



HERRON HIGH SCHOOL • HERRON-RIVERSIDE HIGH SCHOOL • HERRON PREPARATORY ACADEMY

## Herron High School and Herron-Riverside Human Sexuality Curriculum

Human sexuality content is taught in high school Health classes by a qualified instructor. Content and lessons comply with state standards as well as state law and guidance outlined in the following memo: [PDF SEA442\\_Human Sexuality\\_6.12.pdf](#) .

Syllabus with parent consent: [Health Syllabus - HHS '25-26](#)

State Standards:

<https://media.doe.in.gov/standards/indiana-academic-standards-grades-k-12-health.pdf>

### Basic Overview

Day	Topic	Activities	Application and Assessment
1	Healthy Relationships	<ul style="list-style-type: none"> <li>• Healthy Relationships</li> <li>• Unhealthy Relationships</li> <li>• Cycle of Abuse</li> <li>• IP Assertive Communication</li> </ul>	Self-Assessment & Reflection Scenario using refusal skills Cycle of abuse in groups Assertive Communication
2	Abuse & Consent	<ul style="list-style-type: none"> <li>• Abusive Relationships</li> <li>• Consent</li> <li>• Scenarios</li> <li>• IP traffic light consent</li> </ul>	Consent scenarios in groups Stoplight Consent (worksheet or around the room)
2	Date Rape	<ul style="list-style-type: none"> <li>• Date Rape definition</li> <li>• Fact / myth</li> <li>• How to protect yourself</li> <li>• IP relationship hyperdoc</li> </ul>	Articles in groups Relationship Hyperdoc
3	Anatomy	<ul style="list-style-type: none"> <li>• Male Anatomy Diagram</li> <li>• Male Anatomy Matching</li> <li>• Female Anatomy Diagram</li> <li>• Female Anatomy Matching</li> </ul>	Diagrams
4	STI	<ul style="list-style-type: none"> <li>• STI Intro</li> <li>• Student STI Jigsaw</li> <li>• STI Prevention</li> <li>• Exit Ticket</li> </ul>	Student jigsaw Verbal fact/myth
4	HIV	<ul style="list-style-type: none"> <li>• HIV Intro</li> <li>• Student research</li> </ul>	Choice board or HIV story

		<ul style="list-style-type: none"> <li>• Review HIV</li> <li>• HIV Assignment</li> </ul>	
5	Menstruation + Fertilization	<ul style="list-style-type: none"> <li>• Review Anatomy</li> <li>• Menstruation</li> <li>• Fertilization</li> <li>• Contraceptives</li> </ul>	Diagram Contraceptive gallery walk paper
6	Review + Test	<ul style="list-style-type: none"> <li>• Study guide</li> <li>• Game review</li> <li>• Test</li> </ul>	Test

# Topic: Healthy Relationships

Students will be able to identify characteristics of a healthy relationship and use communication skills to share their needs within a relationship by doing a discussion and worksheet that practices those skills so that they can advocate for themselves in relationships.

- Identify characteristics of healthy and unhealthy relationships
- Explore why someone may stay in an unhealthy relationship
- Explain ways to help a friend in an unhealthy relationship
- Communicate needs assertively

Bell Work	<ol style="list-style-type: none"> <li>1. What/who shapes our perception of what a healthy vs. unhealthy relationship is?</li> <li>2. In your opinion, what are 3 characteristics of a healthy relationship?</li> <li>3. In your opinion, what are 3 characteristics of an unhealthy relationship?</li> <li>4. Write down a relationship you know of (real or fake i.e. your parents, your sister + her husband, Marge + Homer Simpson, etc) on the post it note on your desk</li> </ol>	<a href="#">Slides</a> <ul style="list-style-type: none"> <li>• Stoplight activity</li> <li>• Healthy vs Unhealthy</li> <li>• Helping a friend</li> <li>• Cycle of Abuse</li> <li>• Communicating assertively</li> </ul>
Intro	<p>What are 3 things everyone in your group looks for in a partner?            What are 3 things that are red flags?</p>	Write on white board & Share out with class by speaking or create list on big whiteboard
Activity	Stoplight Activity: students draw characteristics and discuss if they are red/yellow/green. Do in groups and then share out as a class	<a href="#">☰ Stoplight Relationship</a> Print and cut into strips
Discussion	<p>What do Healthy relationships look like?            Compare healthy/unhealthy/abusive  <b>Scenario on slides</b></p> <p>Optional: Self Assessment - move around room to complete</p>	<p>Scenario on slides</p> <ul style="list-style-type: none"> <li>- Hold up your hand if you see something healthy/unhealthy</li> </ul> <a href="#">Self Assessment</a>
Discussion	<p>Cycle of Abuse</p> <ul style="list-style-type: none"> <li>• Have students explain the cycle with group on whiteboard</li> <li>• Discuss</li> </ul>	After students collaborate - have them put examples on the big white board
Practice	<p>Communicating Assertively - with group, write an assertive response to one of the self-assessment scenarios            Communicating assertively worksheet with partner/group</p>	<p>Share with class</p> <a href="#">Worksheet</a>
Extension	<p>Groups - what do you do if your friend is a victim of abuse? What do you do if your friend is the abuser?            Advocacy "Love is ___" poster</p>	
Exit Ticket	Write two I-statements that tell someone an abusive behavior is not acceptable	

# Topic: Dating Violence + Consent

Students will be able to identify when relationships turn abusive and also identify when consent is given by doing reading scenarios and id-ing key verbal and nonverbal cues so that we can explain what consent is.

- Identify characteristics of abusive relationships
- Explain what consent looks like and sounds like
- Identify consent in scenarios
- Define date rape and how to protect yourself from it

Bell Work	<ul style="list-style-type: none"> <li>• Google Form reviewing last class info and pre-assessing consent</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• ID abuse in the scenarios around the room (see first activity)</li> </ul>	<p><a href="#">Slides</a></p> <ul style="list-style-type: none"> <li>• Review cycle of abuse</li> <li>• Effects of abuse on victim</li> <li>• Excuses for abuse</li> <li>• ID abuse activity</li> <li>• Sexual Assault, Coercion, Consent</li> <li>• Scenarios</li> </ul> <p><a href="#">Google Form Bell Work</a></p>										
Intro	Review cycle of abuse + practice question											
Discussion	<ul style="list-style-type: none"> <li>• Signs of abuse - characteristics</li> <li>• Effects on the victim - discuss + put on whiteboard</li> </ul>											
Activity	ID abuse in the scenarios around the room	<a href="#">Slides with Scenarios</a>										
Consent	<p>What is consent and what does it look like?</p> <ul style="list-style-type: none"> <li>• Body language is not consent</li> </ul> <p>Have students write down 2 ways they know they have consent and 2 ways someone may show they are not consenting</p>	<a href="#">Tea Video Clean</a>										
Practice	Scenarios - discuss in group and share with class	(slides 30-45)										
Independent work options	<table border="1"> <tr> <td>Exit Ticket</td> <td>why is it important to learn about dating violence What happens at each stage of the cycle of abuse?</td> </tr> <tr> <td>Heather's Story</td> <td>read and summarize</td> </tr> <tr> <td>Consent Scenarios level 2</td> <td>Read and respond</td> </tr> <tr> <td><a href="#">Worksheet</a></td> <td>Consent Scenarios worksheet OR hanging around the room <a href="#">Consent Stoplight</a> - around the room</td> </tr> <tr> <td>SVU TV Show reflection</td> <td>Students watch Law and Order SVU Episode and reflect <a href="#">Worksheet</a></td> </tr> </table>		Exit Ticket	why is it important to learn about dating violence What happens at each stage of the cycle of abuse?	Heather's Story	read and summarize	Consent Scenarios level 2	Read and respond	<a href="#">Worksheet</a>	Consent Scenarios worksheet OR hanging around the room <a href="#">Consent Stoplight</a> - around the room	SVU TV Show reflection	Students watch Law and Order SVU Episode and reflect <a href="#">Worksheet</a>
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# Topic: Date Rape

Students will be able to determine when date rape has occurred by doing learning the law and applying what we already know about consent to the scenarios so that they can avoid situations that may make them vulnerable.

- Define date rape and how to protect yourself from it

Bell Work	<ol style="list-style-type: none"> <li>1. Is it abuse if a person walks their partner to school every morning?</li> <li>2. Explain your answer to question 1</li> <li>3. Is it abuse if a couple starts “play-fighting” and they wrestle around on the floor resulting in bruises on one of their arms?</li> <li>4. Explain your answer to question 3</li> <li>5. Is it abuse if every time a same-sex couple argues, one of the partners threatens to “out” the other to their family?</li> <li>6. Explain your answer to question 5</li> <li>7. What is date rape?</li> <li>8. How could you respond assertively to the following situation: You and your partner are having an argument. Your partner is so angry that they shove a chair across the room and it crashes against the wall denting it.</li> </ol>	<a href="#">Slides</a> <ul style="list-style-type: none"> <li>• Review laws</li> <li>• Review stoplight scenarios</li> <li>• Date Rape</li> <li>• Drugs</li> <li>• Stats</li> <li>• Fact/Myth</li> <li>• Protection</li> <li>• IP</li> </ul>
Slides/Notes	What is date rape Why use drugs? Facts and myths - stand and sit (embedded throughout)	
Discussion	Discuss with your group: Why might a victim not tell anyone about the incident? Why might the victim consider suicide afterward? Choose who will share their thoughts with the class verbally	
Quick Think	Work in a group - how do you protect yourself?	
Independent Practice	Relationship Hyperdoc	
Individual Scenarios	Individual worksheet	<a href="#">worksheet</a>
Intro into anatomy	Each student grabs a card. Each card has a definition and asks for 4 other definitions. Students will walk around the room sharing their definition and filling out their cards	<a href="#">Anatomy Cards</a>

# Topic: Anatomy

Students will be able to define male and female anatomy words related to the reproductive system by labeling a diagram so that they understand their anatomy.

- Identify parts of the male anatomy relevant to reproduction
- Identify parts of the female anatomy relevant to reproduction
- Identify key parts of the female reproductive system
- Identify ways to keep the female reproductive system healthy

Bell Work	<p>Love is Respect (google form)</p> <ol style="list-style-type: none"> <li>1. According to the website, what are 2 ways to prepare for breaking up with an abusive partner?</li> <li>2. According to the website, what are 2 ways to safely break up with an abusive partner?</li> <li>3. According to the website, what are 2 things to do/consider after breaking up with an abusive partner?</li> <li>4. Explore the website - share 2 resources it gives people</li> <li>5. Why is there an exit button in the upper right of the website?</li> </ol>	<p>Slides: <a href="#">Female</a>            Slides: <a href="#">Male</a></p>						
Diagram	<p>Male Diagram + Notes            Problems with male reproductive system</p>	<ul style="list-style-type: none"> <li>• <a href="#">Male diagram</a></li> <li>• Matching - go over</li> <li>• Color diagram</li> </ul>						
Path of Sperm	<p>Students use textbook to put cards in the correct path of the sperm</p>							
Diagram	<p>Female Diagram + Notes            Problems with female reproductive system</p>	<ul style="list-style-type: none"> <li>• <a href="#">Female Diagram</a></li> <li>• Matching - go over</li> <li>• Color Diagram</li> </ul>						
Problems	<p>Go over common health problems of the male</p>							
Independent Practice Options	<table border="1"> <tr> <td>Venn Diagram</td> <td></td> </tr> <tr> <td>Crossword</td> <td><a href="#">Crossword</a></td> </tr> <tr> <td>Games: Trivia I have who has 4 Square</td> <td><a href="#">Who Am I</a></td> </tr> </table>		Venn Diagram		Crossword	<a href="#">Crossword</a>	Games: Trivia I have who has 4 Square	<a href="#">Who Am I</a>
	Venn Diagram							
	Crossword	<a href="#">Crossword</a>						
Games: Trivia I have who has 4 Square	<a href="#">Who Am I</a>							

# Topic: STIs

Students will be able to identify ways to avoid catching an STI by doing a chart in class so that they can compare ways STIs are spread.

- Identify common symptoms of an STI
- Describe ways to avoid / test for STIs
- Practice conversations about getting tested for STIs

Bell Work	How could being diagnosed with an STI have an impact on 3 of your 6 health components? (List 3 components and how they might be impacted) Or Condom Discussion: Contraceptives Discussion 1/2	<a href="#">Slides</a> <ul style="list-style-type: none"> <li>• Types</li> <li>• Transmission</li> <li>• Complications</li> <li>• Fact/Myth</li> <li>• Jigsaw</li> <li>• Testing</li> <li>• Exit Ticket</li> </ul>
Activity	Jigsaw or Student Gallery Walk: fill in chart based on posters	<a href="#">Jigsaw</a> slides 5 - 18 <a href="#">Jigsaw Chart</a> or <a href="#">STD Posters</a>
Debrief	Fact and Myths on slides	
HIV	If you need to combine lessons, HIV would go here Students use Guided Notes	<a href="#">Slides - HIV</a> <a href="#">Guided Notes</a>
Independent Practice	hyperdoc	<a href="#">STI Hyperdoc</a>

# Topic: HIV

Students will be able to describe how HIV works in the body and how it is transmitted by doing a comic strip, infographic, and scavenger hunt so that the information is seen in a variety of ways.

- Identify behaviors that could put you at risk for HIV
- Describe how HIV interacts with the body and the health risk it creates

**Prep:** large paper/whiteboard and marker for anticipatory set, copies of HIV Review, printed questions for scavenger hunt

Bell Work	<p>Trade and grade</p> <ol style="list-style-type: none"> <li>1. What is the difference between bacterial and viral STIs?</li> <li>2. What fluids can transmit STIs? (there are 3)</li> <li>3. Which STI can lead to cervical cancer?</li> <li>4. What is the main symptom of STIs?</li> <li>5. What is the BEST way to avoid STIs?</li> <li>6. Who could test you for an STI?</li> </ol> <p>Students brainstorm what they already know about HIV and questions they have</p>	Share on small whiteboards or the large board
Student Work Time	<p>Student group work on “follow along” notes Good to go over this</p>	<a href="#">Follow Along Notes</a>
Slides	Notes about HIV	<a href="#">Slides - HIV</a>
Assessment - notes	<p>Student group work on “follow along” notes Good to go over this</p>	
Assessment - choice	Students individually choose 2 from choice board	<p>Choice Board - choose 2</p> <ul style="list-style-type: none"> <li>- Comic strip</li> <li>- Story</li> <li>- Flipgrid skit</li> <li>- Sketch notes</li> <li>- Study guide (create)</li> </ul>
Assessment - scavenger hunt /infographic	Students work in pairs to research the basics of HIV and then complete a scavenger hunt based on others’ poster	<a href="#">HIV questions for pairs to research</a>
Assessment - person	Students research 1 person who had/has HIV and gives details on their life, HIV, and transmission	

# Topic: Menstruation & Fertilization

Students will be able to describe where fertilization happens and how contraceptives work by doing a comparison worksheet over types of contraceptives so that they can evaluate each type.

- Explain the menstrual cycle and how it relates to reproduction
- Describe how fertilization happens
- Explore how to prevent pregnancy and the spread of STI's
- Analyze how maternal choices and environmental factors influence fetal growth.

**Prep:** copies of female diagram, venn diagram worksheet/list of words

Bell Work	Crossword Venn Diagram	<a href="#">Slides</a>
Bell Work option 2	<i>Thinking back on what we've learned so far: How do contraception and prenatal care connect to fetal development? Write 1 way choices before pregnancy can affect a baby's health.</i>	
Path of Egg	Students use textbook to put cards in the correct path of the Egg	
Menstruation	Go over menstruation Show Fertilization video (in slides) Review the expected standard: abstinence of all school-aged children (slides 43-45) Then touch on consequences of having sex (all health components) Show Pregnancy: A Month-By-Month Guide   3D Animation	<a href="#">Menstruation/Fertilization/Contraceptives</a> <a href="#">Fertilization video</a> <a href="#">Video</a> (4-minutes)
Contraceptives	Gallery walk and follow up paper  Discussion Prompt	<a href="#">Contraceptives posters</a>