pros and cons of each one.
- Have students discuss high-risk sexual behaviors that increase the chance of contracting sexually transmitted infections including HIV.

- Have students discuss abstinence as a sure way of not contracting HIV sexually.
- Have students research statistics on how many sexually transmitted infections are found in the U.S. per year.

Differentiation:

- Modify writing requirements (e.g. student creates a presentation instead of writing an essay, student completes a graphic organizer, student creates a visual of relevant information)
- Allow students to work collaboratively in teams or partners.
- Provide scaffolding for writing assignments.

Family Engagement Strategies:

Promoting Parent Engagement

- Students will interview parents/guardians on characteristics, which define healthy relationships.

Assessments: Assessment Strategies:

Formative:

- Students will create an abstinence pamphlet citing examples of the benefits of practicing abstinence.
- Students will list the various types of contraceptives that are used by adults and discuss the health benefits, risks, costs, effectiveness, and other pros and cons of each one.
- Students will write down as many STDs/STIs that they know. Students will then find a partner and share with a partner how many different STDs/STIs they know. Students will get one point for each STD/STI that the partner does not have.
- The teacher will name various types of hormonal and barrier methods of contraception. Students will stand if they believe the contraception is a barrier method, and sit if they believe it is a hormonal method.
- Students will participate in a “jig-saw” identifying and discussing laws relating to pregnancy, abortion, adoption, parenting, sexual conduct of minors, including consent, and criminal sexual conduct.
- Students will write in a journal a definition of sexual consent and explain its implications for sexual decision-making.

Summative:

- Students will list the various types of contraceptives that are used by adults and discuss the cost, effectiveness, and other pros and cons of each one.
- Students will create a poster of the male and female reproductive system labeling each of the parts.
- Students will create a four-box matrix on the changes of adolescence describing the physical, social, cognitive, and emotional changes.
- Students will create a 30-second video describing the signs and symptoms of pregnancy and identify any prenatal practices that can contribute to or jeopardize a healthy pregnancy.
- Students will create a flip-book classifying related communicable diseases including HIV/AIDS. Each STD/STI will contain information on preventative approaches, signs and symptoms, treatments, modes of transmission, and any preventative approaches.

- Students will make a Venn diagram of characteristics of healthy and unhealthy relationships.
- Students will make a flier describing the scientific process of human reproduction including an explanation of the structures and functions using correct anatomical terms.

Accommodations:

- Students will be given a word bank for completing the four-box matrix.
- Students will be allowed to write out the signs and symptoms of a pregnancy, rather than create a 30-second video.
- Students can use voice to text applications to transcribe information for projects.
- Include closed captioning on videos, when applicable.
- Allow students to use translation applications to translate text.

Embedding SEL Strategies:

[Link to CASEL's SEL Competencies](#)

- **Responsible Decision-Making:** Students research sexually transmitted infections and forms of contraception to make reasoned judgments based on analyzing the information, data, and facts regarding sexual activity.
- **Relationship Skills:** Students work to develop positive relationships and communicating effectively.

Digital Learning Strategies:

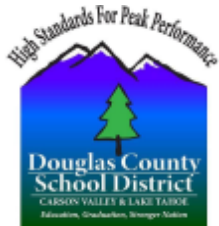
[NV Digital & Blended Learning Guide](#)

- Students can create their venn diagram or four-box matrix using the computer.
- Students are creating a 30-second video of themselves using a video camera/phone and digital software.

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DCSD Family Life/Sex Education Committee

September 26, 2023



Please sign in

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Pledge



Public Comment #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. Public Comment #2 will provide an opportunity for public comment on any matter within the Committee's jurisdiction, control, or advisory authority. The Nevada Open Meeting Law prohibits the discussion of the character, conduct, or competency of any person without proper notice being given to that person.

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Welcome & Introductions

- Approval of a Flexible Agenda
- Review and Approval of April 4, 2023 Meeting Minutes (motion needs to be made and 2nd by member that was in attendance of that meeting.)
- Briefly review the purpose of the committee: The role of this committee shall advise the DCSD School Board concerning the content of and materials to be used during instruction in Family Life Sex Education. Any new materials, proposed guest speakers, video previews, and any proposed changes to the curriculum are reviewed by this committee prior to recommending to the board for approval. Meetings are held as needed and are generally 1 hour.



Work Session: Middle School Health Standards (Discussion)

- Review Adopted Health Standards in the strands pertaining to Family Life Sex Education
- Review some updated materials or resource for consideration



Personal Safety Strand

- 1.PS.MS.1 Define boundaries and clear limits for self and recognize personal boundaries for others. **All Grades**
- 1.PS.MS.2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic and legal consequences. **Intro -7th**, **Master – 8th**
 - <https://sexetc.org/videos/know-the-signs/>
- 1.PS.MS.3 Summarize the reporting process and include where, when and to whom to report unsafe situations. **All Grades**
 - https://drive.google.com/file/d/1JcHby2td4sjleQtJ_DMuLINvPtRDlybY/view
 - <https://drive.google.com/file/d/1CU DR-oUtoX6iTGc63YusR1sbJIFy1ErO/view>

Human Reproductive System, Communicable Diseases & Sexual Responsibility

- 1HRS.MS.1 Explain the structures and functions of the human reproductive systems using correct anatomical terms. **All Grades**
 - <https://kidshealth.org/en/teens/sexual-health/>
- 1HRS.MS.2 Describe the physical, social, cognitive and emotional changes of adolescence. **All Grades**

We could explore Making Proud Choices from ETR.
- 1.HRS.MS.3 Explain the scientific process of human reproduction. **All Grades**
 - <https://amaze.org/?topic=pregnancy-and-reproduction>
- 1.HRS.MS.4 Describe the signs and symptoms of a pregnancy. **start in 7th?**
 - <https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/signs>
 - <https://amaze.org/>



Human Reproductive System, Communicable Diseases & Sexual Responsibility

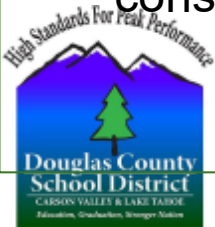
- 1.HRS.MS.4b Explain the health benefits, risks and effectiveness rates of various **methods of contraception**, including **abstinence and condoms**.
 - <https://amaze.org/>
- 1HRS.MS.4c Identify prenatal practices that can contribute to or compromise a pregnancy. **7th and 8th?**
- **1.HRMS.MS.4d Identify the laws relating to pregnancy, abortion, adoption and parenting. Discuss**
- **1.HRS.MS.5a Classify the related communicable diseases (STDs/STIs) including HIV/AIDS, by signs and symptoms, treatments and modes of transmission.**

Human Reproductive System, Communicable Diseases & Sexual Responsibility

- 1.HRS.MS.5a Classify the related communicable diseases (STDs/STIs) including HIV/AIDS, by signs and symptoms, treatments and modes of transmission. <https://kidshealth.org/en/teens/std.html>
- 1HRS.MS.5c Discuss current preventative approaches, including, but not limited to HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs) Discuss
- 1.HRS.MS.5d Compare and contrast behaviors including abstinence to determine potential transmission risk of related communicable diseases (STDs and STIs), HIV/AIDS.

Human Reproductive System, Communicable Diseases & Sexual Responsibility

- 1.HRS.MS.6 Compare and contrast the characteristics of healthy and unhealthy relationships. **All grades**
 - https://drive.google.com/file/d/1JcHby2td4sjleQtJ_DMuLINvPtRDlybY/view
 - <https://edpuzzle.com/media/58bd9ebff8fbea7cab285d9f>
- 1.HRS.MS.7a Define sexual consent and explain its implication for sexual decision-making. **Start in 7th**
- 1HRS.MS.7b Discuss laws relating to the sexual conduct of minors including consent, and sexual conduct. **Maybe 8th?**



Analyze Influences and Access Information

2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors. All grades

<https://sexetc.org/videos/before-you-hit-send/>

https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/youth-know-the-risks-pres-508.pptx

3.AI.MS.1 Analyze the validity of health information, products and services. All grades

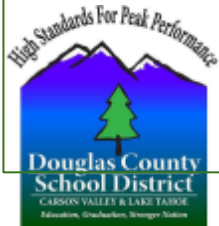
<https://nida.nih.gov/research-topics/parents-educators/lesson-plans/legit-accessing-valid-and-reliable-health-information>



Review and Discuss NDE Model Curriculum

[..\..\2022 Curriculum updates\Full_DRAFT Middle School Health Curriculum Map_Unit Plan \(3\).pdf](#)

Pages 25-33



Public Comment #2

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Future Meeting Dates

- TBA

