

Course: 7th Grade Health & Fitness

Unit Plan 2018 – 2019

Time: (Month/Days): 10 days	Unit: Sexual Health
Big Ideas: The purpose of HIV/AIDS Prevention and sexual health instruction is to establish common learning goals across the district in order to provide all students with medically accurate, developmentally appropriate, and bias free information to help them make decisions that positively impact their lifelong health and wellness.	Essential Question(s):

Essential Standards for 7th Grade Sexual Health:	Student Learning Targets:
<ul style="list-style-type: none"> • Describe reproductive systems including body parts and functions. H1.Se1.7a • Identify a decision-making model that can be used to make a health-related decision. H5.Se4.7 • Describe factors that contribute to or protect against engaging in risk behaviors. H1.Se4.7d • Describe the characteristics of healthy and unhealthy relationships. H1.Se5.7 • Explain the importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b 	<ol style="list-style-type: none"> 1. Name at least 1 physical, social, cognitive & emotional change young people go through during adolescence. 2. Name at least 1 physical, social, cognitive, & emotional change that the opposite sex is going through. 3. Name & define the function of at least 3 male and 3 female body parts. 4. Define sexual intercourse 5. Define a Sexually Transmitted Disease 6. Understand how an STD is transmitted 7. Define HIV 8. Understand that STDs are treatable, and many are curable 9. Understand the difference between a bacterial and a viral STD. 10. Understand the difference between abstinence, hormonal methods and barrier methods of birth control and identify examples of each type of birth control. 11. Understand the characteristics of healthy relationships. 12. Understand the characteristics of unhealthy relationships. 13. Demonstrate communication skills for healthy relationships 14. Define what a personal boundary is 15. Demonstrate how to be clear about one’s own and show respect for others’ boundaries 16. Demonstrate an understanding that no one has the right o violate someone else’s 17. boundaries, and that doing so may be against the law. 18. Use the DECIDE model to make a health-related decision. 19. Understand what sexually explicit pictures or messages are 20. Identify the consequences for sharing sexually explicit pictures or messages.

Topic	Standard:	Learning Targets:	Vocabulary:	Lessons	
Intro				Introduction to Sexual Health	

Definitions for terminology adopted from OSPI: <http://www.k12.wa.us/HealthFitness/Standards/HealthEducationTermsGlossary.pdf>

Puberty and Development	H1.Se2.7: Recognize that there are individual difference in growth. (Important)	<ol style="list-style-type: none"> 1. Name at least 1 physical, social, cognitive & emotional change young people go through during adolescence. 2. Name at least 1 physical, social, cognitive, & emotional change that the opposite sex is going through. 	<ul style="list-style-type: none"> - Physical - Social - Cognitive - Puberty - Hormones - Adolescence 	<p>Optional Video https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain#t-24437</p>	

Anatomy and Reproduction	<p>H1.Se1.7a: Describe reproductive systems including body parts and functions. (Essential)</p>	<p>1. Name & define the function of at least 3 male and 3 female body parts.</p>	<ul style="list-style-type: none"> - Ovaries - Vagina - Uterus - Clitoris - Inner Labia - Fallopian Tubes - Cervix - Outer Labia - Penis - Urethra - Testicles - Scrotum - Foreskin - Epididymis - Vas Deferens 	<p>Teen Talk Match Up</p> <p>Everybody's Got Parts</p> <p>Anatomy PowerPoint</p>	
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Prevention	<p>H3.Se4.7: Identify medically accurate information about STDs (Important)</p> <p>H1.Se4.7c: Understand that all STDs are treatable, and many are curable. (Important)</p> <p>H1.Se4.7b: Describe Methods to Prevent the transmission of STDs/HIV, including abstinence. (Important)</p> <p>H1.Se4.7a: List and describe commonly used methods of birth control including abstinence. (Important)</p>	<ol style="list-style-type: none"> 1. Define sexual intercourse 2. Define a Sexually Transmitted Disease 3. Understand how an STD is transmitted 4. Define HIV 5. Understand that STDs are treatable, and many are curable 6. Understand the difference between a bacterial and a viral STD. 7. Understand the difference between abstinence, hormonal methods and barrier methods of birth control and identify examples of 	<ul style="list-style-type: none"> - Digital contact - Sex - STDs - HIV - AIDs - Bacterial - Viral - Abstinence - Hormonal method of prevention - Barrier method of prevention 	<p>Artifacts:</p> <p>Lesson Plan</p> <p>https://www.healthed.govt.nz/resource-table/table-sexual-health-sti-chart</p> <p>Class Discussion to Define sex.</p> <p>Provide a resource for kids about STDs, with a partner, be able to complete your row of the matrix with headings: Transmission, treatable, curable, bacterial vs. viral, 2 key signs/symptoms</p> <p>STI summary grid</p> <p>Class Discussion about Prevention</p> <ul style="list-style-type: none"> - Matrix with: Type, Definition, Examples , Birth Control PowerPoint <p>Use http://bsd-ca.schoolloop.com/file/1236520743176/1405752402973/2802920563353308013.pdf</p> <p>To make our own.</p>	<p>OSPI Definition of Sex: Oral, genital, or digital contact with a partner's vagina, penis, or anus; commonly used to describe penetrative/inse rtive sex.</p> <p>Hormonal Methods (you'd talk to your doctor about) <i>pills, patch, ring, shot, implant</i></p> <p>Abstinence: not having sex</p> <p>Barrier Methods: something that is blocking the sperm. <i>Condoms (male & female)</i></p>
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		each type of birth control.			
Healthy Relationships	<p>H1.Se5.7: Describe the characteristics of healthy and unhealthy relationships. (Essential)</p> <p>H4.Se5.7a: Demonstrate communication skills that foster healthy relationships. (Important)</p>	<ol style="list-style-type: none"> 1. Understand the characteristics of healthy relationships. 2. Understand the characteristics of unhealthy relationships. 3. Demonstrate communication skills for healthy relationships 	<p>Mutual respect</p> <p>Trust</p> <p>Honesty</p> <p>Compromise</p> <p>Understanding</p> <p>Empathy</p> <p>Individuality</p>	<p>Lesson on Healthy Relationships</p> <ul style="list-style-type: none"> - And add an opportunity for kids to identify characteristics of a healthy relationship - Ways to strengthen relationships 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Values & Beliefs, Boundaries</p>	<p>Explain the importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b (Essential)</p> <p>Identify a decision making model that can be used to make a health-related decision. H5.Se4.7 (Essential)</p>	<ol style="list-style-type: none"> 1. Define what a personal boundary is 2. Demonstrate how to be clear about one's own and show respect for others' boundaries 3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. 4. Use the DECIDE model to make a health-related decision. 	<p>Boundary Values Beliefs</p>	<p>Intro with Values and Impact activity <i>What is important to you and how are these affected by the decisions that you make? Include sexual health related scenarios</i></p> <p>Discussion around Boundaries (starting with rules/society rules, etc.)</p> <ul style="list-style-type: none"> - Scenarios for Decision Making - Have students share a scenario <p>Decisions you make are generally tied to your beliefs and values; Boundaries should be in place before you get into a situation where you are relying on your beliefs and values.</p> <p>Reminders about previously learned decision-making model (DECIDE) and how it can be applied in these situations</p> <p>Potential homework- discussion with parents about boundaries.</p>	
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Washington State Laws	Identify consequences of sharing sexually explicit pictures or messages. H1.Se6.7c (Important)	<ol style="list-style-type: none"> 1. Understand what sexually explicit pictures or messages are 2. Identify the consequences for sharing sexually explicit pictures or messages. 	Sexually explicit	<p>http://bsd-ca.schoolloop.com/file/1236520743176/1405752402973/6184226280276603013.pdf</p> <p>intro video: https://youtu.be/ZBJezSjeG7E</p> <p>http://studentservices.dadeschools.net/sexting/pdfs/Sec-L3.pdf</p>	
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