

Course: 8<sup>th</sup> Grade Health & Fitness

Unit Plan 2020-2021

<b>Time:</b> (Month/Days): 7 days	<b>Unit:</b> Sexual Health
<b>Big Ideas:</b> 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.	<b>Essential Question(s):</b> •
<b>Essential Standards</b> <ul style="list-style-type: none"> <li>Identify physical, emotional, and social effects of sexual activity. H1.Se1.8b</li> <li>Summarize ways to prevent pregnancy and STDs. H1.Se4.8a</li> <li>Use a decision-making model to make a health-related decision. H5.Se4.8</li> <li>Describe personal role in protecting one’s own sexual and reproductive health. H7.Se4.8</li> <li>Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a</li> <li>Develop a plan to communicate and maintain personal boundaries and values. H6.Se5.8</li> <li>Understand importance of personal responsibility for sexual decisions. H7.Se6.HS</li> </ul>	<b>Student Learning Targets:</b> <ol style="list-style-type: none"> <li>I can identify one change per physical, social, and mental/emotional occurring during puberty for females.</li> <li>I can identify one change per physical, social, and mental/emotional occurring during puberty for males.</li> <li>I can identify one change per physical, social, and mental/emotional occurring during puberty for both males and females.</li> <li>Students will be able to identify how the male and female reproductive systems function to create new life.</li> <li>I will be able to identify how the male and female reproductive systems function to create new life.</li> <li>I will identify ways to prevent pregnancy and STDs.</li> <li>I will identify signs and symptoms of STDs.</li> <li>I will list two possible effects of contracting STDs</li> <li>I will identify three possible treatments of STDs</li> <li>I will be able to define what consent means.</li> <li>I will understand how to clearly communicate consent.</li> </ol>

Topic	Standards	Estimated Time	Student Learning Targets	Vocab	Lesson
Puberty	<ul style="list-style-type: none"> <li>H1.Se2.8: Describe the physical, social, mental, and emotional changes that occur during adolescence. (Important)</li> <li>H5.Se1.HS: Explain the role hormones play in sexual behavior and decision-making (Important)</li> <li>H1.Se1.8b: Identify physical, emotional, and social effects of sexual activity (Essential)</li> </ul>	25 to 50 minutes (taught prior to Reproductive System)  [Day 1]	<ul style="list-style-type: none"> <li>I can identify one change per physical, social, and mental/emotional occurring during puberty for females.</li> <li>I can identify one change per physical, social, and mental/emotional occurring during puberty for males.</li> <li>I can identify one change per physical, social, and mental/emotional occurring during puberty for both males and females.</li> </ul> <p>I can identify at least one physical, emotional, and social effect of sexual activity</p>	Ejaculation Menstruation Estrogen Progesterone Testosterone Hormones	Puberty Power Point Puberty Notes Template  <a href="#">Puberty Video (Jimmy Kimmel)</a> for Introduction  <a href="#">Puberty Video (Puberty Explained)</a>  Puberty Teacher Guide <<MAKE THIS>>

Anatomy, Reproduction and Pregnancy	<ul style="list-style-type: none"> <li>H1.Se1.8a: Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. (Important)</li> <li>H1.Se1.8b: Identify physical, emotional, and social effects of sexual activity. (Essential)</li> <li>H1.Se1.7b: Describe the stages of pregnancy from fertilization to birth (Nice to Know)</li> <li>H3.Se4.8: Identify medically accurate resources about contraceptives, STDs/HIV, and pregnancy (Important)</li> </ul>	50-75 minutes (taught directly following puberty lesson)  [Day 2 and Day 3]	<ul style="list-style-type: none"> <li>I can identify how the male and female reproductive systems function to create new life.</li> <li>I can identify how the male and female reproductive systems function to create new life.</li> <li>I will recognize the stages of pregnancy from fertilization to birth</li> </ul>	Ovulation Fertilization Ova Sperm Ovaries Fallopian Tubes Uterus Cervix Vagina Testicle Epididymis Vas deferens Prostate Gland Seminal Vesicles Urethra Pregnancy Trimester Erection Sexual intercourse	Reproductive Systems Teacher Guide <<Make This>> <ul style="list-style-type: none"> <li>Reproductive Systems Power Point</li> <li><a href="#">Ovulation video</a></li> <li><a href="#">Fertilization video</a></li> <li>Reproductive Systems Handout</li> <li>Ovulation to Fertilization Notes</li> </ul>
Prevention	<ul style="list-style-type: none"> <li>H1.Se4.8a: Summarize ways to prevent pregnancy and STDs. (Essential)</li> <li>H3.Se4.8: Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy (Important)</li> <li>H1.Se4.8c: Compare and contrast potential outcomes of risk behaviors and protective factors (Important)</li> </ul>	50 Minutes  [Day 4]	<ul style="list-style-type: none"> <li>I can identify ways to prevent pregnancy and STDs.</li> </ul>	Condom, Sexually Transmitted diseases, Abstinence, Contraception, Barrier, Hormonal, Pregnancy	Prevention Lesson Teacher Guide <<Make This <ul style="list-style-type: none"> <li>Prevention methods: presentation of guided notes on prevention</li> <li>Birth Control Powerpoint</li> </ul>
	<ul style="list-style-type: none"> <li>H1.Se4.8b: Summarize signs, symptoms, potential impact, and treatment of STDs. (Important)</li> <li>H1.Se 4.8a: Summarize ways to prevent pregnancy and STDs. (Important)</li> <li>H1.Se4.8c: Compare and contrast potential outcomes of risk behaviors and protective factors. (Important)</li> </ul>	50 Minutes  [Day 5]	<ul style="list-style-type: none"> <li>I can identify signs and symptoms of STDs.</li> <li>I can list at least two possible effects of contracting STDs</li> <li>I can identify at least three possible treatments of STDs</li> </ul>	Viral, Bacterial, Gonorrhea, syphilis, chlamydia, herpes, HPV (Human Papilloma Virus), HIV, Hepatitis B, Hepatitis C	STD Lesson Teacher Guide <<Make this>> <ul style="list-style-type: none"> <li>Warm Up: How is HIV transmitted? (Activate prior knowledge/formative assessment)</li> <li><a href="#">Intro Video on STDs</a> (What is an STI?)</li> <li>STD power point with guided notes</li> <li>Myths and Facts about HIV/AIDS</li> <li>Risk Recognition Activity</li> <li>Exit Ticket: signs and symptoms of STDS, how HIV transmitted</li> </ul>

	<ul style="list-style-type: none"> <li>H1.Se5.8b: Define sexual consent and identify ways that consent can be communicated and accepted. (Important)</li> <li>H6.Se5.8: Develop a plan to communicate and maintain personal boundaries and values (Essential)</li> </ul>	50 Minutes (with Laws) [Day 6]	<ul style="list-style-type: none"> <li>I can define sexual consent</li> <li>I understand how to clearly communicate consent.</li> <li>I understand what it means to accept sexual consent.</li> <li>I can identify my plan to communicate and maintain personal boundaries and values.</li> <li>I can identify state laws related to sexual offenses.</li> </ul>	Consent, Rape, Sexting, Sexually explicit, Minor	Communicating Consent and communicating boundaries Teacher Guide <<Make This>> <a href="#">Consent Tea Video</a>
Washington State Laws	<ul style="list-style-type: none"> <li>H7.Se6.HS: Understand the importance of personal responsibility for sexual decisions (Essential)</li> <li>H1.Se6.8b: Identify state laws related to sexual offenses, including when a minor is involved. (Important)</li> <li>H1.Se6.8c: Explain consequences of sharing sexually explicit pictures or messages (Important)</li> </ul>	50 Minutes (with Consent) [Day 7]		,	Washington State Laws Powerpoint KWL for before/after powerpoint?
	<ul style="list-style-type: none"> <li>H1.Se6.8a: Understand laws related to accessing sexual health care services (Nice to Know)</li> </ul>	Handout			<i>Could this be a district created document that we share with students? Hand out or link to.</i>