

10th Grade Lessons and Objectives

Lesson	Lesson Name	WI Standards for Health Education	Learning Objectives (I cans) and How Introduced
1	Introduction to Human Sexuality	<ol style="list-style-type: none"> <li>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</li> <li>2. Differentiate between biological sex, sexual orientation, and gender identity and expression.</li> <li>3. Students will be able to distinguish between sexual orientation, sexual behavior and sexual identity.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will define sexuality as including biological sex, gender, (gender identity, gender expression, gender roles) and sexual orientation (heterosexuality, homosexuality, bisexualit and transgender/transsexual). (New terms added to objective)</li> <li>2. The student will recognize that curiosity about, affections toward, and friendships between people of the same sex are different than homosexuality, bisexuality and transgender.</li> <li>3. The student will discuss stereotyping people regarding sexuality.</li> <li>4. The student will recognize that there are various perceptions regarding homosexuality.</li> <li>5. The student will be able to define masturbation and know that it is not physically harmful.</li> <li>6. The student will recognize that sexuality is an important part of one’s physical, emotional, and social development.</li> <li>7. The student will recognize that sexuality is an important part of one’s physical, emotional, and social development.</li> </ol>

			<p>8. The student will recognize the difference between appropriate and inappropriate behavior toward others.</p> <p>9. The student will understand the injustice of stereotyping people.</p>
2	Love Language Identification & Healthy Communication	<p>1. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>2. Describe a range of ways to express affection within healthy relationship.</p>	<p>1. The student will recognize the internal and external pressures affecting personal decisions about sexual activity (for example: self-esteem, peer pressure, media, family, religion).</p> <p>2. The student will be able to describe range of behaviors that demonstrate affection and love.</p> <p>3. The student will discuss the importance of regular exams for the male and female reproductive systems for reproductive health and disease prevention.</p> <p>4. Identify communication skills necessary for healthy interpersonal relationships.</p> <p>5. The student will identify the qualities of a compatible dating partner.</p> <p>6. The student will describe the factors that enhance a successful dating experience.</p> <p>7. Identify their own Love Languages.</p> <p>8. Explore other students' Love Language.</p> <p>9. Examine how they can use their own personal Love Language in a relationship.</p> <p>10. Communicate effectively using verbal communication techniques to express their primary Love Language to another person.</p>

3	Communicating Consent	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.</li> <li>2. Students demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.</li> <li>3. Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.</li> <li>4. Students will demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.</li> <li>5. Define sexual consent and explain its implications for sexual health decision-making.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will recognize the internal and external pressures affecting personal decisions about sexual activity (for example: self-esteem, peer pressure, media, family, religion).</li> <li>2. The student will understand peer pressure and practice the refusal skills needed to say "no" to behaviors that are inappropriate.</li> <li>3. The student will have an understanding of the menstrual cycle and its relationship to reproduction.</li> <li>4. The student will understand peer pressure and practice the refusal skills needed to say "no" to behaviors that are inappropriate.</li> <li>5. The student will develop an understanding of refusal &amp; negotiation skills for use in relationships.</li> <li>6. The student will recognize the difference between appropriate affection and inappropriate advances and realize the possible consequences of those behaviors.</li> <li>7. Define consent as it applies to a sexual situation.</li> <li>8. Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.</li> <li>9. Demonstrate how to use "I" statements when communicating consent.</li> <li>10. Demonstrate effective ways to communicate personal boundaries as they</li> </ol>

			relate to intimacy and sexual behavior.
4	Identification and Analysis of Reproductive Anatomy	1. Students will demonstrate the ability to access valid health information and products and services to enhance health.	<ol style="list-style-type: none"> <li>1. The student will be able to describe the process of conception, prenatal development, and birth.</li> <li>2. The student will describe the development of the embryo and fetus.</li> <li>3. The student will discuss the importance of prenatal care.</li> <li>4. The student will describe the stages of labor and birth.</li> <li>5. The student will define infertility and develop an awareness of medical treatment to achieve conception.</li> <li>6. The student will identify complications that can arise during pregnancy and birth.</li> <li>7. The student will identify complications that can arise during pregnancy and birth.</li> <li>8. The student will recognize physical differences between male and female appearances.</li> <li>9. The student will be able to identify the structures and functions of the male and female reproductive system.</li> <li>10. The student will have an understanding of the menstrual cycle and its relationship to reproduction.</li> </ol>

			<p>11. The student will identify diseases and disorders of the male and female reproductive organs.</p> <p>12. The student will learn proper techniques for self-examination of breasts, male and female reproductive organs.</p>
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5	Sexually Transmitted Infection Information and Prevention	<p>1. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p> <p>2. Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>3. Describe common symptoms of and treatment for STIs/STDs, including HIV.</p> <p>4. Advocate for sexually active youth to get STD/HIV testing and treatment.</p> <p>5. Analyze individual responsibility about testing for and informing partners about STIs/STDs and HIV status.</p> <p>6. Explain how to access local STD and HIV prevention and testing.</p> <p>7. Access medically-accurate prevention information about STIs/STDs, including HIV.</p> <p>8. Demonstrate skills to communicate with a partner about STD and HIV prevention and testing.</p>	<p>1. The students will realize the benefits of sexual abstinence in their lives.</p> <p>2. Explain why abstinence is the safest choice in the prevention of pregnancy, STI's*, HIV and AIDS.</p> <p>3. The student will understand that sexual intercourse during adolescence can result in pregnancy, STI's*, HIV and AIDS as well as physical, emotional, social and legal consequences.</p> <p>4. The student will understand that each person must accept responsibility for choices made.</p> <p>5. The student will understand how to protect oneself from illnesses and communicable diseases (universal precautions).</p> <p>6. The student will be able to describe HIV/AIDS and symptoms/ treatment.</p> <p>7. Students will explain ways that HIV/AIDS can be transmitted.</p> <p>8. The student will understand long-term effects of HIV/AIDS.</p>
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6	HIV, STIs/STDs, Stigma, and Using Condoms	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> <li>2. Students will demonstrate the ability to advocate for personal, family, and community health.</li> <li>3. Evaluate the effectiveness of abstinence, condoms, and other safer sex methods in preventing the spread of STDs, including HIV.</li> <li>4. Advocate for sexually active youth to get STD/HIV testing and treatment.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will learn that they do not need to become sexually active to be acceptable, whole, or complete.</li> <li>2. Abstinence is a normal and positive choice of behavior.</li> <li>3. Explain why abstinence is the safest choice in the prevention of pregnancy, STI's*, HIV and AIDS.</li> <li>4. The student will understand that sexual intercourse during adolescence can result in pregnancy, STI's*, HIV and AIDS as well as physical, emotional, social and legal consequences.</li> <li>5. The student will understand the relationship between teenage pregnancy and alcohol or drug use.</li> <li>6. The student will be able to describe</li> </ol>
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			<p>HIV/AIDS and symptoms/ treatment.</p> <p>7. The student will analyze sexual health decision making that impacts HIV transmission &amp; treatment.</p> <p>8. The student will understand that the family is the first resource and that there are also community resources in understanding human growth and development issues.</p> <p>9. The student will develop the communication skills needed to appropriately discuss issues and access information regarding human growth and development.</p> <p>10. Students will recognize that abstinence is the only safe method of preventing pregnancy, HIV/AIDS.</p>
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7	<p>Accessing Valid Health Information Regarding Pregnancy Products and Services</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>2. Students will demonstrate the ability to access valid information and products and services to enhance health.</li> <li>3. Students will identify the laws related to reproductive and sexual health care services.</li> <li>4. Apply a decision-making model to various situations relating to sexual health.</li> <li>5. Access medically accurate information about prenatal care services.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will develop the communication skills needed to appropriately discuss issues and access information regarding human growth and development.</li> <li>2. Access medically accurate information about prenatal care and pregnancy support services.</li> <li>3. Identify community resources for pregnancy options.</li> <li>4. The student will be able to explain that it is possible to plan or avoid a pregnancy and</li> </ol>
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8	Preparing to Parent: Analyzing Influences and Setting Goals	<p>1. Students will analyze the influence of family, peers, culture, media, and technology, and other factors of health behaviors.</p>	<p>1. The student will understand the magnitude of the responsibilities of parenthood, as well as the commitment and skills needed for parenting.</p>

		<p>2. Students will analyze factors that influence decisions about whether and when to become a parent.</p> <p>3. Assess the skills and resources</p>	
9	Analyzing Contraception Options	<p>1. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>2. Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.</p> <p>3. Students will be able to analyze influences that may have an impact on making choices about contraception including abstinence and condoms.</p> <p>4. Analyze factors that may influence condom use and other safer sex decisions.</p>	<p>1. The student will recognize the internal and external pressures affecting personal decisions about sexual activity (for example: self-esteem, peer pressure, media, family, religion).</p> <p>2. The student will identify risky situations that may result in sexual activity and possible preventative behaviors.</p> <p>3. The student will understand how reproductive systems are affected by contraceptive methods.</p> <p>4. The student will define the different methods of contraception and disease prevention, explain how they work, identify effectiveness rates, side effects (including emergency contraception and its uses).</p> <p>5. The student will recognize the importance of communication with others as it relates to contraception and disease prevention (for example: family, physician, clergy, health professional, and partner).</p> <p>6. The student will recognize the mutual responsibility of males and females as it relates to the use of contraceptives and disease prevention.</p> <p>7. Students will describe seven highly effective birth control methods.</p> <p>8. Students will recognize that abstinence is</p>

			the only safe method of preventing pregnancy, HIV/AIDS.
10	How Can Healthy Decision-Making Prevent STIs/STDs or HIV	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>2. Apply a decision-making model to various situations relating to sexual health.</li> <li>3. Students will be able to evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV.</li> <li>4. Students will apply a decision-making model to choices about safer sex practices, including abstinence and condoms.</li> <li>5. Students will analyze individual responsibility about testing for and informing partners about STDs and HIV status.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will understand the magnitude of the responsibilities of parenthood, as well as the commitment and skills needed for parenting.</li> </ol>
11	Lifelong Sexual Health	<ol style="list-style-type: none"> <li>1. Students will analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will analyze sexual health decision making that impacts HIV transmission &amp; treatment.</li> <li>2. The student will be able to identify and define abuse (to include physical, verbal, emotional and sexual beginning in grade 7).</li> <li>3. The student will be able to describe components of an abusive relationship.</li> <li>4. The student will be able to identify and define sexual harassment.</li> <li>5. The student will describe strategies for handling and reporting sexual harassment.</li> <li>6. Students will define sexual</li> </ol>

			<p>assault/acquaintance rape.</p> <p>7. Students will identify guidelines to reduce the likelihood of sexual assault/acquaintance rape.</p> <p>8. The student will identify the four degrees of sexual assault and the penalties in the State of Wisconsin.</p> <p>9. The student will identify resources to help in unsafe situations.</p>
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