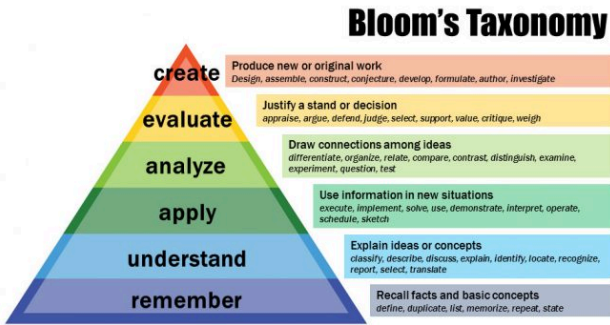


**Health Education Middle School  
Canterbury Public Schools**

<b>Subject</b>	Health Education
<b>Grade Level</b>	Middle School Grades 5 -8
<b>Unit Title</b>	Sexual Education
<b>Unit Goals</b>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> <li>● Identify valid and reliable sources relating to sexual health</li> <li>● Understand risks associated with sexual activity</li> <li>● Understand the menstrual cycle and sperm production</li> <li>● Understand the puberty system, and their changing bodies.</li> </ul> <p>Grade 7 and 8</p> <p><b>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade</b></p> <ul style="list-style-type: none"> <li>● Describe reproductive body parts and their functions</li> <li>● Describe the benefits of being sexual abstinent</li> <li>● STD / STI &amp; HIV / AIDs transmission / treatment</li> <li>● Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identify</li> </ul> <p><b><u>Skill-Based Standards to Develop:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze influences</li> <li><input type="checkbox"/> Access valid information</li> <li><input type="checkbox"/> Demonstrate interpersonal communication skills</li> <li><input type="checkbox"/> Build decision making skills</li> <li><input type="checkbox"/> Build goal setting skills</li> <li><input type="checkbox"/> Practice health-enhancing behaviors</li> <li><input type="checkbox"/> Advocate</li> </ul>
<b>Pacing (# of weeks)</b>	2 weeks
<b>Standards and Indicators</b>	<p><b>SH 1.1.8</b> Identify resources, products, services related to supporting sexual health.</p> <p><b>SH 1.2.8</b> Explain sexual activity and their associated risks.</p> <p><b>SH 1.3.8</b> Describe reproductive body parts and their functions.</p> <p><b>SH 1.4.8</b> Describe the menstrual cycle, the process of sperm production and the relationship to conception.</p> <p><b>SH 1.5.8</b> Determine the benefits of being sexually abstinent.</p> <p><b>SH 1.6.8</b> Explain how the most common STDs and HIV are transmitted.</p> <p><b>SH 1.7.8</b> Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic.</p> <p><b>SH 1.8.8</b> Summarize which STDs can be cured and which can be treated.</p> <p><b>SH 1.9.8</b> Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly if having sex, not touching blood,</p>

	<p>and not touching used hypodermic needles.</p> <p><b>SH 1.10.8</b> Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (human papillomavirus).</p> <p><b>SH 1.11.8</b> Explain the significance of the physical changes in puberty.</p> <p><b>SH 1.12.8</b> Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity</p>
<b>Content/Conceptual Knowledge (know)</b>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> <li>● Identify valid and reliable sources relating to sexual health</li> <li>● Understand risks associated with sexual activity</li> <li>● Understand the menstrual cycle and sperm production</li> <li>● Understand the puberty system, and their changing bodies.</li> </ul> <p>Grade 7 and 8</p> <p><b>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade</b></p> <ul style="list-style-type: none"> <li>● Review the reproductive body parts and their functions</li> <li>● Describe the benefits of being sexual abstinent</li> <li>● STD / STI &amp; HIV / AIDs transmission / treatment</li> <li>● Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identify</li> </ul>
<b>Skills (be able to do)</b>	<p><b><u>Skill-Based Standards to Develop:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze influences</li> <li><input type="checkbox"/> Access valid information</li> <li><input type="checkbox"/> Demonstrate interpersonal communication skills</li> <li><input type="checkbox"/> Build decision making skills</li> <li><input type="checkbox"/> Build goal setting skills</li> <li><input type="checkbox"/> Practice health-enhancing behaviors</li> <li><input type="checkbox"/> Advocate</li> </ul>
<b>Enduring Understandings</b>	<p><b>Students will be able to understand...</b></p> <ul style="list-style-type: none"> <li>● That decisions made now, at the middle school level, may affect life altering outcomes beyond their middle school years.</li> <li>● How to develop long-term and short-term goals that are achievable, realistic and meaningful.</li> <li>● That being safe and making positive decisions, based on valid and reliable information, is crucial to the development of their health lifestyles.</li> <li>● How to confidently communicate with others, based on their personal beliefs.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Skill checks</li> <li>● Stations checks</li> <li>● Knowledge checks</li> <li>● Peer assessments</li> </ul>

	<ul style="list-style-type: none"> <li>● Project based “playbooks”, or cumulative “checklists” that students can use as future references.</li> </ul> <p>** In addition, students will be assessed daily on their understanding and proficiency level of class warm-ups or “Do Nows”. This assessment will be based off a written rubric.</p>												
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● Healthy and Balance Living Curriculum Framework - 2022 Addition</li> <li>● Ted Talks</li> </ul>												
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Skill - based learning activities</li> <li>● Project - based learning</li> </ul> <p><u>Teaching Models Utilized</u></p> <ul style="list-style-type: none"> <li>● Direct Instruction</li> <li>● Peer Teaching <ul style="list-style-type: none"> <li>○ Jigsaw Classroom</li> </ul> </li> <li>● Student Directed Instruction</li> <li>● Guided Discovery</li> </ul> <p><u>Bloom's Taxonomy</u></p>  <p style="text-align: center;"><b>Bloom's Taxonomy</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>create</b></td> <td>Produce new or original work <i>Design, assemble, construct, conjecture, develop, formulate, author, investigate</i></td> </tr> <tr> <td style="text-align: center;"><b>evaluate</b></td> <td>Justify a stand or decision <i>appraise, argue, defend, judge, select, support, value, critique, weigh</i></td> </tr> <tr> <td style="text-align: center;"><b>analyze</b></td> <td>Draw connections among ideas <i>differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test</i></td> </tr> <tr> <td style="text-align: center;"><b>apply</b></td> <td>Use information in new situations <i>execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch</i></td> </tr> <tr> <td style="text-align: center;"><b>understand</b></td> <td>Explain ideas or concepts <i>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate</i></td> </tr> <tr> <td style="text-align: center;"><b>remember</b></td> <td>Recall facts and basic concepts <i>define, duplicate, list, memorize, repeat, state</i></td> </tr> </table> <p style="text-align: center; font-size: small;">© 2014 Vanderbilt University Center for Teaching</p>	<b>create</b>	Produce new or original work <i>Design, assemble, construct, conjecture, develop, formulate, author, investigate</i>	<b>evaluate</b>	Justify a stand or decision <i>appraise, argue, defend, judge, select, support, value, critique, weigh</i>	<b>analyze</b>	Draw connections among ideas <i>differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test</i>	<b>apply</b>	Use information in new situations <i>execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch</i>	<b>understand</b>	Explain ideas or concepts <i>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate</i>	<b>remember</b>	Recall facts and basic concepts <i>define, duplicate, list, memorize, repeat, state</i>
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<p><b>Behaviors</b></p>	<p>Students will learn to...</p> <ul style="list-style-type: none"> <li>● Access</li> <li>● Analyze</li> <li>● Goal Set</li> <li>● Communicate</li> <li>● Advocate</li> <li>● Create</li> <li>● Make Healthy Decisions</li> <li>● Evaluate</li> <li>● Apply</li> <li>● Manage Personal Health</li> </ul>												