

# 04\_Unit 4: Sexual Health

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **1 week (5 lessons)**  
Status: **Published**

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

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Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the eighth grade curriculum the students will focus on "Personal Growth and Development", "Personal Safety", "Social Health", "Sexual Health", "Pregnancy and Parenting", "Personal Health", and "Community Health Services and Support".

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

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## **CONTENT AREA STANDARDS**

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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.6-8.2.3.8.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.

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

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LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
TECH.9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- healthy dating relationships involve healthful boundaries and healthful ways of sowing affections.
- sympathetic means to be aware of how you may be feeling at a given moment.
- good friends are trustworthy, sympathetic, and allow you to share your thoughts and emotions.
- choices made in a dating relationship can have serious consequences.
- setting limits and respecting yourself and your date is important in maintaining healthy friendships and relationships.
- choosing abstinence is the only form of contraception that will prevent pregnancy and STI's 100% of the time.
- choosing abstinence allows one to avoid the health consequences of early sexual activity.
- 6% of teens under the age of 13 have engaged in sexual activity.
- abstinence is the conscious or active choice not to participate in high-risk behaviors.
- sexual activity can affect all three sides of your health triangle - physical, mental/emotional, and social.
- having sexual intercourse without contraception puts you at greatest risk for unintended pregnancy and STIs.
- mental/emotional consequences of sexual activity are: emotional distress, loss of self-respect, guilt, regret and anxiety.
- effective plans, that help a teenager chose abstinence, include ways of dealing with sexual feelings and ways to avoid risky situations.
- you can use and practice refusal skills to help your keep your commitment to abstinence.

- knowing how to respond to people who want you to do something you do not want to do will help you resist that pressure.
- consent to sex, means someone agreeing to take part in sex or sexual activity.
- alcohol/drugs, age, pressure, and mental capacity can impact a person's ability to give or perceive sexual consent.
- if someone is drunk or high they cannot give sexual consent.
- the age of consent in the United States ranges from 16 to 18.
- if you put someone under pressure, they may not feel comfortable to say no to sex.
- mental capacity (i.e. learning disability, dementia, mental health problems) may impact someone's ability to consent to sexual activity.
- vaginal sex is sexual intercourse in which the penis is inserted into the vagina.
- anal sex is sexual activity involving penetration of the anus.
- oral sex is sexual activity in which the genitals of one partner are stimulated by the mouth of the other.
- short-term forms of contraception are: male and female condom, birth control pills, and a skin patch.
- long-term forms of contraception are: contraceptive implant, IUD, sterilization, and vasectomy.
- male condoms are placed on an erect penis and female condoms are placed in the vagina.
- birth control pills are taken once a day by mouth.
- a skin patch is placed on the arm.
- contraceptive implants, IUD's, sterilization, and vasectomies are done by a physician in the doctor's office.
- STI's stands for sexually transmitted infections.
- chlamydia, genital herpes, genital warts, trichomoniasis, public lice, gonorrhea, syphilis and HIV are common STI's.
- signs and symptoms of STI's can vary greatly.
- some STI's are considered "silent" infections because the infected individual does not show any symptoms.
- other STI's cause painful sores and blisters, genital itching, discharge from the genitals, burning sensations, fever, weight loss.
- left untreated, common STIs may cause complications, including pelvic inflammatory disease, ectopic pregnancy, infertility, chronic abdominal pain in women, liver failure, liver cancer, and leukemia.

### **Procedural Knowledge**

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Students will be able to:

Identify characteristics of healthy dating relationships.

- list and describe characteristics of a healthy dating relationship.
- define consequences.

Describe the consequences of early sexual activity.

Define abstinence and explain why it is important to say "no".

- describe the consequences of early sexual activity.
- define abstinence.
- create a plan that allows you to choose abstinence.
- describe refusal skills and how to deal with pressure.

Identify and explain the factors that may impact a person's ability to consent to sexual activity.

Define sexual activity.

- define consent.
- explain the factors that may impact a person's ability to consent to sexual activity.
- define vaginal, oral and anal sex.

Identify effective contraception and safer sex methods and describe how to use them.

- explain why contraception is important.
- identify effective short-term contraception and safer sex methods.
- identify effective long-term contraception and safer sex methods.
- describe how to use both short-term and long-term contraception and safer sex methods.

Describe the signs, symptoms, and potential impacts of STIs (including HIV).

- define STI.
- identify common STI's.
- describe signs, and symptoms of STI's.
- explain the potential impacts of STI's.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Questions that may be addressed but not limited to are:

What are the characteristics of a healthy dating relationship?

What are the consequences of early sexual activity?

Other resources:

- observation
- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments
- exit tickets

### **Summative Assessments**

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Questions that may be addressed but not limited to are:

What are the characteristics of a healthy dating relationship?

What are the consequences of early sexual activity?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

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

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Health Textbook - Bronson, Mary H. et al. *teen health*. Columbus: McGraw-Hill Education; 2014.

<https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/lesson-plans/lesson-plan-contraception-part-i-and-ii.pdf>

<https://www.ncbi.nlm.nih.gov/books/NBK525195/>

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - categorizing, statistics, computations

Visual and Performing Arts - debate, presentations

Science - biology

Social Studies - community services

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.