7th Grade Scope

|  |  |  |
| --- | --- | --- |
| Lessons | Key Concepts Covered | Standards |
| *FLASH Lesson 1: Introduction* | * Students will be able to explain the importance of APPLE for the FLASH Unit.
* Students will be able to understand the process for anonymous questions.
* Students will be able to demonstrate mutual respect for each other through positive participation.
 | * Distinguish appropriate from excessively personal facts for public disclosure.
* Contribute to a serious, considerate class climate.
* Express medical/standard terms are more appropriate than slang terms.
 |
| *FLASH Lesson 2: Pregnancy and Reproduction* | * Male and Female reproductive systems work differently.
* Stages of pregnancy.
 | * Describe male and female reproductive systems including body parts and their functions. H1.Se1.7a
* Describe the stages of pregnancy from fertilization to birth. H1.Se1.7b
 |
| *FLASH Lesson 3: Sexual Orientation and Gender Identity* | * A person knows that they are gay, lesbian, bisexual, or straight because of how they feel, not because of who they have sex with.
* Gender expression doesn’t determine sexual orientation.
* Gay, lesbian, bisexual and straight teens need to learn about birth control and STD prevention.
* Science doesn’t know why people develop their specific sexual orientation or gender identity.
 | * Distinguish between biological sex, gender identity, gender expression and sexual orientation. H1.Se.3.7

**Only 1 state standard for Gender Identity. It is important to point out how all of these concepts relate to *this* standard. Middle school students have a strong misconception that if a person does not identify as a heterosexual then they do not need to learn about sexual education.** |
| *FLASH Lesson 4: Dating Rules* | * Everyone has the right to say who touches their body and how.
* It is never okay to touch someone else if they don’t want to, or to make them touch you.
* If a person has been sexually abused or raped, it is important to tell an adult who can help.
* There are laws about sex that everyone must follow.
* Consent is permission or agreement to engage in sexual activity.
 | * Explain importance of setting personal boundaries and showing respect for boundaries and values of others. H4.Se5.7b
* Define sexual consent and identify ways that consent can be communicated. H1.Se5.8b
* Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS
* Define sexual offenses as they relate to state law. H1.Se6.7a
 |
| *FLASH Lesson 5: Abstinence/Saying No* | * There are times in everyone’s life when abstaining from sex is the healthiest choice.
* Choosing abstinence means a person does not have to worry about pregnancy or STDs.
 | * Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb
* Identify a decision making model that can be used to make a health related decision. H5.Se4.7
 |
| *FLASH Lesson 6: HIV/STDs* | * You can prevent getting HIV/STDs.
* The only way to know if you have HIV/STDs is to get tested.
* For every risk factor there is a way to protect yourself.
* STDs/HIV are all treatable and many are curable.
 | * Describe methods to prevent the transmission of HIV/STDs, including abstinence. H1.Se4.7b (See Pregnancy/BC Key concepts)
* Advocate for sexually active youth to get STD/HIV testing and treatment. H8.Se4.HS
* Describe factors that contribute to or protect against engaging in risk behaviors. H1.Se5.7
* Understand that all STDs are treatable and many are curable. H1.Se4.7c
* Identify medically accurate information about STDs. H3.Se4.7
 |
| *FLASH Lesson 7: Condoms* | * Condoms are good at preventing pregnancy, STDs and HIV.
 | * Describe methods to prevent the transmission of HIV/STDs, including abstinence. H1.Se4.7b
* Identify a decision making model that can be used to make a health related decision. H5.Se4.7
 |
| *FLASH Lesson 8: Birth Control Methods* | * Birth Control is good at preventing pregnancy.
 | * List and describe commonly used methods of BC, including abstinence. H1.Se4.7a
* Identify a decision making model that can be used to make a health related decision. H5.Se4.7
 |

8th Grade Scope

|  |  |  |
| --- | --- | --- |
| **Lessons** | **Key Concepts Covered** | **Standards** |
| *FLASH Lesson .5 (shorten and combine with lesson 1 since they received this lesson last year as a 7th grader)* | * People make healthier decisions when they have thought about what they believe and when they have the correct information.
* It is important to learn how to talk about sexuality so you can talk with your family, your doctor, your partner and help friends.
 | * Distinguish appropriate from excessively personal facts for public disclosure.
* Contribute to a serious, considerate class climate.
* Express medical/standard terms are more appropriate than slang terms.
 |
| *FLASH Lesson 1: Pregnancy and Reproduction* | * Pregnancy happens before a positive pregnancy test.
* There are physical, emotional, and social effects of sexual activity.
 | * Summarize male and female reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a
* Identify the physical, social and emotional effects of sexuality. H1.Se1.8b
 |
| *FLASH Lesson 2: Sexual Orientation and Gender Identity* | * A person knows that they are gay, lesbian, bisexual, or straight because of how they feel, not because of who they have sex with.
* Gender expression doesn’t determine sexual orientation.
* Gay, lesbian, bisexual and straight teens need to learn about birth control and STD prevention.
* Science doesn’t know why people develop their specific sexual orientation or gender identity.
 | * Distinguish between biological sex, gender identity, gender expression and sexual orientation. H1.Se.3.7
* Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H2.Se3.8
 |
| *FLASH Lesson 3: Dating Rules*  | * Everyone has the right to say who touches their body and how.
* It is never okay to touch someone else if they don’t want to, or to make them touch you.
* If a person has been sexually abused or raped, it is important to tell an adult who can help.
* There are laws about sex that everyone must follow.
* Consent is permission or agreement to engage in sexual activity.
 | * Explain importance of setting personal boundaries and showing respect for boundaries and values of others. H4.Se5.7b
* Define sexual consent and identify ways that consent can be communicated. H1.Se5.8b
* Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS
* Define sexual offenses as they relate to state law. H1.Se6.7a
 |
| *FLASH Lesson 4: Abstinence/Saying No* | * There are times in everyone’s life when abstaining from sex is the healthiest choice.
* Choosing abstinence means a person does not have to worry about pregnancy or STDs.
 | * Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb
* Describe methods to prevent the transmission of HIV/STDs, including abstinence. H1.Se4.7b
 |
| *FLASH Lesson 5: HIV/STDs* | * For every risk factor there is a way to protect yourself.
* An STD is an illness that people catch from having sex with someone who already has it.
* You can prevent getting HIV and other STDs.
* The only way to know if you have HIV or other STDs is to get tested.
 | * Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c
* Summarize ways to prevent pregnancy and STDs. H1.Se4.8a
* Use a decision making model to make a health-related decision. H5.Se4.8
* Advocate for sexually active youth to get STD/HIV testing and treatment. H8.Se4.HS
* Summarize signs, symptoms, potential impact and treatment of STDs. H1.Se4.8b
 |
| *FLASH Lesson 6: Condoms*  | * Condoms are good at preventing pregnancy, STDs and HIV.
* Condoms are easy to get and use.
* Many teens successfully use condoms.
 | * List steps to using condoms correctly. H7.Se4.8
* Identify medically accurate resources about contraceptive methods, STDs/HIV and pregnancy. H3.S34.8
* Summarize ways to prevent pregnancy and HIV/STDs. H1.Se4.8a
 |
| *FLASH Lesson 7: Birth Control Methods* | * Birth Control is good at preventing pregnancy and condoms can also prevent STDs/HIV.
 | * List and describe commonly used methods of BC, including abstinence. H1.Se4.7a
* Summarize ways to prevent pregnancy and HIV/STDs. H1.Se4.8a
* Identify medically accurate resources about contraceptive methods, STDs/HIV and pregnancy. H3.Se4.8
 |

**Possible Assessment Ideas**

Traditional Assessments: (See Examples)

1. Create 2-3 quizzes that focus on key concepts for questions
2. Create an end of unit test focusing on key concepts for questions

Project Assessments: Pick a topic that you want to extend learning on and assign a project.

1. Create a PSA (Public Service Announcement).
2. Create a Google Slides Presentation
3. Create a Prezi
4. Create a video or animation
5. Create a school wide campaign

Example Quiz

Read each question carefully and then answer. Each question is worth 4 pts and then your scores will be averaged out and entered into the gradebook on a 4pt scale.

1. What is the best way to protect yourself from HIV/STDs if you choose to have sex?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are 4 benefits of abstinence?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify if each statement is TRUE or FALSE (Must write out entire word!!!)
	1. \_\_\_\_\_\_ It is risky to donate blood.
	2. \_\_\_\_\_\_ It is risky to have sex without a condom, even if the person has no STD symptoms.
	3. \_\_\_\_\_\_ A person can practice abstinence at any time during their life.
	4. \_\_\_\_\_\_ If a young teen dates an older teen, they are more at risk of getting an STD.
2. What are the 9 steps of using a condom?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_