8th Grade Health CURRICULUM



Grade Level(s): 8th

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Course Description: In the 8th Grade Health Education course, students will acquire essential knowledge and skills to navigate their health and well-being through focused units on Goal Setting, Advocacy, Decision Making, Analyzing Influences, Accessing Information, and Sexual Health. They will explore setting and achieving health goals, advocating for positive relationships, understanding the risks of substance use, and applying safety measures. The curriculum includes engaging activities, research projects, and collaborative discussions designed to enhance critical thinking, effective communication, and responsible health practices. By the end of the course, students will have the tools and confidence to make informed decisions and foster a balanced, healthy lifestyle.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Goal Setting	How can setting and achieving goals related to healthy eating and physical activity empower us to maintain overall well-being and a balanced lifestyle?	Students will understand that setting and achieving personalized goals in healthy eating and physical activity are key to sustaining long-term physical and mental well-being.	AA2(6-8), TCC3(6-8), CCE3(6-8)
Advocacy	How can understanding and advocating for healthy relationships, mental health, and open communication with trusted adults contribute to our overall well-being	Students will understand that advocating for themselves and others in areas of relationships, mental health, and communication with trusted adults is crucial for fostering a safe, supportive, and healthy environment.	DE4(6-8), DE3(6-8), P1(6-8)
Decision Making	How can understanding the risks and laws associated with alcohol, nicotine, and other drugs, as well as practices to prevent the spread of infectious diseases, help us make informed and safe decisions?	Students will understand that making informed decisions about alcohol, nicotine, and other drugs, knowing and adhering to laws and policies, and practicing health and safety measures are crucial for personal well-being and responsible behavior.	DE4(6-8), AA4(6-8)
Analyzing Influences	How can understanding safety measures, managing	Students will understand that adopting safety measures,	DE3(6-8), CCE3(6-8)

	impulsive behaviors, and maintaining a positive body image influence our overall well-being and help us make safer and healthier choices?	managing impulsive behaviors, and fostering a positive body image are crucial for personal safety, mental health, and making informed choices in various aspects of their lives.	
Accessing Information	How can we access and use reliable information to make informed decisions about avoiding alcohol, nicotine, and other drugs, and how do these decisions impact our safety, health, and relationships?	Students will understand that accessing reliable information is critical for making safe and healthy choices, and that the use of alcohol, nicotine, and other drugs can have serious short-term and long-term physical, social, and emotional consequences.	TCC1(6-8), TCC3(6-8)
Sexual Health	How can understanding sexual health, including abstinence and STD prevention, empower me to make safer choices?	Students will understand that being informed about sexual health, the risks of sexually transmitted diseases (STDs), and methods of prevention can lead to healthier and safer life choices.	AA4(6-8), CCE3(6-8)

(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Goal Setting

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

HEPA 1.4.8 Summarize the benefits of consuming adequate amounts of water.
HEPA 1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight
HEPA 1.6.8 Explain the importance of a healthy relationship with food (i.e., intuitive eating, moderation, food as fuel).

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- AA2(6-8): I can identify past successful strategies and apply them independently.

Understandings: Students will understand that...

- Staying hydrated is crucial for overall health and enhances physical performance.
- Dietary choices and physical activity levels play a significant role in maintaining a healthy weight and overall well-being.
- Developing a healthy relationship with food, including practicing intuitive eating and moderation, is essential for both physical and mental health.

Essential Questions:

- How does staying adequately hydrated benefit our bodies and daily activities?
- In what ways do our eating habits and physical activity levels influence our ability to maintain a healthy weight?
- What does it mean to have a healthy relationship with food, and how can this impact our physical and mental health?

Students will know...

- The key benefits of proper hydration, including its effects on physical performance, cognitive function, and general

Students will be able to...

- Summarize the benefits of consuming adequate amounts of water, especially in relation to physical

health. • The relationship between calorie intake, types of food consumed, and levels of physical activity in managing body weight. • The principles of intuitive eating, the importance of moderation, and how to view food as a source of nourishment and energy rather than a stressor or emotional crutch.	activity and overall health. • Describe how different types of food and levels of physical activity affect the body's ability to maintain a healthy weight. • Explain the concept of intuitive eating and how it can contribute to a balanced and healthy lifestyle.
Key Vocabulary: Hydration, Water intake, Physical activity, Caloric balance, Nutrient-dense foods, Healthy weight, Intuitive eating, Moderation, Food as fuel, Macronutrients, Micronutrients, Metabolism, Energy balance, Portion control, Dehydration, Balanced diet, Nutritional value, Satiety, Body mass index (BMI).	
Assessment Evidence	
Performance Tasks: • Goal-Setting Storybook: Students will create a children's storybook that illustrates the importance of setting and achieving goals related to healthy eating and physical activity. The story should be engaging and educational, using characters and scenarios that demonstrate how goal setting can lead to a healthier lifestyle. • Personal Nutrition and Activity Plan: Students will combine new information learned about nutrition and physical activity with their personal preferences to develop a personalized plan that includes setting specific, measurable goals. They will then reflect on how they can adapt their plan based on what works best for them.	**Other Evidence:** • Hydration Tracker • Healthy Recipe Creation • Debate: Intuitive Eating vs. Calorie Counting

Learning Plan

CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

- Students will engage in structured group discussions where they actively listen to peers, ask thoughtful questions, and provide constructive feedback, enhancing their ability to collaborate effectively in conversations about health topics.

TCC3(6-8): I can combine new information with my own ideas to generate solutions.

- Students will integrate newly acquired knowledge on healthy eating and physical activity with their personal experiences to develop creative solutions for achieving health-related goals.

AA2(6-8) I can identify past successful strategies and apply them independently.

- Students will reflect on past successes in maintaining healthy habits and independently apply those strategies to set and achieve new health goals, reinforcing their ability to self-manage and adapt.

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 2 - Advocacy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

HR 1.4.8 Differentiate between healthy and unhealthy relationships.
HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).
HR 1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.

MEH 1.14.8 Explain the causes, symptoms, and effects of depression, stress, and anxiety.
MEH 1.17.8 Identify trusted adults and resources for assistance.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.
- DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- P1(6-8): I can build a personal tool-box to identify my personal strengths and challenges and develop strategies to practice overcoming any obstacles.

Understandings: Students will understand that...

- Identifying the differences between healthy and unhealthy relationships is key to maintaining personal safety and well-being.
- Teasing based on personal characteristics is harmful and reinforces negative stereotypes, and that everyone deserves respect.
- Communicating with parents and trusted adults about personal issues, growth, and sexual health ensure they receive accurate information and support.

Essential Questions:

- What distinguishes a healthy relationship from an unhealthy one?
- Why is it harmful to tease others based on their personal characteristics?
- How can open communication with trusted adults impact our understanding of relationships and sexual health?
- What are the signs and symptoms of depression, stress, and anxiety, and how can we seek help?

Students will know...

- The characteristics that define healthy versus unhealthy relationships.
- The negative impact of teasing based on personal characteristics.
- The value of communicating with trusted adults about issues related to relationships, growth, and sexual health.
- The causes, symptoms, and effects of depression, stress, and anxiety, and the importance of seeking support.

Students will be able to...

- Differentiate between the characteristics of healthy and unhealthy relationships.
- Explain why teasing or bullying based on personal characteristics is wrong and harmful.
- Discuss the importance of seeking guidance from parents and other trusted adults on sensitive topics.
- Identify the symptoms of depression, stress, and anxiety and list resources for help.

Key Vocabulary: Healthy relationships, Unhealthy relationships, Boundaries, Respect, Empathy, Teasing, Bullying, Stereotypes, Personal characteristics, Trusted adults, Open communication, Growth and development, Sexual health, Depression, Stress, Anxiety, Symptoms, Coping strategies, Mental health, Support resources.	
Assessment Evidence	
Performance Tasks: ● Anti-Bullying Campaign:In small groups, students will design an anti-bullying campaign that includes posters, social media messages, and a presentation. The campaign should focus on the impact of teasing based on personal characteristics and strategies for promoting respect and empathy. ● Resource Guide Creation: Students will create a resource guide that includes information on mental health issues such as depression, stress, and anxiety. The guide will list symptoms, coping strategies, and trusted adults or resources where individuals can seek help. ● Mental Health Awareness Presentation: Students will research the causes, symptoms, and effects of depression, stress, and anxiety and create a presentation to share with the class. They will include information on how to identify these conditions and resources for seeking help.	**Other Evidence:** ● Inside Out 2 ● Peer Interview Project ● Creating infographic ● Readings
Learning Plan	
DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community. ● Students will learn how to demonstrate respect and responsibility in their interactions, fostering positive relationships with all members of the school community. **DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.**	

- Students will develop skills to identify their emotions, manage their reactions using appropriate strategies, and seek support when necessary.

P1(6-8): I can build a personal tool-box to identify my personal strengths and challenges and develop strategies to practice overcoming any obstacles.

- Students will create a personal toolbox to recognize their strengths and challenges, and develop strategies to overcome obstacles and achieve their goals.

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 3 - Decision Making

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

ANOD 1.4.8 Describe the situations that could lead to the first time use of alcohol and other drugs.
ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs.
ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.

OWDP 1.5.8 Summarize modes of transmission and health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

Understandings: Students will understand that...

- Students will understand that certain situations, such as peer pressure or curiosity, might lead to the first-time use of alcohol and other drugs, and they can make informed decisions to avoid these situations.
- Students will understand that knowing and following school policies and community laws regarding alcohol, nicotine, and other drugs helps ensure their safety and promotes responsible behavior.
- Students will understand the risks associated with riding in a vehicle with someone who is under the influence of alcohol or other drugs, and they will explore and identify safer transportation options.

Essential Questions:

- What situations might lead someone to use alcohol or other drugs for the first time, and how can we avoid these situations?
- Why is it important to know and follow school and community policies regarding alcohol, nicotine, and other drugs?
- What are the risks associated with riding in a vehicle with someone who is under the influence of alcohol or drugs, and what are the safe options?
- How can we prevent the spread of infectious diseases through understanding their modes of transmission and practicing proper health measures?

• Students will understand the modes of transmission of infectious diseases and the health practices necessary to prevent their spread, contributing to overall health and safety.	
Students will know… • The potential situations that might lead to the initial use of alcohol and other drugs. • The specific school policies and community laws related to alcohol, nicotine, and other drugs. • The risks involved with being in a vehicle with someone under the influence and the importance of finding safe transportation options. • The modes of transmission of infectious diseases and the effective health practices for preventing their spread.	**Students will be able to...** • Identify situations that could lead to the first-time use of alcohol and other drugs and make decisions to avoid those situations. • Explain and adhere to school and community policies regarding alcohol, nicotine, and other drugs. • Assess the risks of riding in a vehicle with someone under the influence and explore and choose safe alternatives. • Summarize how infectious diseases are transmitted and apply health practices to prevent their spread.
Key Vocabulary: Peer pressure, First-time use, Alcohol, Drugs, Nicotine, School policies, Community laws, Safe transportation, Risks, Under the influence, Modes of transmission, Infectious diseases, Preventive health practices, Foodborne illnesses, Airborne diseases, Indirect contact, Person-to-person contact	
Assessment Evidence	
Performance Tasks: • Celebrity Tombstone Project: Students will create a fictional “tombstone” for a celebrity who experienced significant health consequences due to substance abuse. The tombstone will include information about the celebrity’s life, the impact of their substance use, and a reflective message about the dangers of alcohol and other drugs. This task will encourage students to think critically about the real-life impacts of substance abuse.	**Other Evidence:** • TED Video - Chris Herren: The Game Has Changed • Policy Review • Safety Plan

• Drug and Alcohol Policy Presentation: Students will research and create a presentation on their school's and community's policies regarding alcohol, nicotine, and other drugs. They will explain these policies, discuss their purpose, and suggest ways to improve awareness and compliance among students. • Safe Transportation Campaign: Students will develop a campaign to educate their peers about the risks of riding in a vehicle with someone under the influence of alcohol or drugs. The campaign may include posters, flyers, or digital media with information on how to stay safe and alternative transportation options.	
Learning Plan	
AA4(6-8): I can seek opportunities to learn more and continue to push my thinking. • Students will seek out and engage in opportunities that challenge their thinking and expand their knowledge beyond the classroom. **DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.** • Students will demonstrate respect and responsibility in their interactions with all members of the school community, fostering positive and supportive relationships.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers	

Unit 4 - Analyzing Influences

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

SIP 1.5.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.
SIP 1.7.8 Describe ways to reduce risk of injuries from falls, around water and in case of fire.
SIP 1.10.8 Describe actions to change unsafe situations at home, in school and in the community.

MEH 1.12.8 Explain the importance of a positive body image.
MEH 1.16.8 Examine the risks of impulsive behaviors.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

Understandings: Students will understand that...

- Adopting appropriate safety measures, such as using helmets and other protective gear, is essential for preventing injuries and promoting personal safety in various activities.
- Recognizing and addressing risks related to falls, water accidents, and fires is crucial for reducing injuries and ensuring safety in different environments.
- Identifying and modifying unsafe situations at home, in school, and in the community is key to enhancing their overall safety and well-being.
- Maintaining a positive body image is important for emotional health and self-esteem, and influences how they perceive themselves and interact with others.

Essential Questions:

- How can wearing appropriate safety gear, such as helmets, prevent injuries and contribute to overall safety in activities like biking and skateboarding?
- What strategies can we use to reduce the risk of injuries from falls, water accidents, and fire-related emergencies?
- How can we identify and address unsafe situations at home, in school, and in the community to improve safety?
- Why is maintaining a positive body image important for mental and emotional health, and how does it affect our interactions with others?
- What are the risks associated with impulsive behaviors,

• Managing impulsive behaviors effectively can help them make better decisions and reduce risks associated with rash actions.	and how can we develop strategies to manage impulsivity effectively?
Students will know… • The importance of wearing helmets and other safety gear to prevent injuries during activities such as biking, scooter riding, skateboarding, and inline skating. • Effective strategies for reducing the risk of injuries from falls, water accidents, and fire-related emergencies. • How to recognize unsafe situations at home, in school, and in the community, and the steps they can take to address and improve these situations. • The significance of maintaining a positive body image for emotional health and self-esteem. • The risks associated with impulsive behaviors and the techniques to manage and reduce impulsivity in decision-making.	**Students will be able to…** • Explain the importance of wearing helmets and other safety gear and apply this knowledge to various activities to ensure their safety. • Describe and implement strategies to minimize the risk of injuries from falls, accidents around water, and fire-related emergencies. • Identify unsafe situations at home, in school, and in the community and take appropriate actions to address and improve these situations. • Articulate the benefits of a positive body image and apply strategies to maintain and promote healthy self-esteem. • Recognize impulsive behaviors and employ effective strategies to manage impulsivity and make more considered decisions.
Key Vocabulary: Safety gear, Helmets, Protective equipment, Injuries, Accidents, Falls, Water safety, Fire safety, Unsafe situations, Risk reduction, Positive body image, Self-esteem, Impulsive behaviors, Decision-making, Risk management, Preventive measures	
Assessment Evidence	
Performance Tasks: • Safety Gear Design Project: Students will design a prototype or advertisement for safety gear, such as helmets or pads, for a specific activity (e.g., biking or skateboarding). They will explain the features of their	**Other Evidence:** • Safety Gear Research Report • Positive Body Image Workshop • Review of advertisements

design and how it helps prevent injuries. ● Risk Reduction Plan: Students will create a detailed risk reduction plan for a specific scenario involving falls, water safety, or fire emergencies. They will include preventive measures, emergency procedures, and a plan for educating others about safety. ● Positive Body Image Campaign: Students will develop a campaign to promote positive body image among their peers. The campaign may include posters, social media content, or presentations highlighting the importance of self-esteem and healthy body perception.	
Learning Plan	
DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed. ● Students will learn to identify their emotions and use appropriate strategies to manage their reactions effectively, while also knowing how to seek support when needed. **CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.** ● Students will engage in collaborative conversations by actively listening, formulating questions, making connected comments, and providing constructive feedback to their peers.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers	

Unit 5 - Accessing Information

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.
ANOD 1.9.8 Describe short- and long-term physical. Social, and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- TCC3(6-8): I can combine new information with my own to generate solutions

Understandings: Students will understand that...

- Riding in a vehicle with someone who is under the influence of alcohol or drugs is extremely dangerous and making safe transportation choices is essential for personal safety.
- The use of alcohol, nicotine, and other drugs can have serious short- and long-term effects on physical health, including damage to vital organs such as the brain.
- Substance use not only affects physical health but also has social and emotional consequences, impacting relationships with peers and family and influencing self-esteem.
- Accessing reliable and accurate information is crucial for making informed decisions about substance use and

Essential Questions:

- What are the risks associated with riding in a vehicle with someone under the influence of alcohol or other drugs, and what safe alternatives can we explore?
- How do alcohol, nicotine, and other drugs affect the body and mind in the short and long term?
- What impact does the use of alcohol, nicotine, and other drugs have on relationships with peers and family, as well as on self-esteem and emotional health?
- How can we identify and access reliable sources of information to learn about the effects and risks of alcohol, nicotine, and other drugs?

understanding its effects on their health and well-being.	
Students will know… ● The dangers of riding in a motor vehicle with someone under the influence of alcohol or drugs. ● Short- and long-term physical effects of alcohol, nicotine, and other drugs on organs, including the brain. ● Social and emotional effects of using alcohol, nicotine, and other drugs, such as their impact on peer relationships, family dynamics, and self-esteem. ● Strategies for accessing and identifying reliable sources of information related to substance use and its effects.	**Students will be able to…** ● Explain the risks involved in riding with someone who is under the influence of alcohol or drugs and identify safe alternatives such as using a designated driver, calling a taxi or rideshare service, or contacting a trusted adult. ● Describe the short- and long-term effects of alcohol, nicotine, and other drugs on the body, including potential damage to the brain and other organs. ● Discuss the impact of substance use on relationships and emotional well-being, including how it affects peer interactions, family relationships, and self-esteem. ● Evaluate the credibility of different sources of information related to alcohol, nicotine, and other drugs, and use this information to make informed health decisions.
Key Vocabulary: Alcohol, Nicotine, Drugs, Under the influence, Designated driver, Impairment, Short-term effects, Long-term effects, Organ damage, Brain health, Self-esteem, Peer pressure, Emotional health, Substance use, Risk assessment, Reliable sources, Credible information, Safety alternatives, Prevention strategies	
Assessment Evidence	
Performance Tasks: ● Safe Choices Public Service Announcement (PSA): Students will work in small groups to create a PSA video highlighting the dangers of riding in a vehicle with someone under the influence of alcohol or drugs. The PSA should also offer safe alternatives, such as using a designated driver, calling a taxi or rideshare, or reaching out to a trusted adult. The videos will be shared with the class or school to raise awareness.	**Other Evidence:** ● KWL Chart ● Think-Pair-Share ● Informative videos - TED videos

• Effects of Substance Use Research Project: Individually or in pairs, students will research the short- and long-term effects of alcohol, nicotine, and other drugs on the body and mind. They will create a detailed presentation or infographic that includes the impact on organs (such as the brain), emotional health, relationships with peers and family, and self-esteem. Students will present their findings to the class.	
Learning Plan	
TCC1(6-8): I can ask relevant questions to evaluate possible solutions. • Students will practice asking relevant questions to assess the safety and effectiveness of solutions to substance use scenarios. **TCC3(6-8): I can combine new information with my own to generate solutions** • Students will use new knowledge and personal experiences to create safe and practical solutions for substance use situations.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers	

Unit 6 - Sexual Health

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

SH 1.5.8 Determine the benefits of being sexually abstinent.
SH 1.6.8 Explain how the most common STDs and HIV are transmitted.
SH 1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic.
SH 1.8.8 Summarize which STDs can be cured and treated.
SH 1.9.8 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, and not touching hypodermic needles.

Vision of A Learner Attributes: Students will be able to independently use their learning to..
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- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.

Understandings: Students will understand that...

- Sexual abstinence can lead to positive physical, emotional, and social outcomes.
- Knowledge about STD transmission and symptoms is crucial for personal and public health.
- Some STDs are curable with proper treatment, while others can only be managed.
- Practicing safe behaviors, such as abstinence and proper condom use, can significantly reduce the risk of STD transmission.

Essential Questions:

- What are the benefits of choosing sexual abstinence?
- How are the most common STDs and HIV transmitted?
- What are the signs and symptoms of common STDs and HIV, and why is it important to know that some can be asymptomatic?
- Which STDs can be cured, and how are they treated?
- What are effective ways to reduce the risk of spreading STDs and HIV?

Students will know…	Students will be able to…
● .The benefits of being sexually abstinent, including reducing the risk of STDs and unwanted pregnancies. ● How STDs and HIV are transmitted and the common signs and symptoms associated with them. ● That some STDs can be asymptomatic, meaning individuals may not show symptoms but can still spread the infection. ● Which STDs are curable and what treatment options are available. ● Strategies to decrease the risk of STD and HIV transmission, including abstinence, condom use, and avoiding contact with blood or needles.	● Identify and explain the benefits of sexual abstinence. ● Describe how the most common STDs and HIV are transmitted. ● Recognize the signs and symptoms of common STDs and understand that some STDs can be asymptomatic. ● Summarize which STDs can be treated or cured. ● List and explain ways to reduce the spread of STDs and HIV, including safe sex practices and harm reduction strategies.
Key Vocabulary: Abstinence, STDs (Sexually Transmitted Diseases), HIV (Human Immunodeficiency Virus), Transmission, Asymptomatic, Symptoms, Cure, Treatment, Prevention, Condom, Safe sex, Bloodborne pathogens, Hypodermic needles	
Assessment Evidence	
Performance Tasks: ● Abstinence Advocacy Project: Students will create a campaign or presentation that highlights the benefits of sexual abstinence, using facts and statistics. This project can include posters, brochures, or a digital presentation that targets their peers, emphasizing the emotional, physical, and social benefits of abstaining from sexual activity ● STD Awareness Presentation: In small groups, students will research a common STD, its transmission methods, symptoms, whether it is curable or treatable, and prevention strategies. Each group will present their findings to the class, using visual aids and creating	**Other Evidence:** ● STD Fact vs. Myth ● Interactive Web Research

informational handouts.	
Learning Plan	
CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers. ● Students will engage in group discussions and peer presentations on sexual health topics, actively listening and offering constructive feedback to promote a deeper understanding of STD prevention and safe decision-making. **AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.** ● Students will conduct independent research on current trends in sexual health, such as advancements in STD treatment and prevention methods, and share their findings to expand their knowledge and challenge their perspectives on maintaining healthy relationships and sexual health practices.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers, www.amaze.org	