

High School Health + HG&D

Curriculum/Content Area: Human Growth and Development Unit in 10th Grade Health Class	Course Length: 1 Term, HG&D 6 Days
Course Title: 10th Grade Health + HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval outcomes date: 9/24/18 Board approval for lessons/materials: 4/30/19
<p>Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p> <p>Note: Media will be posted on the website unless protected by copyright. In that event, families will need to work with their school library to watch them on site.</p>	

Desired Results

Unit 1: Life Cycles: Anatomy and Physiology		
<p>Topics:</p> <p>Anatomy and Physiology</p> <ul style="list-style-type: none"> • Reproductive Cycles • Preventative Reproductive Organ Health Screenings 		
Standards: National Sexuality Standards and WI Standards for Health Education		
<p><u>Anatomy and Physiology</u> Core Concepts</p> <ul style="list-style-type: none"> • Describe male and female sexual and reproductive systems including body parts and their functions. (AP.12.CC.1) • Describe the human sexual response cycle, including the role hormones play. (AP.12.CC.1) <p>WI Standards for Health Education</p> <ul style="list-style-type: none"> • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (WI.HE.7.4.B2) 		
Learning Targets:		Curricular Connections:
<p><u>Anatomy and Physiology</u> Core Concepts</p> <ul style="list-style-type: none"> • I can identify and describe the major parts and functions of male and female reproductive systems. (AP.12.CC.1) 		<p>Anatomy and Physiology Lesson #1</p>

<ul style="list-style-type: none"> I can explain the different human sexual response cycles and the role of hormonal changes in the body. (AP.12.CC.1) 		
WI Standards for Health Education <ul style="list-style-type: none"> I can identify health screenings and habits for keeping sexual and reproductive organs healthy. (WI.HE.7.4.B2) 		Anatomy and Physiology Lesson #2

Unit 2: Life Cycles: Pregnancy and Reproduction	
<p>Topics:</p> <p>Pregnancy and Reproduction</p> <ul style="list-style-type: none"> Pregnancy, prenatal development and birth Benefits of choosing abstinence Methods of contraception to prevent pregnancy Communication and decision making 	
Standards: National Sexuality Standards	
<p><u>Pregnancy and Reproduction</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. (PR.12.CC.1) Describe the signs of pregnancy. (PR.12.CC.4) Describe prenatal practices that can contribute to or threaten a healthy pregnancy. (PR.12.CC.5) <p>Analyzing Influences</p> <ul style="list-style-type: none"> Identify medically-accurate resources about pregnancy prevention and reproductive health care. (PR.12.AI.1) <p>Decision-Making</p> <ul style="list-style-type: none"> Apply a decision-making model to various sexual health decisions. (PR.12.DM.1) 	
Learning Targets:	Curricular Connections:

<p><u>Pregnancy and Reproduction</u> Core Concepts</p> <ul style="list-style-type: none"> • I can describe the signs of pregnancy, prenatal practices and the birth process. (PR.12.CC.4) (PR.12.CC.5) • I can review the general stage of fetal development including birth (LC-LC) 	<p><u>Pregnancy and Reproduction Lesson #1</u></p>
<p><u>Pregnancy and Reproduction</u> Core Concepts</p> <ul style="list-style-type: none"> • I can compare and contrast different methods of contraception and their effectiveness in preventing pregnancy and sexually transmitted infections. (PR.12.CC.1, PR.12.DM.1) 	<p><u>Pregnancy and Reproduction Lesson #2</u></p>
<p><u>Pregnancy and Reproduction</u> Core Concepts</p> <ul style="list-style-type: none"> • I can justify abstinence as the safest, most effective method of protection from disease and pregnancy. (PR.12.CC.1, PR.12.DM.1) • I can identify the physical, social and emotional benefits and challenges of abstinence and the ramifications of teen sexual activity and teen pregnancy for both males and females. (PR.12.CC.1, PR.12.DM.1) <p>Decision-Making</p> <ul style="list-style-type: none"> • I can identify the physical and emotional consequences of decisions when choosing abstinence, protected sexual intercourse, and/or unprotected sexual intercourse. (PR.12.DM) • Additional Target(s) • I can understand the impact of alcohol and drugs on sexual decision making (SH.8.INF.1) 	<p><u>Pregnancy and Reproduction #3</u></p>

Unit 3: Sexually Transmitted Infections

Topics:

- Insect, Bacterial, and Viral Sexually Transmitted Infections
- ABC's of Prevention of STI's (Abstinence, Be Monogamous, Condoms/Communication, Don't Share Sharps, Education)
- Testing and Treatment of STI's
- Communication with your partner

Standards: National Sexuality Standards

Core Concepts

- Describe common symptoms of and treatments for STD's including HIV. (SH.12.CC.1)
- Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STD's, including HIV. (SH.12.CC.2)

Analyzing Influences

- Analyze factors that may influence condom use and other safer sex decisions. (SH.12.INF.1)

Accessing Information

- Explain how to access local STD and HIV testing and treatment services. (SH.12.AI.1)

Interpersonal Communication

- Demonstrate skills to communicate with a partner about STD and HIV prevention and testing. (SH.12.IC.1)

Learning Targets:

Curricular Connections:

Sexually Transmitted Infections

Core Concepts

- I can identify the symptoms and treatment of STI's. (SH.12.CC.1)
- I can evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STI's, including HIV (SH.12.CC.2)

Accessing Information

- I can explain how to access local STI testing and treatment. (SH.12.AI.1)

Analyzing Influence

- I can analyze factors that influence condom use and other safer sex decisions (SH.12.INF.1)

Interpersonal Communication

- I can describe skills to communicate with a partner about prevention of STI's. (SH.12.CC.2) (SH.12.IC.1)

[Sexually Transmitted Infections Lesson #1](#)

Unit 4: Healthy Relationships

Healthy Relationships

Topics:

- Healthy and Unhealthy Relationships

- Dating Skills: Boundaries and Communication (consent, refusal)

Standards: National Sexuality Standards

Healthy Relationships

Core Concepts

- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. (HR.12.CC.1)
- Describe a range of ways to express affection within healthy relationships. (HR.12.CC.2)
- Define sexual consent and explain its implications for sexual decision-making. (HR.12.CC.3)

Analyzing Influences

- Explain how media can influence one’s beliefs about what constitutes a healthy sexual relationship. (HR.12.INF.1)

Interpersonal Communication

- Demonstrate effective strategies to avoid or end an unhealthy relationship. (HR.12.IC.1)
- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. (HR.12.IC.2)

Self Management

- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior. (HR.12.SM.1)

Learning Targets:

Curricular Connections:

Healthy Relationships

[Healthy Relationships Lesson #1](#)

Core Concepts

- I can determine the characteristics of a healthy relationship and recognize signs of an unhealthy relationship. (HR.12.CC.1)
- I can define sexual consent and explain physical and emotional implications for sexual decision making. (HR.12.CC.3)

Analyzing Influence

- I can analyze how the media influences one’s belief about a healthy sexual relationship. (HR.12.INF.1)

Interpersonal Communication

- I can demonstrate effective strategies to avoid or end an unhealthy relationship (HR.12.IC.1)
- I can demonstrate effective ways to communicate personal boundaries and respect boundaries set by others as they relate to intimacy and sexual behavior. (HR.12.IC.2) (HR.12.SM.1) (HR.12.CC.2)
- I can understand the conditions involved in giving and recognizing consent (HR.12.CC.3)

Additional Target(s)

- I can identify and describe socioeconomic and parental components of successful marriages and components that lead to

<ul style="list-style-type: none"> risk in marriage (R-LD) I can analyze my perception of cultural variation, and how it affects my interaction with others (CASEL R.2) 	
<p>Self Management</p> <ul style="list-style-type: none"> I can describe strategies to use technology safely, legally and respectfully. (HR.8.SM.2) 	Healthy Relationships Lesson #2
<p>Additional Target(s)</p> <ul style="list-style-type: none"> I can evaluate stereotyping and its effects on the victim and perpetrator (CASEL. R.2) 	

Unit 5: Personal Safety	
<p>Personal Safety</p> <p>Topics:</p> <ul style="list-style-type: none"> Social Media Influences Consent Boundaries and identifying sexual harassment and assault Post sexual assault Reporting sexual assault and knowing how to support a victim 	
Standards: National Sexuality Standards:	
<p><u>Personal Safety</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence. (PS.12.CC.1) Define sexual consent and explain its implications for sexual decision-making. (HR.12.CC.3) <p>Analyzing Influences</p> <ul style="list-style-type: none"> Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (PS.12.INF.2) <p>Accessing Information</p> <ul style="list-style-type: none"> Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted. (PS.12.AI.1) <p>Interpersonal Communication</p> <ul style="list-style-type: none"> Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault. (PS.12.IC.1) Identify ways in which a person could respond when someone else is being bullied or harassed. (PS.12.IC.2) <p>Advocacy</p> <ul style="list-style-type: none"> Advocate for safe environments that encourage dignified and respectful treatment of everyone. (PS.12.ADV.1) 	
Learning Targets:	Curricular Connections:

<p>Personal Safety</p> <p>Core Concepts</p> <ul style="list-style-type: none"> • I can compare and contrast bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence and understand consequences. (PS.12.CC.1) • I can understand the conditions involved in giving and recognizing consent. (HR.12.CC.3) • I can explain that sexual activity by or with minors is illegal. <p>Analyzing Influence</p> <ul style="list-style-type: none"> • I can explore the role of social media in shaping views and attitudes toward bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (PS.12.INF.2) <p>Interpersonal Communication</p> <ul style="list-style-type: none"> • I can identify ways to seek medical, mental, and legal professionals for help and support. (PS.12.AI.1) (PS.12.IC.1) (PS.12.IC.2) <p>Advocacy</p> <ul style="list-style-type: none"> • I can advocate and support a survivor and encourage safe environments. (PS.12.ADV.1) 	<p>These outcomes are addressed in the Healthy Relationships Lesson #1 and Healthy Relationships Lesson #2 (In the <i>Healthy Relationships</i> Unit)</p>
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Unit 6: Decision Making	
<p>Topic:</p> <ul style="list-style-type: none"> • Decision Making 	
CASEL Social Emotional Learning Competencies	
Learning Targets:	Curricular Connections:
<ul style="list-style-type: none"> • I can apply a process for making decisions to various situations (DM-LC) 	Decision Making Lesson

Unit 6: Self-Esteem	
<p>Topic:</p> <ul style="list-style-type: none"> • Self-Esteem 	
Standards: National Sexuality Standards	
Learning Targets:	Curricular Connections:

- I can describe my body's physical and emotional reactions to strong emotions, upsetting situations or stress and evaluate ways to deal with them (CASEL. SE.1)
- I can identify strategies to motivate myself to greater performance through changing how I think about reactions to challenging situations (CASEL. SE.)

[Self-Esteem Lesson #1](#)
[Self-Esteem Lesson #2](#)
[Self-Esteem Lesson #3](#)