



Healthy Boundaries Curriculum Crosswalk

TN Course Name: **Introduction to Social Health**

Standard 7: Research and outline the physical, cognitive, and emotional-social development that occurs in puberty and adolescence. Work in a small group to create a presentation to present to the class.

**Slide 14 - adolescent brain development, hormones

Standard 8: Analyze the different types of relationships and the characteristics of each. Compare and contrast healthy and unhealthy relationships by addressing issues including but not limited to the need for trust, respect and emotional support vs. bullying (cyberbullying), and verbal, physical, and emotional abuse.

** Slides 15-18, 24-29 – personal boundaries

** Slides 19-22 – social media

Standard 9: Examine methods of coping with personal and family change or crisis. Role-play positive parent-child and sibling communication. Explore conflict management, negotiation, problem-solving and anger-control strategies. Research and compile a list of resources (counseling, hotlines, support groups, etc.) for help in challenging circumstances.

** Slides 29-33 – teen pregnancy

Standard 17: Practice responsible and safe use of technology. Create a list of best practices related to computer netiquette, privacy, security, and copyright laws.

** Slides 19-22 – social media

TN Course Name: **TN Health Education Standards 6-8**

Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

- Learning Expectation 1.1: analyze the effectiveness of personal decision making as it relates to future health and wellness outcomes.
- Learning Expectation 1.5: identify choices and examine alternatives and consequences of each choice when making decisions as it relates to healthy living.

- Performance Indicators:
 - describe how responsible decision making contributes to self-worth and self-reliance
 - demonstrate the ability to identify choices on a range of issues consistent with personal values that do not involve risking one's health and safety, others' health and safety or breaking the law.

** Slides 2-4 – decision making

Standard 3: The student will understand the role of body systems as related to healthy living.

- Performance Indicator:
 - explain repercussions of risky behaviors on body systems (e.g. smoking, drug use, alcohol, sexual activity, and high fat diet)

** Slides 29-33 – teen pregnancy

Standard 6: The student will understand the contributions of family relationships to healthy living.

- Performance Indicators:
 - understand that character is developed within the family structure (e.g., two parent, single parent, blended, extended, foster and adoptive families)
 - describe the social, emotional and economic ramifications associated with teen parenting from the perspective of the teen mother, teen father and parents of the teens

** Slides 29-33 – teen pregnancy

** Slides 34-43 – adoption

Standard 7: The student will understand the stages of human growth and development.

- Learning Expectation 7.3: identify abstinence from sexual activity as the responsible and preferred choice for adolescents.
- Performance Indicators:
 - identify reasons for abstaining from sexual activity; (e.g. unplanned pregnancy, infection, infertility, and life-long illnesses)
 - understand the key changes that occur during puberty
 - demonstrate decision-making skills that support good personal health (e.g. role playing and refusal skills)

** Slide 25-29 – Abstinence

** Slides 29-33 teen pregnancy

** Slide 14 – adolescent brain development, hormones

** Slides 15-18, 24-29 – personal boundaries

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

- Learning Expectation 8.2: demonstrate respect for individual and cultural differences that help develop healthy relationships.
- Performance Indicators:
 - identify how showing respect for others improves self-worth
 - assess the effects of peer pressure and offer effective ways of coping with negative influences

** Slides 4-11 – self worth

** Slides 15-19, 24-29 – personal boundaries

Standard 9: The student will understand attitudes and behaviors for preventing and controlling disease.

- Learning Expectation 9.4: evaluate how heredity, environment and lifestyle impact both the wellness and disease process.
- Performance Indicator:
 - explain that in terms of the relationship between sexual activity and the risk of being infected with HIV/AIDS or STI's, abstinence from all genital contact is the only sure method of preventing sexual transmission

** Slide 28 – STD's

Standard 12: The student will understand the appropriate action to take when personal safety is threatened.

- Learning Expectation 12.2: formulate a plan for self-protection skills and identify appropriate resources for help, before and after an offense has occurred
- Learning Expectation 12.3: demonstrate techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take drugs, encouraged to participate in risky behaviors that can hurt others).
- Performance Indicators:
 - list situations that threaten personal safety (e.g. home alone for an extended period of time, personal relationships that may be abusive, walking home alone, catching a ride home);
 - describe self-protection skills that may be used when personal safety is threatened.
 - evaluate high risk situations and safety precautions involving sexual offenses, suicide, possible abduction, abuse, neglect, and violence.

** Slides 15-19 – personal boundaries

** Slide 44 – resources for help

Federal Abstinence Education A-H Guidelines

(A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity

** Slide 27 – Benefits of abstinence

(B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;

** Slides 24-26 – Abstinence should be a physical boundary

(C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems

** Slides 28-29 – Consequence of sex outside of marriage

(D) teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity;

** Slide 26 – Definition of abstinence

(E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;

** Slides 27-29 – Benefits of abstinence, consequences of sex outside of marriage

(F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society

** Slides 32-33 – Difficulties of teen parenting, risks to children

(G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;

** Slides 16-18 – Physical and emotional boundaries, how to communicate boundaries

(H) teaches the importance of attaining self-sufficiency before engaging in sexual activity

** Slide 45 – Choosing abstinence