

Unit 1: Human Sexuality

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

UNIT RATIONALE

The grade eight health education program is designed to give students the opportunity to examine basic sex education topics such as reproduction, anatomy and physiology, conception, pregnancy, fetal development, birth control and STI and HIV/AIDS prevention. Students will also explore basic information around healthy relationships, gender identity and sexuality. Students will analyze factors that both support and hinder the achievement of personal health goals throughout the stages of life. Students will examine the efforts of organizations to prevent and control disease and health conditions. The curriculum is also designed to give students the ability to analyze various health issues to determine not only how they can live healthier lives, but how they can positively impact the health of others. Eighth graders will examine the characteristics of a healthy relationship and will discuss the various types of relationships that exist as well as cultural stereotypes. In this course, students will also explain the role of practicing healthy behaviors in an effort to prevent disease and unintended health issues and outcomes. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

ESSENTIAL QUESTIONS

- How does my body work?
- How does a healthy relationship affect me?
- What is internet dating?
- What is sexual orientation?
- What is gender identity?
- What do I need to know about my reproductive system?
- How do I keep my body healthy?
- Why do I need to go to the doctor for my reproductive system?
- What do I need to know about communicable and noncommunicable diseases?
- What is consent and how is it defined
- How do I perform a breast self-exam and a testicular self-exam?
- Who benefits from the breast walk?
- Why do I need to know basic first aid?
- What happens to a teenage girl when she gets pregnant?
- What are the stages of labor
- Why should we be respectful towards people of different identities and backgrounds?
- Why is it important to make educated decisions regarding pregnancy and parenting?
- How can you determine reliable resources for pregnancy and parenting?
- What factors are important in deciding whether and when it is appropriate to engage in sexual behaviors?
- Which factors can affect consent?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Comprehensive Health and Physical Education (2020)

HE.6-8.2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
HE.6-8.2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
HE.6-8.2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
HE.6-8.2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
HE.6-8.2.1.8.PP.5	Identify resources to assist with parenting.
HE.6-8.2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
HE.6-8.2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
HE.6-8.2.1.8.SSH.9	Define vaginal, oral, and anal sex.
HE.6-8.2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
HE.6-8.2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
HE.6-8.2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
HE.6-8.2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
HE.6-8.2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
HE.6-8.2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
HE.6-8.2.3.8.PS.2	Define sexual consent and sexual agency.
HE.6-8.2.3.8.PS.3	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
HE.6-8.2.3.8.PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.
HE.6-8.2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy

HE.6-8.2.3.8.PS.6	and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
HE.6-8.2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
HE.6-8.2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
HE.6-8.2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

The Teacher will open each lesson by asking students about the topic that will be covered that day. This may include certain vocab words or concepts. This will serve as a baseline to determine students' prior knowledge of the subject. The teacher will attempt to correct any information provided by the students that may not be factually correct.

Some other suggested Pre-Assessments are below...

Written work from the book

Video on date rape and answer questions

Powerpoint

STD/STI pictures and discussions

Handouts on birth control and abstinence

Handouts on STD's STI's

Information on HIV and AIDS

Analyze the possible complications of pregnancy.

Examine reasons to become a parent.

Discuss STIs, contraceptives, and pregnancy options.

INSTRUCTIONAL PLAN

Student Learning Intentions (SLI) WALT: (We are learning to...)	
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Student Learning Strategies	
Success Criteria	
Formative Assessment (drives instructional decisions)	
Activities and Resources	
Suggested Modifications	

[8th grade financial responsibility of a baby.docx](#)

[8th Health Education CAR Model Human Sexuality Days 1-10.docx](#)

[8th Health Education CAR Model Human Sexuality Female Anatomy.docx](#)

[8th Health Education CAR Model Human Sexuality Male Anatomy.docx](#)

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS
