

# 04\_Unit 4: Abstinence, Sex, Risk, Contraception and Sexually Transmitted Infections

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **2 Weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

This course is designed to assist students in developing the skills necessary to make healthy and responsible decisions and foster an understanding of how those decisions affect their overall health and wellness. Students will also review the changes that occur in the human body during adolescence.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

Unit 5 - Abstinence, Sex, Risk, Contraception and Sexually Transmitted Infections - Duration 2 Week

A person's choice to engage or not engage in sex can occur at many points for each individual within their life cycle. All choices involve risk including those an individual makes to engage in sex or not. This unit will discuss the risks associated with sex, and will emphasize that the only 100% way to avoid these risks is to abstain from sex. Students are informed of the various contraceptive methods including short-acting, long-acting, and permanent methods. Contraceptives can prevent the risk of unplanned pregnancy and sexually transmitted infections. Lessons are aimed at critical thinking about how easily sexually transmitted infections (STI's) can be transmitted. An essential component of the teaching process aims to provide students the basic information necessary to make informed decisions. Students learn how STIs are contracted, and how and if there is a cure, STI symptoms and prevention strategies. Students will learn and understand that the only way to stay 100% safe is to abstain completely from sex.

Enduring Understandings:

- There are certain risks associated with a sexually active lifestyle.
- There are a variety of birth control methods with benefits and risks associated with each.
- Abstinence is the only 100% way to guarantee not becoming pregnant or contracting an STI.
- There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.
- Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.
- Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- To understand how various methods of birth control work, which are most effective, and what to consider when choosing a method of birth control.

- Sexual Behavior may lead to sexual health issues.
- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- Condoms are the easiest barrier method available that is readily available and inexpensive compared to all other methods.
- Withdrawal method does not protect against STI/HIV, and is not very effective because sperm are still present in the pre-ejaculatory fluid.
- Vasectomy and TL are on the more permanent end of BC and are primarily used after couples either do not want children, or have already had them and are not concerned with disease.
- Condoms and the birth control pill are most commonly used by teens/young adults.
- STIs are caused by bacteria, viruses, or parasites.
- STIs can be transmitted by unprotected sexual contact or when different forms of protection fail.

#### Essential Questions:

- What is the only 100% method to avoid pregnancy?
- What are the various methods of birth control?
- How does teen pregnancy impact society and the teen?
- What are some benefits of choosing to practice abstinence?
- What are some unexpected consequences of sexual behavior?
- How does a vasectomy differ from a tubal ligation, and is this a good idea for young people?
- How can teens better educate themselves on various forms of birth control?
- What are the causes of common STIs?
- How are STIs transmitted?
- What are the symptoms of common STIs?
- Why is abstinence important to the prevention of STIs?

## **CONTENT AREA STANDARDS**

---

### NJSLS-Comprehensive Health and Physical Education

- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and

contraception, including risk-reduction and risk-elimination strategies.

- 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community.
- 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).

Words appearing in parentheses may or may not be covered by your teacher based on past practices by the school district and our Health/PE Department. For more information or for an opt out policy please contact school administration.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **STUDENT LEARNING TARGETS**

---

- Establish that abstinence is the only 100% method of avoiding pregnancy.
- Describe the various methods of prescription and non-prescription birth control.
- Analyze the impact of teen pregnancy on society and the teen.
- Design a chart referencing the effects of birth control including use, effectiveness and cost.
- Investigate and present the rates of teen pregnancy in New Jersey and compare them to other parts of the state, country or world. (Suggested website: TeenPregnancy.org)
- Identify the STIs caused by bacteria, viruses and parasites.
- Describe common symptoms of STIs.
- Understand ways that an individual can and cannot be infected with an STI.
- Identify treatments of common STIs. Develop awareness that STIs can be spread exponentially across a population.

- Identify curable versus treatable STIs.
- Discuss the benefits of abstinence as a way to avoid STI transmission.
- Describe why STIs are said to be a silent epidemic.
- Recognize the only 100% effective method of birth control is abstinence.
- Evaluate the proper use, effectiveness and side effects of each method of birth control.
- Explain the difference between hormonal and barrier methods of birth control.
- Explain the history of birth control and the theory behind the method.
- Examine the history of Emergency Contraception, its laws and the impact of its use.
- Discuss the various methods of sterilization available today.
- Demonstrate an understanding of various Sexually Transmitted Infections.
- Recognize the signs and symptoms of Sexually Transmitted Infections
- Demonstrate an understanding of how various Sexually Transmitted Infections.
- To be able to identify all types of birth control methods.
- To differentiate between the BC types: barrier/surgical/ hormonal.
- Increase knowledge to make educated choices; understand the pros/cons of each method.
- Understand the effectiveness rates for each BC method.

### **Declarative Knowledge**

---

Students will understand that:

- 

### **Procedural Knowledge**

---

Students will be able to:

- 

### **EVIDENCE OF LEARNING**

---

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

---

Teacher Created Worksheets

Teacher Observations

Teacher Lead Discussions

Lectures

Student Participation

Sexually Transmitted Infection worksheet, defining which infections are bacterial and which are viral.

### **Summative Assessments**

---

Test

Quiz

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

Glencoe Health Book

Teacher Approved Internet Sites

Administrative Approved YouTube Videos/NearPods/Other

Planned Parenthood Health Center Feature

SAC Counselor

Teacher Created Notes, Powerpoint/Slides, Lectures

### **INTERDISCIPLINARY CONNECTIONS**

---

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.