



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers. **These Graphic Organizers are in draft form and are undergoing review for feedback.**

### *Graphic Organizers SAMPLES*

#### **What is the purpose of this tool?**

These visual representations assist the student in organizing abstract “big picture” information that is new, overwhelming or misunderstood. Research supports the utilization of graphic organizers as a contributing factor in improving student performance. The examples are to model varied organizers and their use in provoking student engagement, organization, and understanding, thus equipping the teacher with the knowledge to develop and use such tools effectively with the new standards. By providing these examples, DPI is creating a foundation for teachers to shift the focus from merely classroom instruction, but also on student learning.

**What is in the tool?** The instructional tool uses straightforward (clear) models/examples that can be used in the classroom in alignment with the new standards. The tool speaks directly to teachers and holds high expectations for teachers’ ability to understand the use of the tool as a mechanism for differentiating instruction.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at [feedback@dpi.nc.gov](mailto:feedback@dpi.nc.gov) and we will use your input to refine our instructional tool. Thank You!

#### **Where are the new Common Core State and North Carolina Essential Standards?**

All standards are located at <http://www.ncpublicschools.org/acre/standards/>

## Health Education Sample Graphic Organizer Grade 9 - Prevention

**Purpose:** Adolescents are faced with a great many pressures during these years and need to apply effective decision-making skills to navigate the challenges. One challenge they face is making healthy decisions about sexual behavior. The graphic organizer is helpful as an application step following a unit on Reproductive Health and Safety Education.

**Description:** Teens hear conflicting messages about sexual intimacy from peers, parents, teachers, counselors, the media, and faith leaders. Many messages promote abstinence as a positive choice, eliminating the chances of disease or unintended pregnancy. The media, and sometimes peers, may promote a permissive message, suggesting that everyone is having sex, that sex equals love, and that there are no negative consequences. Young people must be able to hear these messages and sort through the inconsistencies. Hopefully young people will consider who has their best interests in mind.

Many youth encounter problems with sexual behavior because they do not have a plan or strategies to avoid pressures. The best strategy is to use structured thinking by applying what is known to a decision-making model. The graphic organizer helps students recognize their choices and the possible consequences of the choices. Within the model are open-ended questions to assist students with critical thinking. The goal is to assist the student with his or her ability to make a healthy decision.

**Connection to Standards:** It requires students to review concepts and skills from lessons on abstinence (9.ICR.3.1) and the prevention of sexually transmitted diseases (9.ICR.4.3) and unintended pregnancy (9.ICR.4.4).

Essential Standard		Clarifying Objectives		Assessment Prototypes
9.ICR.3	Evaluate abstinence from sexual intercourse as a positive choice for young people.	9.ICR.3.1	Demonstrate and refine skills and strategies for becoming or remaining abstinent from sexual activity (which is the most certain means of avoiding unintended pregnancy and STDs, including HIV and HPV).	<p><b>Practice step in lesson:</b> Model assertive refusal if pressured to have sexual intercourse in a scenario.</p> <p><b>Use of graphic organizer at end of unit:</b> Students will reflect on the skills a teen needs to be abstinent. The student will create scenarios in which a young person can express his or her feelings in a relationship without sexual intimacy. [1]</p>
9.ICR.4	4.3 Demonstrate decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.	9.ICR.4.3	Demonstrate skills related to safe and effective use of methods to prevent STDs as well as access resources for testing and treatment.	<p><b>Practice step in lesson:</b> Practice refusal and negotiation to prevent participating in unprotected sexual intercourse.</p> <p><b>Use of graphic organizer at end of unit:</b> Students will model sharing guidance to a peer who is sexually active, including sources of information about contraception and disease prevention, effectiveness of methods, methods considered ineffective, and location of facilities which offer testing and treatment. [2, 3, 4]</p>
		9.ICR.4.4	Demonstrate decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.	<p><b>Practice step in lesson:</b> Write a letter to a teen about the importance of setting goals and making healthy decisions.</p> <p><b>Use of graphic organizer at end of unit:</b> Students will model sharing guidance to a peer who is sexually active, including sources of information about contraception and disease prevention, effectiveness of methods, methods considered ineffective, and location of facilities which offer testing and treatment. [2, 3, 4]</p>

21<sup>st</sup> Century Future-Ready Attributes

<input type="checkbox"/> Capable Technology User	<input type="checkbox"/> Financially Literate Citizen	<input checked="" type="checkbox"/> Relationship Builder
<input checked="" type="checkbox"/> Creative/Innovative Thinker	<input checked="" type="checkbox"/> Health-Focused Life-Long Learner	<input checked="" type="checkbox"/> Science Savvy
<input checked="" type="checkbox"/> Critical Thinker	<input type="checkbox"/> Knowledgeable Global Citizen	<input type="checkbox"/> Self-directed Responsible Worker
<input type="checkbox"/> Curious Researcher	<input checked="" type="checkbox"/> Literate Consumer of Media	<input type="checkbox"/> Skilled Mathematician
<input checked="" type="checkbox"/> Effective Communicator	<input type="checkbox"/> Multi-Lingual	<input type="checkbox"/> Strong Team Contributor
<input checked="" type="checkbox"/> Effective Problem Solver	<input type="checkbox"/> Proficient Reader	

**Resources:**

Completed Graphic Organizer Teacher Key  
 Separate Decision Making Graphic Organizer Components for Student Use

**National Health Education Standards Addressed:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

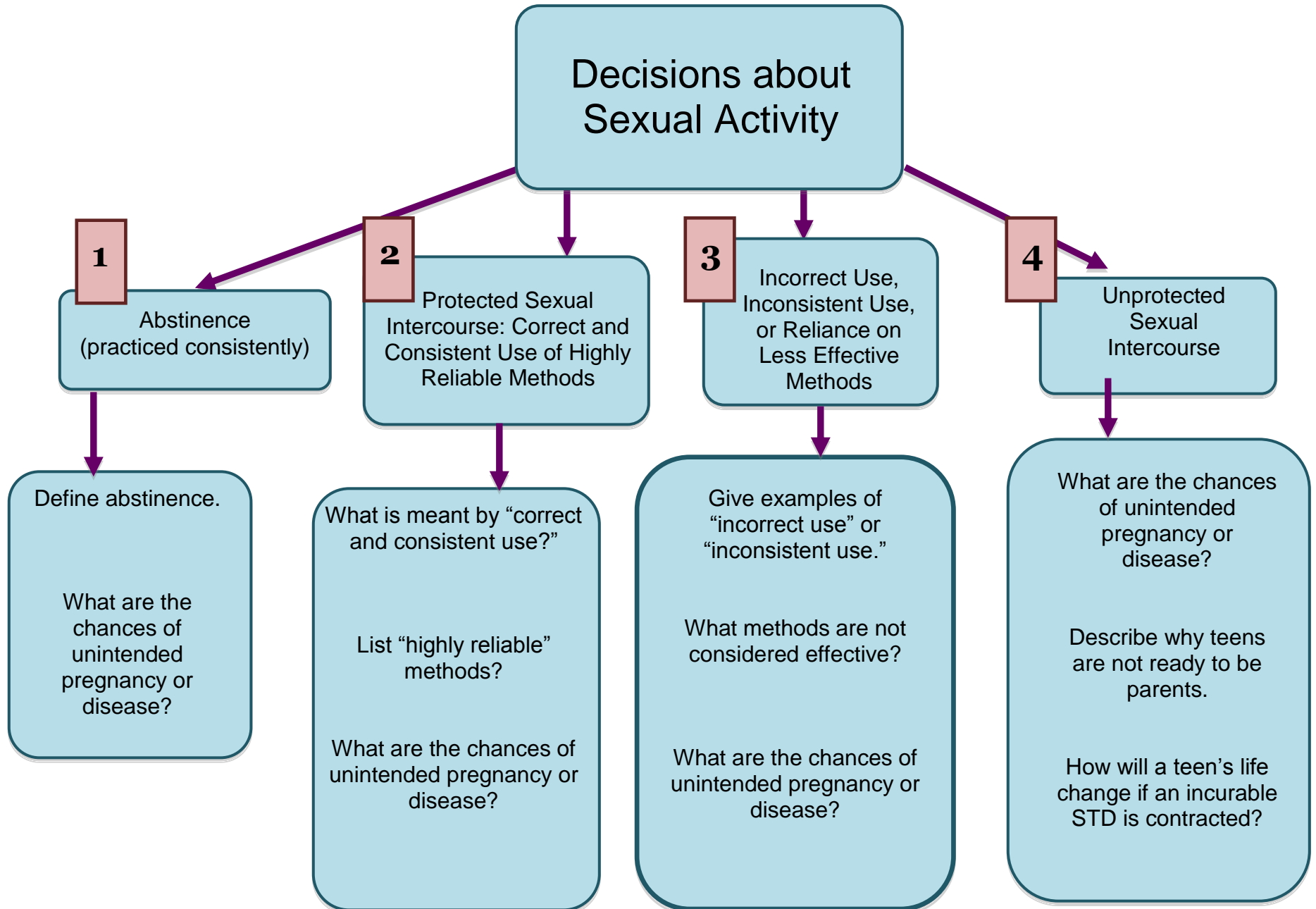
**Mini-Lesson as culminating activity at end of unit:**

At the end of the unit on Interpersonal Communication and Relationships (specifically lessons on reproductive health and safety education), students will be given the graphic organizer. The teacher will review the first row of decisions about sexual activity and ask students to identify the possible outcomes of each choice. It should be noted that decisions on the left are more likely to have positive consequences and decisions on the right are more likely to have negative consequences.

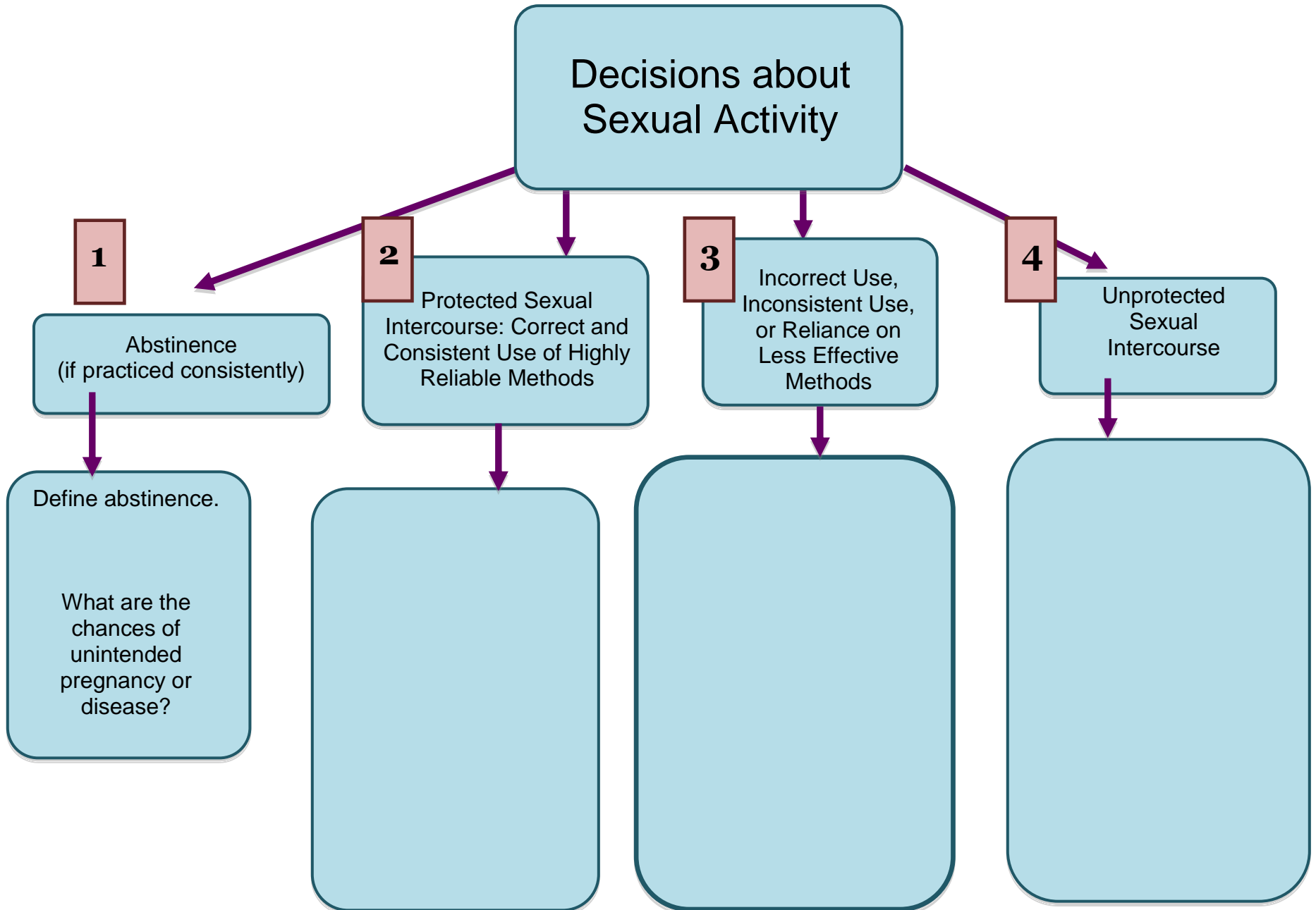
Students will be asked to write a reflection based on abstinence lessons to answer #1. Teacher will collect responses without names and read several that are exemplars. The question to be answered is, "What skills are needed by teens to be abstinent?" [Responses may include assessing influences, decision making (including recognizing potential consequences), goal setting for the future, and effective communication.]

Teacher will distribute a series of graphics of students talking about what they have learned about preventing teen pregnancy and STD, including HIV. A question will be posed by one teen and students will complete their response by providing medically accurate information and guidance for seeking reliable advice from adults (including parents, school nurse, guidance counselor, or medical provider).

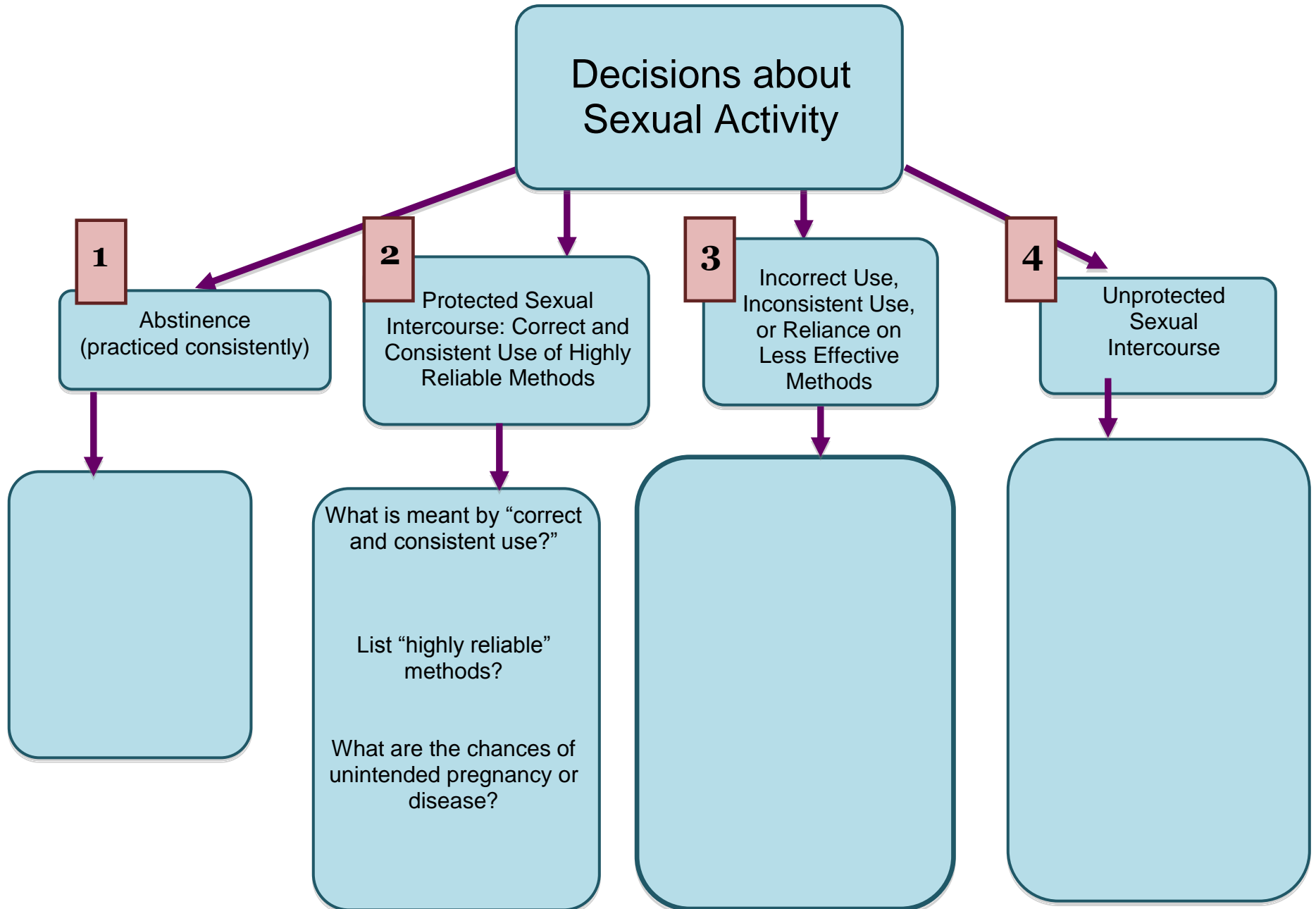
# Decision Making: Prevention of Sexual Risk Taking



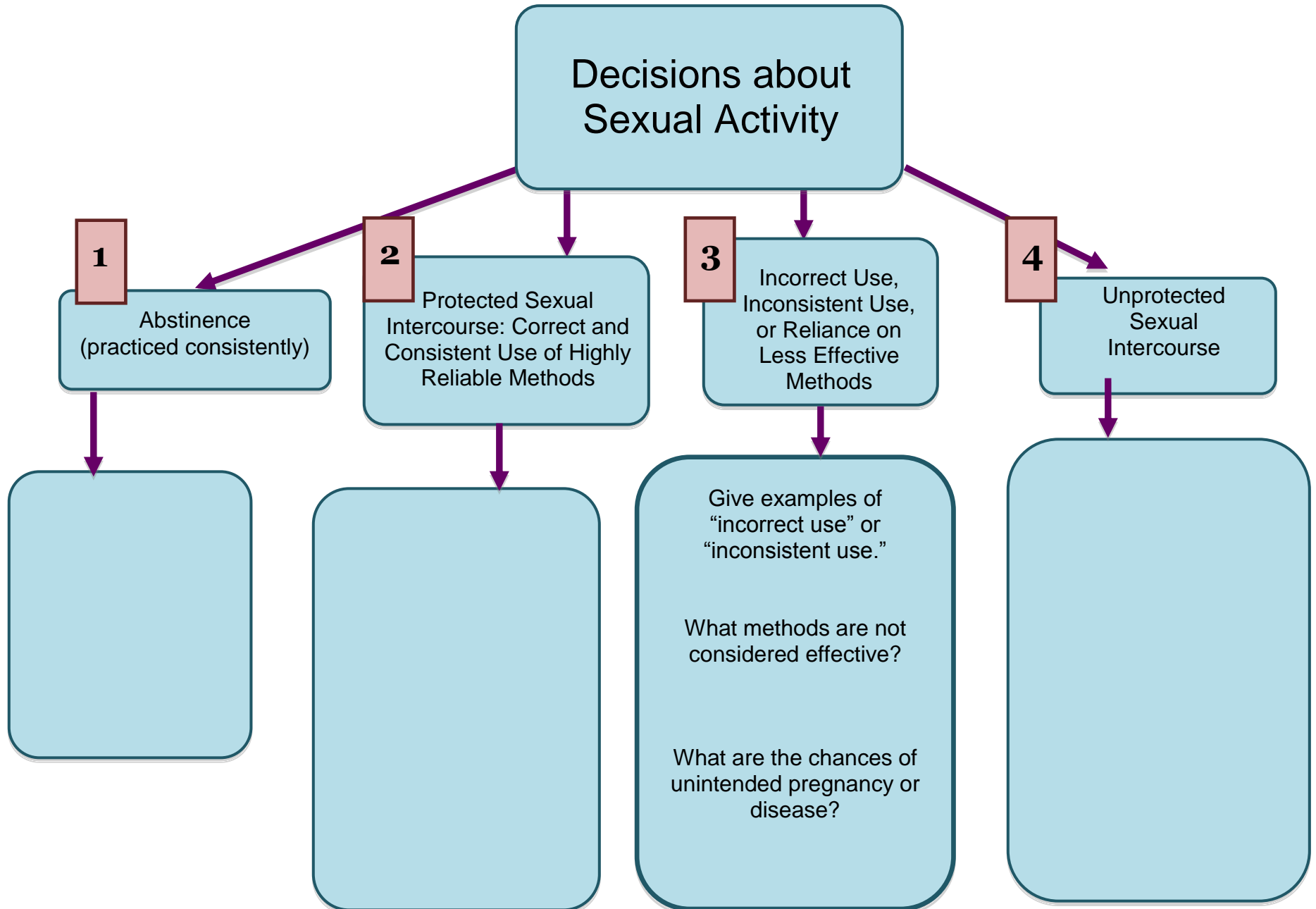
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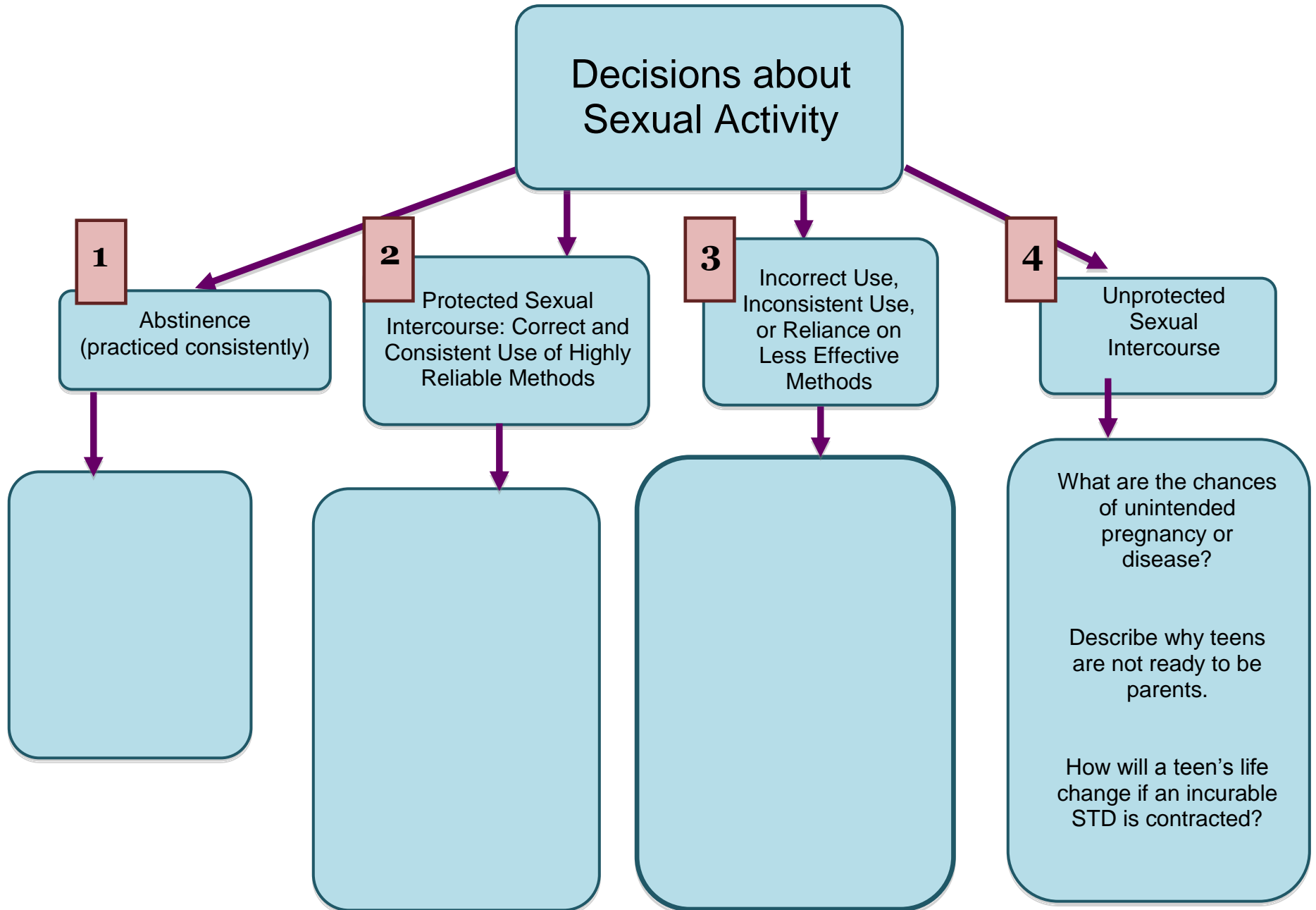
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