

# Unit 3 Overview: Family Life and Human Sexuality (Teacher Facing ONLY - Do Not Publish)

## Family Life and Human Sexuality Unit Overview

This unit focuses on fundamental knowledge on the reproductive systems, contraceptives, sexually transmitted infections, consent, relationships, and more. Students will use their knowledge on these topics to practice their decision making regarding such topics that support and promote a healthy lifestyle.

Desired Results	
<b>Established Goals</b>  Students will determine the characteristics of healthy and unhealthy relationships which include warning signs and cycles of abuse.	<b>Transfer</b>  Students will be able to independently use their learning to make informed decisions regarding relationships, consent, contraceptives, and sexually transmitted infections. Students will also be able to understand the process of conception, pregnancy, and child birth, as well as the anatomy and physiology of the reproductive systems, sexual orientation, and gender identity.  Long-term goals include students' ability to continually choose the best practices to fit their lifestyle.
	<b>Meaning</b>
	<b>Enduring Understandings</b>  Students will determine the characteristics of healthy and unhealthy relationships which include warning signs and cycles of abuse.  <b>Essential Questions</b> <ul style="list-style-type: none"><li>• How can a trusted adult and other external resources be beneficial in providing guidance related to one's development and sexual health?</li><li>• How does the presence of consent meet the criteria for a healthy relationship?</li><li>• What criteria would you use to assess if consent is present or not present in a situation?</li><li>• How would you explain the difference between sex assigned at birth, gender identity, and gender expression?</li><li>• What programs and policies would you suggest for schools and communities to promote dignity and respect for people of all sexual orientations and gender identities/expressions?</li><li>• How is the menstrual cycle related to conception?</li><li>• If you had access to all resources, what actions would you take to protect your sexual health?</li><li>• How does sexually explicit media impact a person's perceptions of and expectations for a healthy relationship?</li></ul>
	<b>Acquisition</b>
	Students will know fundamental knowledge on the reproductive systems, contraceptives, sexually transmitted infections, conception and pregnancy, relationships, consent, and sexual assault.  Students will be skilled at making the best decisions that fit their lifestyle using the resources available to them.

Evidence and Assessment	
<b>Evaluative Criteria</b>  Students will be evaluated on their knowledge of family life related topics such as relationships, the reproductive systems, contraceptives, sexually transmitted	<b>Assessment Evidence</b>
	<b>Performance Task</b>  At the conclusion of the unit, students will be assessed through a teacher-created project that evaluates students' ability to make informed decisions that support and promote a healthy lifestyle.

infections, and more. Students will need to know this fundamental knowledge in order to then be evaluated on their decision making ability using material that is covered.

## Supplementary Evidence

Assessments throughout the unit include reflecting on situations regarding consent, quizzes on the anatomy and physiology of the reproductive systems, knowledge checks related to contraceptives, and other teacher-created assignments, quizzes, etc.

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Lesson Title and Duration	Overview and Teacher Information
<p><b>IMPORTANT DOCUMENTS</b></p> <p> <a href="#">HE9 - Family Life Letter English-1.docx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630938?wrap=1</a>)_ ↓ (<a href="#">https://harford.instructure.com/courses/64858/files/19630933?wrap=1</a>)  <a href="#">Syllabus Family Life Letter Teacher Expectations 22-23-1.docx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630933?wrap=1</a>)  <a href="#">HE - Addressing Parent Concerns about Family Life Curriculum.docx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630933?wrap=1</a>)  <a href="#">HE - Secondary FLHS Unit Vocabulary by Grade Level.docx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630892?wrap=1</a>)  <a href="#">HE9 - Family Life Classroom Rules.docx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630900?wrap=1</a>)_ ↓ (<a href="#">https://harford.instructure.com/courses/64858/files/19630900?wrap=1</a>)  <a href="#">HE9. Answering Difficult Questions Protocol.docx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630898?wrap=1</a>)_ ↓ (<a href="#">https://harford.instructure.com/courses/64858/files/19630898?wrap=1</a>)  <b>Family Life Unit - Opt-Out Assignments:</b>  <a href="#">HE9.U3 Family Life Unit: Opt-Out Assignments - TEACHER FACING ONLY - Do Not Publish</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630938?wrap=1</a>)         </p>	
<p><b>Lesson 1: Decision Making (1 day)</b></p> <p>During this lesson introduce the skill, skill vocabulary, and teach skill cues in order to infuse this throughout the unit</p>	<p><b>Teacher Resources:</b></p> <p><b>Skill cues to use with students:</b> <a href="#">S5 Decision Making Skill Cues</a> (<a href="#">https://harford.instructure.com/courses/64858/pages/s5-decision-making-skill-cues</a>)  <a href="#">Decision Making - RMC Health</a> ↗ (<a href="#">https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education-services/decision-making</a>)</p>
<p><b>Lesson 2: Healthy Relationships (1 day)</b></p> <ul style="list-style-type: none"> <li>Characteristics of healthy and unhealthy relationships</li> <li>Communicating boundaries</li> <li>Recognizing and managing unhealthy characteristics</li> <li>Bystander communication</li> </ul>	<p><b>Teacher Resources:</b></p> <p> <a href="#">HE9 - FL - Healthy Relationships Nearpod Lesson</a> ↗ (<a href="#">https://nearpod.com/login/?referer=https%3A%2F%2Fnnp1.nearpod.com%2F%2FappFrom%3DAPP_HTML%26%2524web_only%3Dtrue%26_branch_match_id%3D841687647692998997%26_branch_referrer%3Dhttps%3A%2F%2Fharford.instructure.com%2Fcourses%2F64858%2Fpages%2Fhe9-fl-unhealthy-relationships-characteristics%26_source%3Dcourse_page%26_medium%3Dlink%26_campaign%3Dlesson%26_content_type%3Dvideo%26_content_id%3D19630919%26_content_title%3DHealthy+Relationships+Nearpod+Lesson</a>)  <a href="#">HE9 - FL - Unhealthy Relationships Characteristics</a> (<a href="#">https://harford.instructure.com/courses/64858/pages/he9-fl-unhealthy-relationships-characteristics</a>)  <a href="#">HE9 - FL - Consent and Relationships Analysis Project.docx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630919?wrap=1</a>)  <a href="#">HE9 - FL - The Message Behind the Music Project</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630924/preview</a>)         </p> <p><b>Lesson Ideas/Activities:</b></p> <p><a href="#">HE9 - FL - The impact of media on relationships</a> (<a href="#">https://harford.instructure.com/courses/64858/pages/he9-the-impact-of-media-on-relationships</a>)</p>
<p><b>Lesson 3: Consent (1 day)</b></p> <ul style="list-style-type: none"> <li>Consent</li> <li>Boundary Setting</li> <li>Sexually explicit Media:             <ul style="list-style-type: none"> <li>Appropriate technology use</li> <li>Digital Consent</li> </ul> </li> </ul>	<p><b>Teacher Resources:</b></p> <p><a href="#">HE9 - FLHS - ConsentInfoPwrPt.pptx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630925?wrap=1</a>)_ ↓ (<a href="#">https://harford.instructure.com/courses/64858/files/19630925?wrap=1</a>)</p> <p><b>Lesson Ideas/Activities:</b></p> <p><a href="#">HE9 - FLHS - Practicing Consent.docx</a> (<a href="#">https://harford.instructure.com/courses/64858/files/19630917?wrap=1</a>)_ ↓ (<a href="#">https://harford.instructure.com/courses/64858/files/19630917?wrap=1</a>)</p>

## Lesson 4: Sexual Assault (1 day)

- Erin's law (introduces topic)
- Explain and Discuss:
  - Sexual mistreatment
  - Sexual grooming
  - Sexual harassment
  - Sexual abuse
  - Sexual Assault
  - Exploitation
  - Trafficking
- Positive bystander strategies
- Seeking help through trusted adults

**Teacher Resources:**

[HE9 - FLHS - Sexual Assault.pptx](https://harford.instructure.com/courses/64858/files/19630906?wrap=1) (<https://harford.instructure.com/courses/64858/files/19630906?wrap=1>). [↓](#) (<https://harford.instructure.com/courses/64858/files/19630907?wrap=1>)

[HE9 - FLHS - Student Resource Sheet.docx](https://harford.instructure.com/courses/64858/files/19630907?wrap=1) (<https://harford.instructure.com/courses/64858/files/19630907?wrap=1>). [↓](#) (<https://harford.instructure.com/courses/64858/files/19630890?wrap=1>)

[HE9WK15LES2 Bystander Prevention.pptx](https://harford.instructure.com/courses/64858/files/19630890?wrap=1) (<https://harford.instructure.com/courses/64858/files/19630890?wrap=1>). [↓](#) (<https://harford.instructure.com/courses/64858/files/19630890?wrap=1>)

### Lesson Ideas/Activities:

**HE9 - FLHS - Bystander Response** (<https://harford.instructure.com/courses/64858/assignments/429296>)

## Lesson 5: Gender Identity and Sexual Orientation (1 day)

- Explain biological sex, gender identity and gender expression
- Explain sexual identity
- Highlight programs within the school and community that promote dignity and respect for all

**Teacher Resources:**

[HE9.U3.L5 \(TR\) Gender Identity & Expression PPT,pptx \(https://harford.instructure.com/courses/64858/files/19630946?wr\\_download\\_frd=1\)](https://harford.instructure.com/courses/64858/files/19630946?wr_download_frd=1)

[HE9.U3.L5 \(TR\) Understanding Gender Activity.docx \(https://harford.instructure.com/courses/64858/files/19630951?wrap=1\)](https://harford.instructure.com/courses/64858/files/19630951?wrap=1) ↓

HE9.U3.L5 (TR) Understanding Terminology - Vocabulary Grid.docx (<https://harford.instructure.com/courses/64858/files/1963>)

### Lesson Ideas/Activities:

[HE9.U3.L5 Student Worksheet - Understanding Terminology Activity.docx \(https://harford.instructure.com/courses/64858/files\)](https://harford.instructure.com/courses/64858/files)

[HE9.U3.L5 Student Worksheet - Gender Scripts.docx \(https://harford.instructure.com/courses/64858/files/19630948?wrap=1\)](https://harford.instructure.com/courses/64858/files/19630948?wrap=1)

[HE9.U3.L5 Student Worksheet - Supporting Friends.docx \(https://harford.instructure.com/courses/64858/files/19630949?wrap=:true\)](https://harford.instructure.com/courses/64858/files/19630949?wrap=:true)

**Lesson 6:**  
**Reproductive System**  
**Anatomy and**  
**Physiology (1 day)**

- Diagram and label the male reproductive anatomy
- Explain the process of ejaculation
- Diagram the internal & external female reproductive anatomy
- Process of menstrual cycle including

**Teacher Resources:**

HE9 - FLHS - Anatomy PwrPt.pptx (<https://harford.instructure.com/courses/64858/files/19630912?wrap=1>) ↓ (<https://harford.ins>

HE9- Completed - Female Reproductive System with Definitions.docx (<https://harford.instructure.com/courses/64858/files/19>)

[HE9- Completed - Male Reproductive System with Definitions.docx \(https://harford.instructure.com/courses/64858/files/19630\)](https://harford.instructure.com/courses/64858/files/19630)

HE - Secondary Family Life and Human Sexuality Unit Vocabulary by Grade Level.docx (<https://harford.instructure.com/courses/1234/files/123456789>)

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[HE9 - FL - Female&Male Reproductive System Incomplete.docx](https://harford.instructure.com/courses/64858/files/19630913) (<https://harford.instructure.com/courses/64858/files/19630913>)

HE9 - FLHS - Vocabulary Female.docx (<https://harford.instructure.com/courses/64858/files/19630916?wrap=1>) ↓ (<https://harford.instructure.com/courses/64858/files/19630916?wrap=1>)

HE9 - FLHS - Vocabulary Male.docx (<https://harford.instructure.com/courses/64858/files/19630914?wrap=1>) ↓ (<https://harford.in>

### Lesson Ideas/Activities:

<p>menstruation and ovulation</p>	<p><a href="https://harford.instructure.com/courses/64858/pages/he9-flhs-internal-fem">HE9 - FLHS - Internal Female Reproductive System</a> (https://harford.instructure.com/courses/64858/pages/he9-flhs-internal-fem</p> <p><a href="https://harford.instructure.com/courses/64858/pages/he9-flhs-external-fer">HE9 - FLHS - External Female Reproductive System</a> (https://harford.instructure.com/courses/64858/pages/he9-flhs-external-fer</p> <p><a href="https://harford.instructure.com/courses/64858/pages/he9-flhs-male-reproductive-syste">HE9 - FLHS - Male Reproductive System</a> (https://harford.instructure.com/courses/64858/pages/he9-flhs-male-reproductive-syste</p> <p><a href="https://harford.instructure.com/courses/64858/files/19632077?wrap=1">HE9 - FLHS - Female Physiology</a> (https://harford.instructure.com/courses/64858/files/19632077?wrap=1). ⬇ (https://harford.instr</p> <p><a href="https://harford.instructure.com/courses/64858/files/19632076?wrap=1">HE9 - FLHS - Male Physiology</a> (https://harford.instructure.com/courses/64858/files/19632076?wrap=1). ⬇ (https://harford.instruct</p> <p><a href="https://harford.instructure.com/courses/64858/files/19632134?wrap=1">HE9 - FLHS - What is the path?</a> (https://harford.instructure.com/courses/64858/files/19632134?wrap=1). ⬇ (https://harford.instruc</p>
<p><b>Lesson 7:</b> <b>Conception/Pregnancy</b> <b>- Conception to Birth</b> <b>(1 day)</b></p> <ul style="list-style-type: none"> <li>Fertilization process <ul style="list-style-type: none"> <li>Implantation</li> <li>Development of placenta, amniotic sac and amniotic fluid</li> </ul> </li> <li>Labor and Delivery <ul style="list-style-type: none"> <li>Vaginal delivery</li> <li>C-section</li> </ul> </li> <li>Multiple births <ul style="list-style-type: none"> <li>Briefly explain the types of twins</li> </ul> </li> </ul>	<p><b>Teacher Resources:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19630940?wrap=1">HE9 - FLHS - Pregnancy.pptx</a> (https://harford.instructure.com/courses/64858/files/19630940?wrap=1). ⬇ (https://harford.instruct</p> <p><b>Lesson Ideas/Activities:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19632147?wrap=1">HE9 - FLHS - The Beginning of the Life Cycle Notes</a> (https://harford.instructure.com/courses/64858/files/19632147?wrap=1). ⬇</p>
<p><b>Lesson 8:</b> <b>Contraceptives (1 day)</b></p> <ul style="list-style-type: none"> <li>Explain the purpose, protection provided (STI, pregnancy or both) and availability of each: <ul style="list-style-type: none"> <li>Hormonal</li> <li>Barrier</li> <li>Other</li> </ul> </li> <li>Explain the steps to use for each of the Barrier Methods- <ul style="list-style-type: none"> <li>Male condom</li> <li>Internal condom</li> <li>Dental Dam</li> </ul> </li> <li>Explain the steps to use Hormonal Methods (Provide a calendar to assist) <ul style="list-style-type: none"> <li>Birth Control Implant</li> <li>IUD(Hormonal and Non Hormonal)</li> <li>Birth Control Shot</li> <li>Birth Control Vaginal Ring</li> <li>Birth Control Patch</li> <li>Birth Control Pill</li> <li>Emergency Contraception</li> </ul> </li> <li>Other Method <ul style="list-style-type: none"> <li>Abstinence</li> <li>Withdraw</li> </ul> </li> </ul>	<p><b>Teacher Resources:</b></p> <p><a href="https://harford.instructure.com/courses/64858/pages/he9-flhs-teaching-contraception">HE9 - FLHS - Teaching Contraception</a> (https://harford.instructure.com/courses/64858/pages/he9-flhs-teaching-contraception)</p> <p><b>Lesson Ideas/Activities:</b></p> <p><a href="https://harford.instructure.com/courses/64858/pages/he9-flhs-contraceptives-k">HE9 - FLHS - Contraceptives Knowledge Check</a> (https://harford.instructure.com/courses/64858/pages/he9-flhs-contraceptives-k</p>

<p><b>Lesson 9: Sexually Transmitted Infections (1 day)</b></p> <ul style="list-style-type: none"> <li>Review the impact of stigma</li> <li>Prevention &amp; Precaution strategies <ul style="list-style-type: none"> <li>Abstinence</li> <li>Contraception</li> </ul> </li> <li>Explore the types of STI's <ul style="list-style-type: none"> <li>Bacterial</li> <li>Viral</li> <li>Parasitic Infections</li> </ul> </li> </ul>	<p><b>Teacher Resources:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19630941?wrap=1">HE9 - FLHS - STI PwrPt.pptx</a> (https://harford.instructure.com/courses/64858/files/19630941?wrap=1) <a href="#">↓</a> (https://harford.instructui</p> <p><a href="https://harford.instructure.com/courses/64858/files/19630921?wrap=1">HE9 - FLHS - STI Information.docx</a> (https://harford.instructure.com/courses/64858/files/19630921?wrap=1) <a href="#">↓</a> (https://harford.ins</p> <p><b>Lesson Ideas/Activities:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19632153?wrap=1">HE9 - FLHS - STI Chart Notes</a> (https://harford.instructure.com/courses/64858/files/19632153?wrap=1) <a href="#">↓</a> (https://harford.instructu</p> <p><a href="https://harford.instructure.com/courses/64858/files/19632165?wrap=1">HE9 - FLHS - Informed Advice</a> (https://harford.instructure.com/courses/64858/files/19632165?wrap=1) <a href="#">↓</a> (https://harford.instruct</p>
<p><b>Lesson 10: HIV/AIDS (1 day)</b></p> <ul style="list-style-type: none"> <li>Review the impact of stigma</li> <li>Explain transmission options</li> <li>Lack of symptoms and why frequent testing is critical</li> <li>Examine preventative behaviors to reduce risks</li> <li>Testing information including locations, frequency and privacy laws</li> </ul>	<p><b>Teacher Resources:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19630944?wrap=1">HE9.U3.L10 HIV AIDS PowerPoint.pptx</a> (https://harford.instructure.com/courses/64858/files/19630944?wrap=1) <a href="#">↓</a> (https://harfor</p> <p><b>Lesson Ideas/Activities:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19630945?wrap=1">HE9.U3.L10 HIV Worksheet.docx</a> (https://harford.instructure.com/courses/64858/files/19630945?wrap=1) <a href="#">↓</a> (https://harford.instr</p>
<p><b>Lesson 11: Family Life and Human Sexuality Assessment (1 day)</b></p> <p>Create a project that will evaluate the student understanding of how to make healthy decisions about family life and human sexuality concepts.</p>	<p><b>Teacher Resources:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19630910">HE9 - FLHS - Family Life Assessment Lesson Procedures.docx</a> (https://harford.instructure.com/courses/64858/files/19630910</p> <p><a href="https://harford.instructure.com/courses/64858/files/19630901?wrap=1">HE9 - FLHS - Family Life Assessment.docx</a> (https://harford.instructure.com/courses/64858/files/19630901?wrap=1) <a href="#">↓</a> (https://h</p> <p><a href="https://harford.instructure.com/courses/64858/files/19630905?wrap=1">HE9WK18LES2 - Family Life Assessment.pptx</a> (https://harford.instructure.com/courses/64858/files/19630905?wrap=1) <a href="#">↓</a> (https</p> <p><a href="https://harford.instructure.com/courses/64858/files/">HE9 - FLHS - Teacher Explanation of Analyzing Influences Rubrics.docx</a> (https://harford.instructure.com/courses/64858/files/</p> <p><a href="https://harford.instructure.com/courses/64858/files/19630922?wrap=1">HE9 - FLHS - Analyzing Influences Rubrics.docx</a> (https://harford.instructure.com/courses/64858/files/19630922?wrap=1) <a href="#">↓</a> (ht</p> <p><a href="https://harford.instructure.com/courses/64858/files/19630908?wrap=1">HE9 - FLHS - Decision Making Rubric.docx</a> (https://harford.instructure.com/courses/64858/files/19630908?wrap=1) <a href="#">↓</a> (https://h</p> <p><b>Lesson Ideas/Activities:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19630901?wrap=1">HE9 - FLHS - Family Life Assessment</a> (https://harford.instructure.com/courses/64858/files/19630901?wrap=1) <a href="#">↓</a> (https://harford</p>
<p><b>Family Life Opt-Out Activities</b></p>	<p><b>Single Day Opt-Out Lessons:</b></p> <p><a href="https://harford.instructure.com/courses/64858/files/19630904?wrap=1">HE9 - FLOptOut - Exploring Relationships.pptx</a> (https://harford.instructure.com/courses/64858/files/19630904?wrap=1) <a href="#">↓</a> (http</p> <p><a href="https://harford.instructure.com/courses/64858/files/19630943?wrap=1">HE9 - FLOptOut - In Case of Emergency.docx</a> (https://harford.instructure.com/courses/64858/files/19630943?wrap=1) <a href="#">↓</a> (https:</p> <p><a href="https://harford.instructure.com/courses/64858/files/19630891?wrap=1">HE9 - FLOptOut - Relationships Explored.docx</a> (https://harford.instructure.com/courses/64858/files/19630891?wrap=1) <a href="#">↓</a> (http</p> <p><a href="https://harford.instructure.com/courses/64858/files/19630902?wrap=1">HE9 - FLOptOut - Thinking Healthy.docx</a> (https://harford.instructure.com/courses/64858/files/19630902?wrap=1) <a href="#">↓</a> (https://harfi</p>

**Multi-Day Opt-Out Lessons:**

[HE9 - FLOptOut - Digital Footprint Portfolio.docx](https://harford.instructure.com/courses/64858/files/19630896?wrap=1) (https://harford.instructure.com/courses/64858/files/19630896?wrap=1).  (ht

[HE9 - FLOptOut - Environment Portfolio.docx](https://harford.instructure.com/courses/64858/files/19630897?wrap=1) (https://harford.instructure.com/courses/64858/files/19630897?wrap=1).  (https:

[HE9 - FLOptOut - Safety Portfolio.docx](https://harford.instructure.com/courses/64858/files/19630920?wrap=1) (https://harford.instructure.com/courses/64858/files/19630920?wrap=1).  (https://harfoi

[HE9 - FLOptOut - SelfCare Portfolio.docx](https://harford.instructure.com/courses/64858/files/19630893?wrap=1) (https://harford.instructure.com/courses/64858/files/19630893?wrap=1).  (https://har

[HE9 - FLOptOut - Teaching Others.docx](https://harford.instructure.com/courses/64858/files/19630911?wrap=1) (https://harford.instructure.com/courses/64858/files/19630911?wrap=1).  (https://harfc