

**Winslow Township School District**  
**Health Grades 9-12**  
**Dating Violence**

**Overview:** As teens develop relationships, it is pertinent that they grow an understanding of healthy and unhealthy relationships. This lesson focuses on the basics of relationships and dating violence.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> <li>● <b>Dating Violence</b></li> </ul>	2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.8 2.3.12.PS.9 2.1.12.SSH.9 2.1.12.SSH.4  WIDA1	<ul style="list-style-type: none"> <li>● Students will define and assess different types of relationships to be able to identify the risk factors for unhealthy relationships and analyze ways in which individuals can choose and promote healthy relationships as well as intervention strategies for unhealthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● Who does dating violence happen to?</li> <li>● What are some examples of abusive behavior?</li> <li>● What are the warning signs of an abusive relationship?</li> <li>● What are some ways of ending an unhealthy relationship?</li> </ul>
<i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>● Students will be able to identify healthy and unhealthy relationships.</li> <li>● Students will be able to identify abuse.</li> <li>● Students will know what to do in cases of abuse.</li> </ul>		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> <li>Dating Violence</li> </ul>	2.3.12.PS.5	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).	1	10
	2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.	2	
	2.3.12.PS.7	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.	1	
	2.3.12.PS.8	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).	1	
	2.3.12.PS.9	Evaluate strategies to use social media safely, legally, and respectfully.	1	
	2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.	1	
	2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).	1	
	<b>Assessment, Re-teach and Extension</b>			

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Grade 9-12		
Content Core Idea	Indicator #	Performance Expectations
State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.	2.3.12.PS.5	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.	2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.	2.3.12.PS.7	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.	2.3.12.PS.8	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.	2.3.12.PS.9	Evaluate strategies to use social media safely, legally, and respectfully.
There are many factors that influence how we feel about ourselves and the decisions that we make.	2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others	2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

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Dating Violence	
Assessment Plan	
<ul style="list-style-type: none"><li>● Assess student’s knowledge in the form of a written test.</li><li>● Survey student’s knowledge through a K-W-L-A chart</li><li>● Teacher observation of skills</li><li>● Self-evaluation</li><li>● Peer evaluation</li><li>● Current Event Article Summary</li><li>● Questioning Strategies</li><li>● Polls/Surveys</li><li>● Exit Tickets</li><li>● Student Demonstrations</li><li>● Individual, partner or group work</li></ul>	<p>Alternative Assessments:</p> <p>Videos with discussion/enrichment</p> <p>Written Rubrics on identified activities</p> <p>Worksheets/Packets</p> <p>Guided Notes from PowerPoint presentation</p> <p>Warm up Questions</p>

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Resources	Activities
<p>Text book            Yes You Can Make Smart Choices (By: NJ Physicians Advisory Group), Yes You Can Build Health Relationships (By: NJ Physicians Advisory Group)            Edmodo            Liz Claiborne Inc. and the Centers for Disease Control            Educational resources  <a href="http://www.vetoviolence.org/datingmatters/">http://www.vetoviolence.org/datingmatters/</a>            Hazelden Safe Dates Prevention Program for Dating Abuse and Violence  <a href="http://www.hazelden.org/web/go/safedates">http://www.hazelden.org/web/go/safedates</a>            The United States Department of Health and Human Services            Teen Violence Prevention Programs  <a href="http://www.childwelfare.gov/systemwide/domviolence/prevention/teen_dating.cfm">http://www.childwelfare.gov/systemwide/domviolence/prevention/teen_dating.cfm</a>  <u>Policy Resources</u>  <u>Internet Resources</u>            Centers for Disease Control and Prevention            Violence Prevention  <a href="http://www.cdc.gov/violenceprevention/">http://www.cdc.gov/violenceprevention/</a>            The United States Department of Justice            Dating Violence  <a href="http://www.ovw.usdoj.gov/datingviolence.html">http://www.ovw.usdoj.gov/datingviolence.html</a>            Futures Without Violence (Formerly Family Violence Prevention Fund)            The Facts on Domestic, Dating, and Sexual Violence.  <a href="http://www.futureswithoutviolence.org">http://www.futureswithoutviolence.org</a>            Break the Cycle            Dating Violence Resources  <a href="http://www.breakthecycle.org">http://www.breakthecycle.org</a>            Love is Respect</p>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>● Define healthy and unhealthy relationships; list the characteristics of a healthy relationship and unhealthy relationship; compare and contrast the list</li> <li>● Predict and discuss how relationships evolve over time friendships, family, dating relationships, lifetime commitment</li> <li>● Identify risk factors for relationship abuse</li> <li>● List the long term negative implications of relationship abuse</li> <li>● Determine effective prevention and intervention strategies to address domestic or dating violence (including date rape)</li> </ul>

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<p>Dating resources for parents, teens and educators. <a href="http://www.loveisrespect.org">http://www.loveisrespect.org</a> Start Strong Teens Building Healthy Teen Relationships <a href="http://www.startstrongteens.org/">http://www.startstrongteens.org/</a></p> <p><a href="http://www.pecentral.com">www.pecentral.com</a> <a href="http://www.njapherd.org">www.njapherd.org</a></p> <p>Diversity, Equity &amp; Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol>	<ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/educators/lessons-by-grade>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Modifications for Special Education/504**

**Students with special needs:** Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support



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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>● Relate to and identify commonalities in health practices in students home country</li> <li>● Speak and display terminology and movement</li> <li>● Teacher Modeling</li> <li>● Peer Modeling</li> <li>● Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>● Students can complete extend research outside of the classroom</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Project Based Learning</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>

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**Interdisciplinary Connections**

**ELA**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Interdisciplinary Standards**

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

**Integration of Computer Science and Design Thinking NJSLS 8**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.