

Midland Public Schools
Course Outline - Objectives and Benchmarks

Course: Health/Wellness

Unit of Instruction: Examine the Human Life Cycle

Objectives	Activities/Strategies	Benchmark
<p>1. Students will analyze physical and emotional changes as a result of puberty:</p> <ul style="list-style-type: none"> ● identify the complications, responsibilities, and consequences of engaging in sexual activity ● demonstrate sexual refusal skills 	<p>a. Lecture b. Context based inquiry c. Videos*</p>	<p>6.5 Analyze common behaviors and situations to eliminate or reduce risks to HIV and other STIs. 6.6 Evaluate one's personal perception of risk for HIV and STIs. 6.7 Demonstrate communication, negotiation, and refusal skills to protect one-self from situations that could transmit HIV or other STIs. 7.1 Summarize and explain laws related to the sexual behavior of young people. 7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception. 7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs. 7.8 Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances. 7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.</p>
<p>2. Students will discuss contraception methods, emphasizing sexual abstinence.</p>	<p>a. Videos* b. Handouts c. Discussion d. Guest Speakers</p>	<p>7.1 Summarize and explain laws related to the sexual behavior of young people. 7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception. 7.4 Identify resources that provide information, counseling and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources. 7.8 Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances. 7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.</p>
<p>3. Define and describe sexual violence, sexual harassment, criminal sexual conduct laws and their effects on individuals and communities.</p>	<p>a. Guest speakers b. Videos* c. Handouts d. Lecture</p>	<p>3.1 Explain the effects on individuals, families, communities, and our nation. 3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to authorities. 3.3 Devine and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities. 3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment. 3.5 Locate resources in one's community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources. 3.6 Apply strategies to access and get help for self and others. 3.9 Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet. 3.10 Assess characteristics of hypothetical relationships for warning signs of harm or abuse.</p>

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		<p>3.11 Analyze social pressures to refrain from telling on others or report dangerous situations.</p> <p>7.4 Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.</p>
<p>4. Students will identify signs and symptoms, short and long-term problems, and treatment and prevention of sexually transmitted infections.</p>	<p>a. Guest speaker(s)</p> <p>b. Videos*</p> <p>c. handouts</p> <p>d. lecture</p>	<p>The following state benchmarks align with Human Life Cycle objectives 4, 5, and 6 that are located to the left of this column.</p> <p>6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.</p> <p>6.2 Summarize the symptoms, modes of transmission, and consequences, and methods to prevent HIV and STIs, and to conclude that abstinence is the most effective way to avoid HIV and other STIs.</p>
<p>5. Students will identify ways of controlling the spread of STIs.</p>	<p>a. Guest speaker(s)</p> <p>b. Videos*</p>	<p>6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STI's.</p> <p>6.4 Identify services and trustworthy adults that provide health information and testing regarding HIV and STIs, analyze the validity of such resources, and describe how to access valid services.</p>
<p>6. Students will describe issues related to HIV infection (AIDS):</p> <ul style="list-style-type: none"> ● course of HIV ● methods of transmitting HIV ● symptoms and treatment of HIV ● the impact of HIV on families 	<p>a. Guest speaker(s)</p> <p>b. Videos*</p> <p>c. Lecture</p> <p>d. Handouts</p>	<p>6.5 Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.</p> <p>6.6 Evaluate one's personal perception of risk for HIV and STIs.</p> <p>6.7 Demonstrate communication, negotiation, and refusal skills to protect one-self from situations that could transmit HIV or other STIs.</p> <p>6.8 Demonstrate acceptance for individuals living with HIV.</p> <p>7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.</p> <p>7.3 Describe routine medical screening and examinations for maintaining reproductive health, and medical test for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care.</p> <p>7.4 Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.</p> <p>7.7 Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infections, or other STIs on personal lifestyle, goal achievement, friends, and family members.</p> <p>7.10 Demonstrate the ability to establish positive relationships, communicating caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.</p>

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<p>7. Student will determine pregnancy and prenatal development:</p> <ul style="list-style-type: none"> ● describe the determinants of pregnancy ● identify risk factors influencing prenatal development ● recognize the importance of prenatal medical care ● discuss prenatal development ● describe the birth process ● discuss the complications of teenage pregnancy 	<p>a. Videos* b. Lecture c. Models d. Speaker e. Handouts</p>	<p>7.1 Summarize and explain laws related to the sexual behavior of young people. 7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception. 7.3 Describe routine medical screening and examinations for maintaining reproductive health, and medical test for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care. 7.4 Identify resources that provide information, counseling, and testing related to relation ships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources. 7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs. 7.6 Evaluate how stereotypes, norms, peer influence, alcohol, and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions. 7.7 Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infections, or other STIs on personal lifestyle, goal achievement, friends, and family members. 7.8 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs. 7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs. 7.10 Demonstrate the ability to establish positive relationships, communicating caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.</p>
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*Only videos that have gained the approval of the MPS Advisory Board on Sex Education and Birth Control may be shown to students.