



Teen Sexual Health II

Grades: 7th and 8th

Standards National Sexuality Education Standards (Second Edition) Anatomy and Physiology

Standard	Definition	Example
Standard AP.8.CC.1	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies	Students will be able to describe reproductive systems in relation to sexual contact.

Sexual Health

Standard	Definition	Example
Standard SH.8.CC.1	Define vaginal, oral and anal sex	Students will define penile-vaginal, oral and skin to skin sex.
Standard SH.8.INF.1	Analyze how alcohol and other substances can influence sexual decision-making	Through a scenario of a party, students will see how alcohol and marijuana can influence one's decision making.
Standard SH.8.AI.1	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing and treatment resources	Through diagrams and video clips, students will learn information about common STDs, how to speak to a medical professional about their sexual health, understand what happens during testing for STIs and understand there are resources in every county to get tested.
Standard SH.8.IC.1	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs	Students explore risks associated with sexual contact and ways to reduce or eliminate those risks.
Standard SH.8.DM.1	Identify factors that are important in deciding whether or when to engage in sexual behaviors	Students will do a short boundary assessment to better understand their own values and boundaries

Standard SH.8.CC.5	Explain STDs, how common STDs are, and how they are and are not transmitted	Students will learn how STIs are transmitted through sexual contact.
Standard SH.8.CC.7	Compare and contrast behaviors, including abstinence, to determine the risk of pregnancy or STD transmission	Students will recognize abstinence is the only 100% way to prevent a pregnancy or an STI through sexual contact, as well as explore ways to reduce risk.
Standard SH.8.CC.10	Describe the state and federal laws related to minor's access to healthcare services including pregnancy and STD/HIV prevention, testing, care and treatment	Students understand in Illinois they can get tested at age 12 without parental permission.

Consent & Healthy Relationships

Standard	Definition	Example
Standard CHR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships	Through scenarios and exploring characters' behaviors, students will recognize signs of healthy and unhealthy relationships.
Standard CHR.8.IC.1	Demonstrate communication skills that will support healthy relationships	Students will recognize the benefits of assertive communication.
Standard CHR.8.SM.1	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help	Students explore that leaving an unhealthy relationship is not always easy and a trusted adult can help.
Standard CHR.8.IC.2	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others	Students explore their own boundaries through a boundary assessment, to better understand self and how to communicate boundaries with others.
Standard CHR.8.SN.2	Demonstrate strategies to use social media safely, legally and respectfully	Students will discuss the far-reaching impacts of sexting.
Standard CHR.8.INF.3	Identify factors that can affect the ability to give or perceive consent to sexual activity.	Students will explore different situations to identify if consent is being given and that consent should be a verbal, sincere, and genuine yes.
Standard CHR.8.CC.4	Define sexual consent and sexual agency	Students can define consent as a verbal, sincere and genuine yes.

Interpersonal Violence

Standard IV.8.CC.1	Define interpersonal and sexual violence	Students will explore different kinds of dating violence.
Standard IV.8.AI.1	Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or if someone they know is being sexually harassed, abused, assaulted, exploited or trafficked	Students explore ways to talk to a trusted adult if they find themselves in an unhealthy situation.
Standard IV.8.CC.3	Explain why a person who has been sexually harassed, abused, or assaulted has been a victim of incest, rape, domestic violence or dating violence is never to blame for the actions of the perpetrator.	Students will identify some characteristics of unhealthy relationships through a scenario and follow-up discussion. Students will understand that the victim is not to blame.

National Health Education Standards (Sexual Health Module)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health

Standard	Definition	Example
Standard 1.8.1	Describe characteristics of healthy relationships	Students will recognize and name characteristics of healthy relationships.
Standard 1.8.3	Differentiate healthy and unhealthy relationships	Students will identify what is healthy and unhealthy in relationship scenarios.
Standard 1.8.5	Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health	Through understanding brain development, students will recognize the importance of talking to trusted adults.
Standard 1.8.6	Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites	Students will learn through a video clip and discussion how there can be far-reaching impacts of asking for and sending explicit messages and images.
Standard 1.8.7	Determine benefits of being sexually abstinent	Students will recognize that abstinence is the only 100% effective way to prevent pregnancy or an STI through sexual contact

Standard 1.8.8	Explain why individuals have the right to refuse sexual contact	Students will review that consent is something that is given for one time and can be rescinded at any time.
Standard 1.8.9	Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs and pregnancy	Students will look at how abstinence is the only 100% effective way to prevent pregnancy or STI transmission.
Standard 1.8.12	Explain the importance of setting personal limits to avoid sexual risk behaviors	Through a boundary assessment, students will explore their own comfort level in relationship situations.
Standard 1.8.13	Describe the relationship between using alcohol and other drugs and sexual risk behaviors	Students will explore how alcohol and marijuana affect brain development and thinking and how that can translate into sexual risk behaviors.
Standard 1.8.16	Explain how the most common STDs are transmitted	Students will recognize how common STIs are transmitted through different forms of sexual contact.
Standard 1.8.20	Explain that some STDs and HIV are asymptomatic	Students will understand 1:3 people with an STI will show symptoms.
Standard 1.8.24	Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood and not touching used hypodermic needles.	Students will explore practices of unsafe and safer sex.
Standard 1.8.26	Describe ways sexually active people can reduce the risk of HIV, and other STDs including HPV	Students will learn if they choose to engage in sexual contact, condoms should be worn.
Standard 1.8.27	Summarize basic male and female reproductive body parts and their functions	Students review parts of the reproductive system.
Standard 1.8.30	Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives	Students will learn if they choose to engage in sexual contact, condoms should be worn and how a condom and birth control used together, increases effectiveness. Abstinence is discussed as the only 100% effective way to prevent pregnancy.

Standard 1.8.31	Describe how the effectiveness of condoms can reduce the risk of pregnancy	Students will learn if they choose to engage in sexual contact, condoms should be worn and how a condom and birth control used together, increases effectiveness.
Standard 1.8.32	Describe ways sexually active people can reduce the risk of pregnancy	Students will learn a condom in conjunction with birth control will reduce risk of pregnancy.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors

Standard	Definition	Example
Standard 2.8.3	Explain how personal values and beliefs influence sexual practices, behaviors and relationships	Students explore how values play a role in their relationships.
Standard 2.8.7	Analyze how relevant influences of media and technology affect sexual health practices, behaviors and relationships	Students will explore how technology can act as an influencer for behaviors and how it can impact relationships as well.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard	Definition	Example
Standard 3.8.4	Describe situations that call for professional sexual healthcare services	Students learn how to talk with a healthcare provider about their sexual health and when you should get tested for STIs and what to expect when getting tested.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

Standard	Definition	Example
Standard 4.8.1	Demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships	Students through scenarios will explore how unhealthy communication can impact a relationship.

Standard 4.8.2	Demonstrate how to manage personal information in electronic communications and when using social media to protect the sexual health of oneself and others	Students will explore far reaching impacts related to electronic information and social media usage and their sexual health.
Standard 4.8.5	Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health and healthy relationships	Students will explore conversation starters to address a trusted adult for help.

Standard 5 Students will demonstrate ability to use decision-making skills to promote sexual health

Standard	Definition	Example
Standard 5.8.1	Identify circumstances that help or hinder making a decision related to a potentially risky situation	Students will identify potentially risky circumstances for decision-making through a scenario about attending a party.
Standard 5.8.3	Distinguish when decisions about potentially risky sexual health-related situations should be made individually or with others	Students will explore using gut feeling, preparing ahead for a potential situation and using the DECIDE model as well as how a trusted adult can help in decision making.
Standard 5.8.4	Explain how family, cultures, media, peers and personal beliefs affect a sexual health-related decision	Students will examine how values affect a decision.

ISBE Health Standards

State Goal 22 Understand principles of health promotion and the prevention and treatment of illness and injury

Standard A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services

Standard	Definition	Example
Standard 22.A.3a	Identify and describe ways to reduce health risks common to adolescents	Students recognize how STIs are transmitted and ways to reduce risk through abstinence and barrier methods.
Standard 23.A.3b	Identify how positive health practices and relevant health care can help reduce health risks	Students learn how to have a conversation with a medical professional about their sexual health and how to get tested for STIs.

State Goal 23 Understand human body systems and factors that influence growth and development.

Standard B Explain the effects of health-related actions on the body systems.

Standard	Definition	Example
Standard 23.B.3a	Explain the effects of health-related actions upon body systems	Students explore how unprotected sexual contact can lead possible pregnancy or STIs.

Standard C Describe factors that affect growth and development.

Standard	Definition	Example
Standard 23.C.3a	Describe the relationships among physical, mental, and social health factors during adolescence	Students explore how relationships impact physical, mental and social health.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standard A Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict

Standard	Definition	Example
Standard 24.A.3b	Demonstrate methods for addressing interpersonal differences without harm	Students explore how to recognize aggressive and passive communication and how to be assertive to protect their own self and that of others.
Standard 24.A.3c	Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	Students explore communication in relationships and what is needed for consent.

Standard B Apply decision-making skills related to the protection and promotion of individual, family, and community health.

Standard	Definition	Example
Standard 24.B.3a	Apply a decision-making process to an individual health concern	Students will explore gut feeling, preparing ahead of a situation and the DECIDE model for decision making through scenarios.

ISBE Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success

Standard 1B Recognize personal qualities and external supports

Standard	Description	Example
Standard 1B.3a	Analyze how personal qualities influence choices and successes	Students identify values that are important to them and how one's values can influence healthy decision making.

Standard 2C Use communication and social skills to interact effectively with others

Standard	Definition	Example
Standard 2C.3a	Analyze ways to establish positive relationships with others	Through an age appropriate scenario, students explore respect and values and how behaviors impact others in relationships.

Standard 2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Standard	Definition	Example
Standard 2D.3a	Evaluate strategies for preventing and resolving interpersonal problems.	Through scenarios, students will evaluate communication styles between characters. Students will review the WISER powers first introduced in TSH I.
Standard 2D.3b	Define unhealthy peer pressure and evaluate strategies for resisting it.	Through scenarios students will recognize importance of being assertive in a relationship as well as ways to talk to a trusted adult for help navigating situations.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard 3A Consider ethical, safety, and societal factors in making decisions.

Standard	Definition	Example
Standard 3A.3a	Evaluate how honesty, respect, fairness and compassion enable one to take the needs of others into account when making decisions	Through storytelling, students see how characters determine the impact of their decisions on others in their relationships.

Standard 3B Apply decision-making skills to deal responsibly with daily academic and social situations.

Standard	Definition	Example
Standard 3B.3b	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	Students identify how boundaries help define parameters in situations and relationships.