Grade 8 Health Unit 1: Sexual Health and Consequence

Content Area: **Health & PE**
Course(s):
Time Period: **MP1**
Length: **6 Weeks**
Status: **Published**

Rationale and Transfer Goals

Growth, Development, and Family Life will cover different topics with one of the objectives

Students know they are faced with decisions everyday. Some are simple like what to wear and whom they are going to sit with at lunch. Some are more risky using the crosswalk, hanging out with a group that does not make good decisions. If students are able to apply the decision making process and apply their values they will be able to make decisions that promote health. When we make decisions that do not promote health we are at risk of participating in risky behaviors such as sexual intercourse. The consequences of such behaviors could lead to not reaching future goals or permanent health issues. When promoting abstinence we try to encourage positive long and short term goals and long term health benefits: mentally, physically, and socially.

Enduring Understandings

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Essential Questions

Why is it important to make goals?

What are your plans for reaching your long term goal?

How do values influence a person’s decision to practice sexual abstinence until marriage?

Why is it important to be abstinent from sexual activity?

Why is it important to know the parts of the reproductive system?

What are appropriate ways for teens to show affection?

Why are some STD’s referred to as “silent” diseases?

What are some appropriate ways for teens to show affection?

Content - What will students know?

- explain what decision making is and why it is important

- describe why values are important to decision making
- demonstrate how to use the six step decision making process to make a healthful choice.
- Understand abstinence will protect the three sides of their health triangle
- Preventative care is important for the male/female reproduction system
- not all STD's are curable
- STD's can be prevented by saying no to high risk behavior
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    - Not all STD's show visible symptoms
    - Pregnancy is just one visible consequence we see from sexual intercourse there are others we don't see

Vocab

Decision making

Values

Ethical

Long term goal

Short term goal

Abstinence

Sexually Transmitted Disease

Chlamydia trichomoniasis

Genital warts

gonorrhea

Herpes

syphilis

hepatitis B

Pubic lice

Skills - What will students be able to do?

- apply the process of healthful decision making
- Set short and long term goals
- recognize positive and negative peer pressure
- recognize core values
- Identify parts of male/female genitalia and reproductive parts
- name 3 sexually transmitted disease
- Recognize physical signs of some STD's
- Describe three benefits of choosing abstinence

Activities - How will we teach the content and skills?

skits

Worksheets

Discussion

Notes

Powerpoint

Evidence/Assessments - How will we know what students have learned?

Summative

Completion of final unit writing assignments and written test

Homework

Notebook

Participation

Formative

Skills content sheets, including pre-tests, to drive formative grouping in Instructional Workshop

Station evaluation within Instructional Workshop

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
• Accessing Information ○ Researching STD's ○ Researching ways to achieve long and short term goals Practicing Healthful Behaviors ○ Prevention methods for STD's ○ Wellness visits for reproductive health Decision Making Process ○ Recognize risky situations and choosing abstinence ○ Practicing healthy behaviors as part of the decision making process ○ Use effective refusal skills Goal Setting ○ Setting short and long term goals to help you recognize when decisions do not support your goals	• Structure and basic function of the male and female reproductive system • Germ theory • Physical and emotional maturation process • Human sexuality and self awareness • Making sound decisions using the decision making process • Personal Value system and values of the community	Autobiography Public Service Announcements Share A Kiss Notes Research a STD Q and A Sessions Journal Writing Topics: Goals Decision Making Reproductive System and Care Puberty Abstinence Pregnancy STD HIV Dating Refusal Skills

Key Resources

Glencoe Teen Health 2 Book and Resources

Health Smart HIV, STD, and Pregnancy Prevention

A- Team abstinence education program

www.kingscounty.gov/health/flash

*various resources health information changes daily

21st Century Life and Careers

2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

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).

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

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).

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

Interdisciplinary Connections/Companion Standards

Science

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

MS-LS1-5 . Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

- Connections to health processes associated with physiology and anatomy
- Basic understanding of communicability of diseases in discussion of wellness

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions

drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Students practice writing and reading in the content area

Social Studies

6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.

discussion of community and culture as a role in an individual's fitness level, discussion of community resources related to personal wellness