

## 8th Grade Stanton Human Sexuality Unit

### I. ISBE (Illinois State Board of Education) 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.

Standard	Definition	Example
Standard 22.A3a 22.A.3b, 22.A.4a, 22.A.4b, 22.A.5a, 22.A.5b, 22.A.5c	Identify and describe ways to reduce health risks common to adolescents. Identify how positive health practices and relevant health care can help reduce health risks. Compare and contrast communicable, chronic, and degenerative illnesses. Analyze possible outcomes of effective health promotion and illness prevention. Explain strategies for managing contagious, chronic, and degenerative illnesses. Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations. Explain how health and safety problems have been altered by technology, media and medicine.	Importance of goal setting, media influence, medical implications (STD's), long term goals, accomplishing goals, success sequence.

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

**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, 24.B.5a	Explain the effects of health-related actions upon body systems. Understand the effects of healthy living on individuals and their future generations.	Importance of goal setting, identifying consequences of choices, plans to achieve goals, character development, healthy relationships, long term goals, accomplishing goals and success sequence.

**Standard C:** Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Standard	Definition	Example
Standard 24.C.3a, 24.C.4a	Describe the relationships among physical, mental, and social health factors during adolescence Describe changes in physical health and body functions at various stages of the life cycle.	Importance of goal setting, identifying consequences of choices, plans to achieve goals, character development, healthy relationships, long term goals, accomplishing goals and success sequence.

## II. ISBE Social Emotional Learning Standards (8th grade)

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

**Standard 1A:** Identify and manage one’s emotions and behavior.

Standard	Definition	Example
Standard 1A.4a	Analyze how thoughts and emotions affect decision making and responsible behavior.	Goal setting, making a personal plan to achieve goals, identifying long term goals, tools for accomplishing goals using a sequence of success.

**Standard 1B:** Recognize personal qualities and external supports.

Standard	Definition	Example
Standard 1B.4b 1B.5a	Analyze how positive adult role models and support systems contribute to school and life success. Implement a plan to build on strength, meet a need, or address a challenge.	Goal setting, making a plan to achieve goals, developing character, the importance and meaning of character, identifying long term goals, tools for accomplishing goals using a sequence of success.

**Standard 1C:** Demonstrate skills related to achieving personal and academic goals.

Standard	Definition	Example
Standard 1C.4a 1C.4b	Identify strategies to make use of resources and overcome obstacles to achieve goals. Apply strategies to overcome obstacles to goal achievement.	Goal setting, media influence, identifying consequences, making a plan to achieve goals, tools for accomplishing goals using a sequence of success.

**Goal 2:** Use social-awareness and interpersonal skills to establish and maintain positive relationships.

**Standard 2A:** Recognize the feelings and perspectives of others.

Standard	Definition	Example
Standard 2C.4b	Use conversation skills to understand others' feelings and perspectives.	Identifying what a healthy relationship and communication looks like.

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

Standard	Definition	Example
Standard 2D.4a	Analyze how listening and talking accurately help in resolving conflicts.	Understanding and developing character and how it relates to building healthy relationships.

**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.4b	Evaluate how social norms and the expectations of authority influence personal decisions and actions.	Examine the messages that teens receive through media and how they affect the choices made.

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

Standard	Definition	Example
Standard 3B.5a 3B.5b	Analyze how present decision making affects college and career choices. Evaluate how responsible decision making affects interpersonal and group relationships.	The implications of choices made including medical and STDs, goal setting importance, character development and healthy relationships.

### III. National Sex Health Education Standards - (8th grade)

#### Sexual Health

Standard	Definition	Example
Standard SH.8.INF.1	Analyze how alcohol and other substances can influence sexual decision-making.	Discuss the inability/challenge to make healthy decisions while under the influence of substances.
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 STD's.	Participate in discussions on how to communicate in a clear, concise and healthy manner.
Standard SH.8.DM.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors.	Examine evidence based information and statistics.
Standard SH.8.GS.1	Develop a plan to eliminate or reduce risk of unintended pregnancy and STD's.	Create personal goals and correlate them to having a plan to reach them.

Standard SH.8.CC.5	Explain STDs, how common STDs are, how they are and are not transmitted.	Identify and classify STDs according to type. (bacterial, viral, treatable, incurable, etc)
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Standard SH.8.CC.6	Describe the signs, symptoms, or lack thereof, and potential impacts of STDs.	Discuss long term effects of STDs.
Standard SH.8.CC.7	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD transmission.	Define abstinence. Identify contraception methods.

### Consent & Healthy Relationships

Standard	Definition	Example
Standard CHR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships.	Define dating violence, abusive and identify characteristics of a controlling relationship.
Standard CHR.8.INF.2	Evaluate the impact of technology and social media on relationships.	Practice identifying messages in media that can influence our relationships.
Standard CHR.8.IC.1	Demonstrate communication skills that will support healthy relationships.	Identify personal values and how to communicate them in a positive and effective way.
Standard CHR.8.IC.2	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.	Participate in discussions on how to communicate in a clear, concise and healthy manner.
Standard CHR.8.SM.1	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.	Identify unhealthy situations, how and when to get help.