



Douglas County School District Family Life Sex Education Committee

Minden Elementary School
1170 Baler Street
Minden, NV 89423

Tuesday, April 4, 2023
3:45 PM

Agenda

1. Call to Order

A. Welcome and Introductions

Committee members will introduce themselves and official role will be taken.

B. Adoption of Agenda (*For Possible Action*)

Committee members reserve the right to take items in a different order to accomplish business in the most efficient manner.

2. Public Comment #1

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3. Approval of Minutes of the April 26, 2022 Meeting (*For Possible Action*)

3

Shannon Brown, Director of Education Services

Attached are the minutes of the April 26, 2022 Family Life Sex Education (FLSE) Meeting for review and approval.

4. Work Session (*Information, Discussion, and for Possible Action*)

The Committee will decide the date of the next meeting and location.

A. Middle School Health Standards (*Discussion*)

6

Shannon Brown, Director of Education Services

The committee will begin the discussion around the new middle school Health standards to begin developing a curriculum and appropriate grade levels in which they should be addressed.

B. Review Model Curriculum from Nevada Department of Education (*Information and Discussion*)

11

Shannon Brown, Director of Education Services

The committee will review the curriculum from Nevada Department of Education.

5. Public Comment #2

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6. Adjournment

(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. Generally speaking, the item will be heard no earlier than the time indicated.

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Douglas County School District, Minden, NV

District website: www.dcsd.k12.nv.us

State of Nevada website: <https://notice.nv.gov>

**Douglas County School District
Family Life Sex Education/AIDS Committee**

DRAFT

Minden Elementary School
Tuesday, April 26, 2022
3:45 PM

Minutes

1. Call to Order

The meeting was called to order by Shannon Brown, Assistant Director of Education Services, at 3:51 PM.

A. Pledge of Allegiance, Welcome and Introductions

The following Committee Members were present:

Shannon Brown, Assistant Director, Education Services
Mary Wolery, Parent/Counselor
Katie Hill, Teacher
Rachel Hamer, Parent
Mag Getty, 7th Grade Science Teacher at CVMS
Michelle Brown, Parent
Reggell Bertolone, Counselor

B. Adoption of Agenda (For possible Action)

Motion to adopt this agenda as it stands was made by Ms. Hamer.
Motion was seconded by Ms. Wolery.

2. Public Comment #1

There was no Public Comment on the Agenda.

3. Approval of the Minutes of the March 29, 2022 Meeting

The committee was asked to review and approve the meeting minutes from the March 29, 2022, meeting.

Motion to approve the minutes from March 29, 2022, was made by Ms. Wolery. Motion was seconded by Ms. Getty.

4. 4th Grade PowerPoint Lessons (*Discussion and For Possible Action*)

Mr. Brown led the discussion and noted that he made the changes to the slides that were recommended from the last meeting and added a ground rules slide to each presentation.

The Committee reviewed the slides.

Ms. Hamer recommended the 4th grade revised PowerPoint presentation for Board approval as presented.

The Committee unanimously voted in favor of taking the revised presentation to the Board in June.

5. 5th Grade Learning Plan and PowerPoint Lessons (*Discussion and For Possible Action*)

5th Grade Germs PowerPoint Lesson 2 - Germs

- Mr. Brown discussed the new health standards and stated that HIV is part of that standard and that the 5th grade PowerPoint lesson covering germs does cover communicable diseases such as HIV and Aids.
- The Committee reviewed and discussed the presentation.
- The Committee then discussed the videos and how they align to the PowerPoint lessons.
- Ms. Hamer stated that the HIV slide talks about protection but protection is not talked about elsewhere in the lesson.
- The Committee noted that intercourse is not addressed anywhere in the presentation and should they change the name of the presentation to include intercourse, which both of these open the door for both protection and intercourse and what this means. The question was asked should protected (or unprotected) be taken out and leave it sexual intercourse.
- The Committee discussed whether to leave unprotected in or take it out? They agreed to leave it in and refer them to ask at home if they have further questions.
- Recommended changes - recommend changing the word virus to viruses on the second slide and add a communicable disease slide, and adding a bullet around vaccines.

5th Grade BOYS & GIRLS Presentations

- The Committee reviewed the presentations. Both the boys and girls' presentations are the same, just in a different order.
- A ground rules slide has been added to each presentation.
- Discussed the corresponding videos. The videos cover exactly the same materials as in the presentations.
- It was noted that nothing covers HPV vaccinations but it is in the standard. The Committee agreed a vaccination slide or bullet should be added to the presentation.
- Discussion about renaming the content to Human Growth and Development and the Committee unanimously agreed.

There was a motion made to move forward with all of the 5th grade presentations to the Board after making the following changes: page 2 bullet and add a vaccination slide on the 5th grade Lesson 2 presentation.

Ms. Brown made a motion to move forward with the presentations to the Board after changing the title to Human Health and Development, and adding a slide about vaccines. Ms. Hill seconded the motion.

6. Middle School Health Standards (*Discussion*)

Mr. Brown led the conversation about the middle school health standards and currently it is just called middle school, which includes 6th through 8th grade. He asked the question should it be broken down to grade levels ie. 6th, 7th, and 8th?

Ms. Getty thought that it would be better to break it down into grade levels and there should be a progression through the grades. Teachers should talk it out in PLCs and decide what standards should be in what grades.

Ms. Wolery would like to see more Health and Human Development education in high school grades.

The Committee agreed that the next step is to look at the middle school standards and how to break that down into grade levels.

7. Public Comment #2

There was no public comment.

8. Adjournment

The meeting was adjourned at 4:23 PM.

Submitted by:

Shannon Brown, Executive Director, Education Services

DCSD Family Life/Sex Education Committee



Please sign in



Pledge





Public Comment #1

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Welcome & Introductions

- Approval of a Flexible Agenda
- Review and Approval of April 26, 2022 Meeting Minutes (motion needs to be made and 2nd by member that was in attendance of that meeting.)
- Briefly review the purpose of the committee: The role of this committee shall advise the DCSD School Board concerning the content of and materials to be used during instruction in Family Life Sex Education. Any new materials, proposed guest speakers, video previews, and any proposed changes to the curriculum are reviewed by this committee prior to recommending to the board for approval. Meetings are held 3-4 times per year and are generally 1 hours.



Work Session: Middle School Health Standards (Discussion)

- Review Adopted Health Standards in the strands pertaining to Family Life Sex Education



Personal Safety Strand

- 1.PS.MS.1 Define boundaries and clear limits for self and recognize personal boundaries for others. **All Grades**
- 1.PS.MS.2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic and legal consequences. **Info**
- 1.PS.MS.3 Summarize the reporting process and include where, when and to whom to report unsafe situations. **All Grades**



Personal Safety Strand

- 1.PS.MS.5 Define human trafficking and ways to get help. 8th grade
- 1.PS.MS.6 Compare the advantages and disadvantages of communicating, using technology and social media. **All Grades**



Human Reproductive System, Communicable Diseases & Sexual Responsibility

- 1.HRS.MS.1 Explain the structures and functions of the human reproductive systems using correct anatomical terms. **All Grades**
- 1.HRS.MS.2 Describe the physical, social, cognitive and emotional changes of adolescence. **All Grades**
- 1.HRS.MS.3 Explain the scientific process of human reproduction. **All Grades**
- 1.HRS.MS.4 Describe the signs and symptoms of a pregnancy. **start in 7th?**

Human Reproductive System, Communicable Diseases & Sexual Responsibility

- 1.HRS.MS.4b Explain the health benefits, risks and effectiveness rates of various **methods of contraception**, including **abstinence and condoms**.
- 1.HRS.MS.4c Identify prenatal practices that can contribute to or compromise a pregnancy. **7th and 8th?**
- 1.HRS.MS.4d Identify the **laws relating to pregnancy, abortion, adoption and parenting**. Discuss
- 1.HRS.MS.5a Classify the related communicable diseases (STDs/STIs) including HIV/AIDS, by signs and symptoms, treatments and modes of **transmission**.

Human Reproductive System, Communicable Diseases & Sexual Responsibility

- 1.HRS.MS.5a Classify the related communicable diseases (STDs/STIs) including HIV/AIDS, by signs and symptoms, treatments and modes of transmission.
- 1.HRS.MS.5c Discuss current preventative approaches, including, but not limited to HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs) Discuss
- 1.HRS.MS.5d Compare and contrast behaviors including abstinence to determine potential transmission risk of related communicable diseases (STDs and STIs), HIV/AIDS.



Human Reproductive System, Communicable Diseases & Sexual Responsibility

- 1.HRS.MS.6 Compare and contrast the characteristics of healthy and unhealthy relationships. All grades
- 1.HRS.MS.7a Define sexual consent and explain its implication for sexual decision-making. Start in 7th
- 1.HRS.MS.7b Discuss laws relating to the sexual conduct of minors including consent, and sexual conduct. Maybe 8th?



Analyze Influences and Access Information

2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors. All grades

3.AI.MS.1 Analyze the validity of health information, products and services. All grades



Public Comment #2

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Future Meeting Dates

- Tuesday, February 28, 2023, 3:45 - 4:45 PM, Minden Elementary
- Tuesday, April 4, 2023, 3:45 - 4:45 PM, Minden Elementary



Quarter 2

Unit 6: Personal Safety

Estimated Duration: 2 weeks

Standards:

- 1.PS.MS.1 Define personal boundaries and clear limits for self and recognize personal boundaries of others.
- 1.PS.MS.2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.
- 1.PS.MS.3 Summarize the reporting process and include where, when, and to whom to report unsafe situations.
- 1.PS.MS.5 Define human trafficking and ways to get help.
- 1.PS.MS.6 Compare the advantages and disadvantages of communicating using technology and social media.

Skills-Based Standards

- 2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.
- 5.DM.MS.2 Analyze the outcomes of a health-related decision.
- 7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors.
- 8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.

Topics:

- Personal Boundaries
- Impact of Abusive and Coercive Behaviors
- Reporting Unsafe Situations
- Human Trafficking
- Technology and Social Media

Cross Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:

K-12 Health Learning Progressions

Essential Questions:

- What is a personal boundary and how do I communicate my boundaries to other people?
- What are the effects of bullying, cyberbullying, and harassment on an individual?
- How do violent acts impact an individual, a family, and society and how can we protect ourselves from violence?
- What are warning signs of an unsafe situation and how should it be reported?
- How does human and sex trafficking impact the individual, family, and society?
- What is appropriate and inappropriate content to be shared using social media?

Learning Objectives:

- Develop personal boundaries and set clear limits in order to protect oneself from dangerous situations.
- Develop strategies to communicate clear limits and personal boundaries.
- Interpret verbal and non-verbal communication to recognize and respect the personal boundaries of others.
- Define abusive, coercive, mental abuse, physical abuse, peer pressure, financial abuse, bullying, and harassment.
- List examples of legal consequences for abusive and coercive behaviors.
- Analyze the effects of bullying, cyber-bullying, and harassment on an individual.
- Define sexting and cyberbullying.
- Identify ways to protect him/herself from bullying, cyberbullying, and harassment.
- Practice various techniques for conflict resolution.
- Differentiate between the different types of human trafficking.
- Define fraud, force, coercion, recruitment, slavery, prostitution.
- Recognize warning signs of human trafficking.
- Identify resources to protect yourself or others from human trafficking.
- Identify various methods and platforms used to communicate through technology and social media.
- Distinguish between appropriate versus inappropriate content.
- Explore the social and legal consequences of what is communicated through various methods of technology and social media.

State Adopted Core Materials:

[https://doe.nv.gov/Standards Instructional Support/Instructional Materials/](https://doe.nv.gov/Standards%20Instructional%20Support/Instructional%20Materials/)

Core materials for K-12 Health are to be determined.

Supplemental Resources:

- Internet safety presentation from <http://www.netsmartz.org/educators.htm>.
- Stop Bullying <https://www.stopbullying.gov/respond/index.html>
- Youth Risk Behavior Data <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>
- Video Stand Up to Cyberbullying <https://goo.gl/gY9uCl>
- Step by Step Guide to Understanding the Cycle of Violence <http://domesticviolence.org/cycle-of-violence/>
- Healthy Relationship Quiz https://drive.google.com/file/d/1JcHby2td4sjleQtj_DMuLINvPtRDlybY/view?usp=sharing

- 10 Signs you may be experiencing Relationship Abuse <https://drive.google.com/file/d/1CUDR-oUtoX6iTGc63YusR1sbJIFy1ErO/view?usp=sharing>
- Human Trafficking Resources:
 - Chosen Video : <https://goo.gl/5NRAsN>
 - <http://traffickednomore.org/warning-signs/>
 - <https://www.fbi.gov/investigate/civil-rights/human-trafficking>
- Invite a speaker from the community to speak to the class on sexual assault. A children's advocacy center or the Rape Crisis Center may be able to provide these resources in your area.
- Have a guest speaker come in to discuss the dangers of human trafficking and how to protect oneself from a dangerous situation.
 - a. Metro, Henderson, or North Las Vegas PD

Performance Tasks/Projects:

- Have students practice refusal skills, negotiation skills, and role-play scenarios in relation to bullying, violence, and risky situations.
- Have students develop a personal safety plan against bullying, cyberbullying, harassment, abuse, and other violence.
- Have students discuss how to deal with bullying, cyberbullying, and harassment and ways to protect themselves and others.
- Have students discuss the right of an individual to his/her privacy, including body privacy.
- Have students identify people who can help in incidents of suspected bullying, cyberbullying, harassment, child abuse, domestic violence, and/or sexual abuse (such as parents, counselors, nurses, teachers, administrator).

Differentiation:

- Modify writing requirements (e.g. student creates a presentation instead of writing an essay, the student completes a graphic organizer, the student creates a visual of relevant information)
- Allow students to work collaboratively in teams or partners.
- Provide scaffolding for writing assignments.

Family Engagement Strategies:

Promoting Parent Engagement

- Have a guest speaker come in to discuss the dangers of sex trafficking and how to protect oneself from a dangerous situation.
 - Metro, Henderson, or North Las Vegas PD

Assessments: Assessment Strategies:

Formative:

Summative:

Bullying Project https://docs.google.com/document/d/1zpB7u0SLPQ-K7J-cV62gPb-X2ErwC-DB-Nx_j7QI1_I/edit?usp=sharing
 Protect Yourself <https://docs.google.com/document/d/1b0svvvGC1G8ziuOe6NFIxVEtjDLT8dhLl0mldfFLX5Q/edit?usp=sharing>
 Forms of Violence Analysis
<https://docs.google.com/document/d/1UWXeTae0EE7uGkeMPFyRDT6hpYXHyCCkn8TIR8IAOIE/edit?usp=sharing>

Accommodations:

- Use videos and/or text that can be translated into a student's primary language or adapted for hearing or visually impaired students

Embedding SEL Strategies:**[Link to CASEL's SEL Competencies](#)**

- **Self-Management:** Managing emotions in a productive manner, as opposed to lashing out through social media. What are productive ways to handle situations when you are hurt or feel attacked online?
- **Responsible Decision-Making:** Students investigate effects of abusive and coercive behavior to make reasoned judgments based on analyzing the information, data, and facts. What are ways to show empathy towards others and/or connect with others while maintaining personal boundaries?
- **Self-Awareness & Social Awareness:** Recognize personal bias in communication and how messages are sent versus how the receiver interprets the message.

Digital Learning Strategies:**[NV Digital & Blended Learning Guide](#)**

Quarter 2

Unit 7: Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility

Estimated Duration: 3 weeks

Standards:

- 1.HRS.MS.1 Explain the structures and functions of the human reproductive systems using correct anatomical terms.
- 1.HRS.MS.2 Describe the physical, social, cognitive and emotional changes of adolescence.
- 1.HRS.MS.3 Explain the scientific process of human reproduction.
- 1.HRS.MS.4a Describe the signs and symptoms of a pregnancy.
- 1.HRS.MS.4b Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.
- 1.HRS.MS.4c Identify prenatal practices that can contribute to or compromise a healthy pregnancy.
- 1.HRS.MS.4d Identify the laws relating to pregnancy, abortion, adoption, and parenting.
- 1. HRS.MS.5a Classify the related communicable diseases (STDs/STIs), including HIV/AIDS, by signs and symptoms, treatments, and modes of transmission.
- 1.HRS.MS.5b Discuss current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).
- 1.HRS.MS.5d Compare and contrast behaviors, including abstinence, to determine the potential transmission risk of related communicable diseases (STDs/STIs) and HIV/AIDS.
- 1.HRS.MS.6 Compare and contrast the characteristics of healthy and unhealthy relationships.
- 1.HRS.MS.7a Define sexual consent and explain its implications for sexual decision-making.
- 1.HRS.MS.7b Discuss laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct.

Skills-Based Standards

- 3.AI.MS.1 Analyze the validity of health information, products and services.
- 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.
- 5.DM.MS.2 Analyze the outcomes of a health-related decision.
- 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors.

Topics:

- Pregnancy
- Contraception
- STDs/STIs and HIV/AIDS

- Healthy Relationships
- Reproductive System

Cross-Curricular Standards & Strategies:

Learning Progression Chart and Core Competencies:
K-12 Health Learning Progressions

Essential Questions:

- What is puberty and will it happen to me?
- What reproductive organs are unique to the male and the female bodies?
- What are the sources of influence related to sexual activity?
- How will choosing abstinence now affect my future?
- How does my decision to use contraceptives affect my overall health?
- What are the signs and stages of pregnancy?
- What are the physical, social, emotional, and financial costs of being a teen parent in Nevada?
- How do you build strong, healthy relationships?
- How will knowing about STIs help me make better health decisions?

Learning Objectives:

- Recognize the biological, emotional, and social changes occurring throughout adolescence.
- Understand the process of human development and pregnancy.
- Determine the benefits of healthy relationships.
- Identify the various contraceptive methods emphasizing the importance of choosing abstinence.
- Compare the symptoms, causes, prevention, and treatments of various sexually transmitted infections including HIV.
- Identify the function and structure of the organs that make up the human reproductive system
- Understand the physical, emotional, and social consequences of sexual activity.
- Know the benefits of choosing abstinence.
- Understand that there are birth control devices and contraceptive methods that can be used to reduce the risk of unwanted pregnancy and/or an STI.
- Understand the signs and stages of pregnancy.
- Determine the physical, social, emotional, and financial costs of being a pregnant teen in Nevada.
- Know how to build healthy relationships and resolve conflicts when they arise.

- Know the different types of STIs, the symptoms they cause, the agents that cause them, and the types of treatment.

State Adopted Core Materials:

https://doe.nv.gov/Standards/Instructional_Support/Instructional_Materials/
Core materials for K-12 Health are to be determined.

Supplemental Resources:

- This site can be used to access factual information on sexually transmitted diseases (STDs) and sexually transmitted infections (STIs): www.cdc.gov/std/
- This site can be used to access factual information on STDs and STIs: <https://npin.cdc.gov/disease/stds>
- An extensive curriculum on STDs and STIs from a medical standpoint: <https://www.std.uw.edu/>
- A database of sex education videos: <https://sexetc.org/sex-ed/videos/>
- Additional videos: <https://amaze.org/>
- Facts and videos for researching a variety of topics related to Sex Education: <https://www.plannedparenthood.org/learn/teens>
- Information on the reproductive system including PowerPoints and shorts clips on the male and female reproductive system: <https://www.kidshealth.org/en/teens/sexual-health/>
- Interactive diagram of the female reproductive system: <https://medlineplus.gov/femalereproductivesystem.html>
- Interactive diagram of the male reproductive system: <https://medlineplus.gov/malereproductivesystem.html>
- Factual information on contraception: https://www.sexandu.ca/wp-content/uploads/2021/05/SOGC_14372_Contraception_DownloadablePDF_ENG_WEB.pdf

Performance Tasks/Projects:

- Have students brainstorm the benefits of abstinence. Posters or bulletin boards can be used to display their ideas.
 - Examples:
 - Freedom from anxiety over actions.
 - Freedom from fear of pregnancy.
 - Freedom from fear of STIs.
 - Establishment of better relationships not based on sex.
- Have students create an abstinence pamphlet citing examples of the benefits of practicing abstinence.
- List the various types of contraceptives that are used by adults and discuss the cost, effectiveness, and other pros and cons of each one.
- Have students discuss high-risk sexual behaviors that increase the chance of contracting sexually transmitted infections including HIV.

- Have students discuss abstinence as a sure way of not contracting HIV sexually.
- Have students research statistics on how many sexually transmitted infections are found in the U.S. per year.

Differentiation:

- Modify writing requirements (e.g. student creates a presentation instead of writing an essay, student completes a graphic organizer, student creates a visual of relevant information)
- Allow students to work collaboratively in teams or partners.
- Provide scaffolding for writing assignments.

Family Engagement Strategies:

Promoting Parent Engagement

- Students will interview parents/guardians on characteristics, which define healthy relationships.

Assessments: Assessment Strategies:

Formative:

- Students will create an abstinence pamphlet citing examples of the benefits of practicing abstinence.
- Students will list the various types of contraceptives that are used by adults and discuss the health benefits, risks, costs, effectiveness, and other pros and cons of each one.
- Students will write down as many STDs/STIs that they know. Students will then find a partner and share with a partner how many different STDs/STIs they know. Students will get one point for each STD/STI that the partner does not have.
- The teacher will name various types of hormonal and barrier methods of contraception. Students will stand if they believe the contraception is a barrier method, and sit if they believe it is a hormonal method.
- Students will participate in a "Jig-saw" identifying and discussing laws relating to pregnancy, abortion, adoption, parenting, sexual conduct of minors, including consent, and criminal sexual conduct.
- Students will write in a journal a definition of sexual consent and explain its implications for sexual decision-making.

Summative:

- Students will list the various types of contraceptives that are used by adults and discuss the cost, effectiveness, and other pros and cons of each one.
- Students will create a poster of the male and female reproductive system labeling each of the parts.
- Students will create a four-box matrix on the changes of adolescence describing the physical, social, cognitive, and emotional changes.
- Students will create a 30-second video describing the signs and symptoms of pregnancy and identify any prenatal practices that can contribute to or jeopardize a healthy pregnancy.
- Students will create a flip-book classifying related communicable diseases including HIV/AIDS. Each STD/STI will contain information on preventative approaches, signs and symptoms, treatments, modes of transmission, and any preventative approaches.

- Students will make a Venn diagram of characteristics of healthy and unhealthy relationships.
- Students will make a flier describing the scientific process of human reproduction including an explanation of the structures and functions using correct anatomical terms.

Accommodations:

- Students will be given a word bank for completing the four-box matrix.
- Students will be allowed to write out the signs and symptoms of a pregnancy, rather than create a 30-second video.
- Students can use voice to text applications to transcribe information for projects.
- Include closed captioning on videos, when applicable.
- Allow students to use translation applications to translate text.

Embedding SEL Strategies:

Link to CASEL's SEL Competencies

- **Responsible Decision-Making:** Students research sexually transmitted infections and forms of contraception to make reasoned judgments based on analyzing the information, data, and facts regarding sexual activity.
- **Relationship Skills:** Students work to develop positive relationships and communicating effectively.

Digital Learning Strategies:

NV Digital & Blended Learning Guide

- Students can create their venn diagram or four-box matrix using the computer.
- Students are creating a 30-second video of themselves using a video camera/phone and digital software.