Oct. Grade 8 Unit 2: Human Sexuality and Pregnancy

Content Area: **Health**
Course(s):
Time Period: **October**
Length: **unit repeats in trimesters**
Status: **Published**

Unit Overview

This unit continues to build the students' understanding of the physical, emotional, and social aspects of human sexuality. Students learn that early involvement in sexual activity poses risks and that abstinence is the most beneficial and safe choice for adolescents. They also learn about sexually transmitted diseases and the steps necessary for protection as well as the understandings that pregnancy, childbirth, and parenthood are significant events that cause changes in one's life and the lives of others.

Enduring Understandings

Accessing valid sexual health information, products, and services improves one's ability to make health enhancing choices and improves one's quality of life.

While astinence is the most beneficial choice for adolescents and is the most effective method of preventing pregnancy and STD's/HIV, there are additional ways to avoid disease or pregnancy.

Essential Questions

Why is the ability to access valid health information a critical skill, and where can I access accurate information?

Why is sexual abstinence the best choice for teens?

As I enter my teen years, what do I need to know to keep myself and others safe and healthy concerning intimate relationships?

Instructional Strategies & Learning Activities

Pre- and Post-test for Puberty concepts

Changes Packet (collection of articles on puberty topics) with Reading comprehension question sheet

STD acronym classwork sheet & STD show what you know 1 minute stations

Video clips on HIV (Brainpop & Teachertube)

STD's & HIV/AIDs Packet (Articles on STD's & HIV/AIDs) with Things To Know Comprehension sheet

Pop Quiz (Show What You Know – HIV/AIDs)

Focus Group Questions on HIV/AIDs

Pregnancy Web quest with template to fill in

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Technology And Design Integration

Students will use Chromebooks for Google Classroom assignments, collaborative work, designing and creating projects.

Students will visually utilize SmartBoard for presentations and videos.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Small Group Work

Assignments/homework written on board

Check for understanding before moving on

Provide extra reinforcement and review

Provide an example of the work expectations/sample problem

Start homework in school when possible

Modify projects, if needed

Carefully selected student groups for group work

Students will brainstorm ways that the curriculum is connected to the real world

Incorporate authentic components

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Follow IEP's

Utilize 504's

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Teacher designed assessments to measure growth over time.

Formative Assessments

- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher will listen for appropriate input during open discussion

Question and answer

Check homework

Puberty post test

Pop quiz on STD's (optional)

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Pregnancy Web quest (completed correctly and completely by using assigned websites)

Instructional Materials

Pre- and Post-test on Puberty

Changes Packet and Review Questions Sheet

STD acronyms list

Video clip on HIV (Brainpop & Teachertube)

STD's & HIV/AIDs Packet and Things To Know Sheet

Show What You Know – HIV pop quiz

Focus Group Questions

Pregnancy Web quest and Rubric

Dice Game Instructions

Standards

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.
2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
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.
2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
2.1.8.PP.5	Identify resources to assist with parenting.
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
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.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.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.
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections

	(STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.