

Health Curriculum Map

[FLASH 8](#)

Unit 7 (FLASH): SEXUAL HEALTH		
Opt Out Form: Opt Out Form		
Week	Targets/Objectives/Lesson Plans	Materials
	<p>Lesson 1</p> <p>Standards/Targets:</p> <ul style="list-style-type: none"> Analyze how a variety of factors impact personal and community health. H2.W3.HS <p>Objectives:</p> <p>Components and Assessments:</p> <ol style="list-style-type: none"> List classroom ground rules that promote safety and respect. Reflect on factors that influence the decision to abstain from sex. Reflect on factors that influence the use of condoms and birth control. Support others to make positive and healthy decisions about abstinence, birth control, condoms and relationships. 	<p>Lesson Plan 1</p> <p>1 Powerpoint</p> <p>FLASH Bill of Rights</p> <p>Anonymous Questions</p> <p>FLASH Family Homework Letter</p> <p>Four corners</p> <p>Flash 1 Exit Slip</p>
	<p>Combined Lesson 2 and 3:</p> <p>Standards/Targets:</p> <ul style="list-style-type: none"> Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa Explain the role hormones play in sexual behavior and decision making. H5.Se1.HS (Flash) <p>Flash Lesson 2 Objectives:</p> <ul style="list-style-type: none"> Identify the parts of the male and female genitals and reproductive systems. Identify the path of an egg during the menstrual cycle. Identify the path of a sperm during ejaculation. 	<p>Lesson Plan 2 and 3</p> <p>2/3 Powerpoint</p> <p>Lesson 2 Warm-Up</p> <p><i>Human Sexual Response Visual</i></p> <p>Visual 1: Sperm & Egg</p> <p>Resources</p> <p>Female (External) Key</p>

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	<ul style="list-style-type: none"> Recognize that there is a wide range of normal anatomy. Name the 3 main components of sexual response. Describe the signs of pregnancy. (Flash Lesson 3 Visuals 1 and 2) Identify prenatal practices that can contribute to or threaten a healthy pregnancy. Identify how to access medically accurate information about pregnancy, pregnancy options and prenatal care services. <p>Components and Assessments:</p> <ol style="list-style-type: none"> Flash Lesson 2 Warm-Up Flash visual of Male/Female internal/external anatomy. (Flash Lesson 2 Section 3) Recognize that there is a wide range of normal anatomy. (Flash Lesson 2 Section 4) Name the 3 main components of sexual response. (Flash Lesson 2 Section 5) Flash Lesson 3 Section 6 Activity (Teacher approach can vary based on class needs, teacher will use Two Truths and a Lie worksheet) Family Homework: Optional-take out "Ask the Student" portion Assign both individual and family homework. 	Female (Internal) Key Male (External) Key Male (Internal) Key Visual 2: The First Week Two Truths and a Lie Pregnancy (Individual) Talking About Pregnancy (Family) Individual Homework
	<p><u>Lesson 9:</u></p> <p>Standards/Target: Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STD's/HIV. H1.Se4.HSa</p> <p>Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define abstinence. Demonstrate effective use of refusal skills. Analyze influences that may have an impact on deciding to be abstinent. <p>Components and Assessments:</p> <ol style="list-style-type: none"> Use Flash Lesson 9- Sections 1-4. Teach Section 5 as a large group practice session and debrief. Carefully select students who are able to model the scenarios before teaching the lesson. Sexual Attitudes Assessment Family Homework Assigned 	Lesson Plan for Lesson 9 PowerPoint for Lesson 9 Refusal Skills Checklist Refusal Skills Scenario A Refusal Skills Scenario B Refusal Skills Scenario C Refusal Skills Scenario D Talking About Abstinence (Family) Sexual attitudes survey

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	<p><u>Lesson 7:</u></p> <p>Standards/Targets:</p> <ul style="list-style-type: none"> • Describe laws related to accessing sexual healthcare services. H3.Se6.HS • Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS • Examine laws and consequences related to sexual offenses including when a minor is involved. H1.Se6.HSa • Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS • Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS • Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS <p>Objectives:</p> <ul style="list-style-type: none"> • Define sexual consent and explain its implications for sexual decision making. • Identify techniques that are used to coerce or pressure someone to have sex. • Describe potential impacts of power differences within sexual relationships. • Explain why it is an individual's responsibility to verify that all sexual contact is consensual. • Summarize why individuals have the right to refuse sexual contact. • Explain why it is wrong to trick, threaten, or coerce another person into having sex. <p>Components and Assessments:</p> <ol style="list-style-type: none"> 1. Complete Flash Lesson 7 sections 1-6 as written. 2. Complete individual homework in class (adjust bottom two sections to reference the resource sheet provided rather than going online.) 3. Assign family homework. 	<p><u>Lesson Plan 7</u></p> <p><u>7 Powerpoint</u></p> <p><u>Lesson 7 Warm-Up</u></p> <p><u>Cup of Tea Video</u></p> <p><u>Exit Slip Lesson 7</u></p> <p><u>Talking About Coercion and Consent (Family)</u></p>
	<p><u>Lesson 10:</u></p>	<p><u>Lesson Plan PowerPoint for Lesson 10</u></p>

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	<p>Standards/Targets: Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STD's/HIV. H1.Se4.HSa</p> <p>Identify local youth-friendly sexual health services. H3.Se4.HS</p> <p>Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS</p> <p>Objectives:</p> <ul style="list-style-type: none"> Summarize how to prevent pregnancy and STDs. Summarize the importance of using birth control and condoms correctly and consistently. <p>Components and Assessments</p> <ol style="list-style-type: none"> Use Flash Lesson 10- Sections 1-6. Teach Section 6 in a modified manner ("advantages and disadvantages of birth control methods"). *Students will make posters instead of commercials.* Complete Gallery Walk after Dr. Petersen Presentation 	<p>Canva.com</p> <p>Depo Fact Sheet</p> <p>EC Fact Sheet</p> <p>Implant Fact Sheet</p> <p>IUD Fact Sheet</p> <p>Male Condom Fact Sheet</p> <p>Patch Fact Sheet</p> <p>Pill Fact Sheet</p> <p>Ring Fact Sheet</p> <p>Family Homework</p>
	<p>Lesson 11/13:</p> <p>Standards/Target: Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSa</p> <p>Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS</p> <p>Aligned with Flash Lesson 11 Objectives:</p> <ul style="list-style-type: none"> Describe common symptoms of and treatments for STDs, including HIV. Explain the importance of STD and HIV testing and counseling if sexually active. <p>In Person:</p> <ol style="list-style-type: none"> Guest Speaker: Doctor Peterson Gallery Walk from Lesson 10 <p>Digital:</p>	<p>Keith Peterson- Guest Speaker in person</p> <p>recording Sheet - Dr Peterson</p> <p>Video of Peterson</p> <p>Gallery Walk Worksheet</p> <p>Lesson 11 Form</p> <p>Family Homework</p> <p>Additional Resources:</p>

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	<ol style="list-style-type: none"> 1. Use Flash Lesson 11 2. Family Homework Assigned 	Lesson Plan for Lesson 11 PowerPoint for Lesson 11
	<p><u>Lesson 12:</u></p> <p>Standard/Target: Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STD's/HIV. H1.Se4.HSa Demonstrate steps to using a condom correctly. H7.Se4.HS</p> <p>Flash Lesson 12 Objectives:</p> <ul style="list-style-type: none"> • Summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STD infection. • Describe the steps to using a condom correctly. <p>Components and Assessments:</p> <ol style="list-style-type: none"> 1. Flash Lesson 12 Section 1 & 2, Section 2 is only the purpose. 2. Section 3 is modified so that students have a table they are completing while brainstorming barriers, solutions and benefits. (Lesson 12 section 3) 3. Discuss effectiveness of condoms. (Lesson 12 section 4) 4. Condom demonstration- Teachers use the penis model or their fingers to model, depending on their preference. Show condom under the overhead for practice on looking at expiration and ingredients. 5. Demonstrate female condom. (Lesson 12 section 6) 6. Use Alternative 1 as the exit slip. Before completing the exit slip, students practice putting the steps in order a few times, review steps with several volunteers, complete the steps individually. (Lesson 12 section 5 Alternative 1) 	Lesson Plan 12 Powerpoint Lesson 12 Warm-Up review Flash Study Guide Flash Exam (final copy) Modified FLASH
	<p><u>Lesson 4:</u></p> <p>Standards/Targets:</p>	Lesson Plan Lesson 2/3 Quiz 4 Powerpoint

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	<ul style="list-style-type: none"> Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS <p>Flash Lesson 4 Objectives:</p> <ul style="list-style-type: none"> Differentiate between biological sex, sexual orientation and gender identity. Discuss and identify ways to show courtesy and respect for others whose aspects of sexuality are different from one's own. <p>Components and Assessments:</p> <ol style="list-style-type: none"> Flash Lesson 4 Warm-Up Ground Rules/ Norms Script (Lesson 4 Section 2) Definition Strips Activity (Lesson 4 Section 3) Teachers should use the required set of questions to engage students in class discussion. The Flash video is optional (Lesson 4 Section 4). Exit Ticket to be done for homework (Adjust length to 3-5 sentences) 	<p>Lesson 4 Warm-Up</p> <p>Definition Strips</p> <p><i>Lesson 4 Exit Ticket</i></p> <p>Family Homework</p> <p>Individual Homework</p>
	<p><u>Lesson 5:</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> Analyze the influence of friends, family, media, society and culture on the expression of gender. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors and relationships. Name at least one way in which gender stereotypes may limit one's ability to make healthy decisions. <p>Components and Assessments:</p> <ol style="list-style-type: none"> Introduce Lesson (Lesson 5 Section 2) Continue through entire lesson as is written. Use the assessment as the exit slip (Lesson 5 Section 7). Healthy (SEXUAL) Attitudes Survey 	<p>Lesson Plan</p> <p>5 Powerpoint</p> <p>Gender Boxes</p> <p>Scenarios Worksheet</p> <p>Gender Expectations</p> <p>Family Homework</p> <p>Healthy (sexual) Attitudes Survey</p> <p>Flash Study Guide</p>

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	<p>Lesson 13: Standards/Target: Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSa Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS</p> <p>Objectives:</p> <ul style="list-style-type: none">• Access valid and reliable information about local STD and HIV testing and treatment services.• Explain the importance of testing for STDs, including HIV, if sexually active.• Advocate for sexually active youth to get testing and treatment for STDs including HIV.• Use strategies to overcome barriers to testing for STDs, including HIV. <p>Components and Assessments</p> <ol style="list-style-type: none">1. Use Flash Lesson 132. Family Homework Assigned	<p>Lesson 13 Form</p> <p>Family Homework</p> <p>Additional Resources: Lesson Plan for Lesson 13 PowerPoint for Lesson 13</p>
	FLASH FINAL ASSESSMENT	