

MCMS Wellness
8th Grade
Unit: Sexual Health

Long Term Learning Target

Resources:

Lesson 1: Dating Relationships

Learning Target: Language Target

I will **read** chapter G.W. chapter 14.4 (pages 485-490)

I will **write** down answers to the G.W. Chapter 14.4 reading guide

I will **collaborate** with a small group of my choice to complete one of two activities out of the skills based health book.

Activities and Resources:

Goodheart Wilcox Chapter 14.4 Dating Relationships (GW)

G.W. 14.4 reading guide

Lesson Planning for Skills-Based Health Education (Skills Based)
Page 128-131

Lesson 2: Gender/Sexual Harassment (Jen Jolly)

Learning Target: Language Target

TBD

Activities and Resources:

TBD

Lesson 3: Preventing Pregnancy and STD

Learning Target: Language Target

I will read G.W. Chapter 11.2

I will fill out the STI cause and effect worksheet in stations

I will listen to the G.W. 11.3 PowerPoint on HIV/AIDs
I will fill out the HIV/AIDS portion of the worksheet.

Activities and Resources:

The students will read the G.W. chapter 11.2 on STD/STI and fill out the cause and effect worksheet in stations with a group of their choice. The students will then listen to the G.W. 11.3 HIV/AIDs PowerPoint and complete the worksheet.

Lesson 4: Birth Control Methods

Learning Target: Language Target

I will read G.W. chapter 19.1 page 641 on the introduction to birth control
I will rotate through stations reading about each birth control and write down notes.
I will participate in a class review of the birth control methods.

Activities and Resources:

The students will begin by reading the introduction page 641 in the G.W. textbook. The students will then rotate through stations about each of the birth control taking notes. At the end of the period the class will review the birth control methods that they took notes on.

Lesson 5: You Were Given Poor Advice

Learning Target: Language Target

I will **survey** the room to see if my statement is true or false.

I will **verbally** say if I think my classmates statement is fact or myth

I will go to the side of the room indicating what they believe to be is correct for their questions

I will **listen** to the correct statistics and move to the I was given poor advice sign if i was given wrong advice

I will discuss as a group what we believe is the most surprising and interesting fact.

I will **listen and discuss** how we can not always rely on others opinions to be factual

Activities and Resources:

Nottingham 2013 - You Were Given Poor Advice - Relationships