## Health Education
### 10th Grade
### Sexuality Education

### Sexuality Education Block Plan
#### Level: High School

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<thead>
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<th>Day One</th>
<th>Day Two</th>
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| **Objective:** By the end of the lesson, students will be able to list and define the ground rules agreed upon in class.  
**Outline:**  
I. Introduction to Unit  
A. Ground Rules  
B. Male anatomy  
C. Female anatomy  
D. Pregnancy and birth  
E. Teen pregnancy  
F. STD’s  
G. HIV/AIDS  
H. Communication  
I. Sexual pressure  
| **Objective:** By the end of the lesson, students will be able to identify and define the female anatomy and explain the physiological processes associated with certain structures by a cumulative test.  
**Outline:**  
I. Female anatomy  
A. Internal  
B. External  
II. Physiological processes  
A. Menstruation  
B. Menopause |

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<th>Day Three</th>
<th>Day Four</th>
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| **Objective:** By the end of the lesson, students will be able to identify and define the internal and external anatomy of the male and the functions associated with some of these structures by a cumulative test.  
**Outline:**  
I. Male anatomy  
A. Internal  
B. External  
II. Function  
A. Spermatogenesis  
B. Ejaculation  
| **Objective:** By the end of this lesson, students will be able to list and describe the stages of pregnancy from conception to birth.  
**Outline:**  
I. Conception  
II. Prenatal Care  
III. Fetal Development  
IV. Birth  
V. Complications/Other information |
### Day Five-Six

**Objective:** By the end of the lesson, students will be able to identify the choices and consequences of being a pregnant teen, evaluate the resources available in the community and explain the methods of teen pregnancy prevention.

**Outline:**
1. Decision Making
   - Choices
   - Responsibility
   - Consequences
   - Resources
2. Pregnancy Prevention
   - Facts/Methods of prevention
     1. Male methods
     2. Female methods

### Day Seven

**Objective:** By the end of the lesson, students will have the knowledge to explain the signs/symptoms of the various STD’s and apply decision-making skills in a behavioral rehearsal setting.

**Outline:**
1. STD’s
   - Types
   - Signs/Symptoms
   - Treatment
2. Strategies of prevention

### Day Eight

**Objective:** By the end of the lesson, students will be able to summarize HIV infection and AIDS, illustrate modes of transmission, and explain ways to reduce the possibility of transmission.

**Outline:**
1. General Information/Statistics
2. Modes of transmission
3. Risk Reduction

### Day Nine-Ten

**Objective:** By the end of the lesson, students will be able to explain how to use communication skills properly within the various relationships, define appropriate dating/marriage behaviors and explain the benefits of nurturing healthy relationships.

**Outline:**
1. Family
   - Communication
   - Healthy family relationships
2. Dating
   - Characteristics of a healthy relationships
   - Appropriate dating behavior
3. Marriage
   - Myths
   - Reducing Conflict
   - Family Planning

### Day Eleven

**Objective:** By the end of the lesson, students will be able to identify the various sexual pressures, explain ways to prevent these behaviors and summarize some alternative sexual behaviors.

**Outline:**
1. Sexual Pressure
   - Assault
   - Date Rape
   - Rape
   - Pressure within a relationship
   - Prevention
2. Alternative Behaviors
   - Masturbation
   - Oral/Genital
   - Homosexuality
Standard this Unit Addresses

Standard: Individual and Community Health
Grades: High Grades 9-12

A student shall demonstrate an understanding of decision-making processes and community health practices that promote healthful nutrition and dietary practices, and physical fitness, and that reduce and prevent tobacco use, drug and alcohol use, intentional and unintentional injuries, HIV, sexually transmitted diseases, and unintentional pregnancies by:

A. Analyzing how health maintenance and disease prevention decisions are influenced by the media, technological advances, interpersonal communication, and immediate and long-term risk factors; and

B. Creating a plan for an in-depth study of one of the community health practices described in this content standard including in-depth information needed, procedures required, how this area is impacted by other community health practices, and options for completing an in-depth study.

Essential Questions for The Unit

• How to identify and define the male and female anatomy?
• What are the stages of pregnancy?
• What are the choices and consequences of being a pregnant teen?
• What are the signs/symptoms of STD’s?
• What are HIV and AIDS and how is it spread?
• What are the proper communication skills for different relationships?
• How do we define appropriate relationships?
• What are some sexual pressures and how can we resist them?

Service Learning Connections
Evaluate the resources available in the community and explain the methods of teen pregnancy prevention.

Description of the Developmental Appropriateness of the Unit
At this level teachers need to not only teach about the benefits of practicing abstinence but they also have to educate those that are already practicing sexual behavior. Because of the increase in Teen Pregnancy from
Middle School to High School, teachers need to educate on the stages of pregnancy and also the choices and consequences of being a pregnant teen. The teacher needs to educate on the signs, symptoms, and risk of STDs, HIV, and AIDS. Finally, we must educate the appropriate relationships that should take place at this grade level, how to use resistance skills and how to use the Decision Making Model.