



HIGH SCHOOL HEALTH

Sexual & Reproductive Health

4-Week Complete Unit

20 Lesson Plans • Student Activity Packet • Discussion Slides
Case-Study Cards • Quiz Set + Keys • Parent Letter

Anatomy &
Reproduction

Consent &
Relationships

STIs &
Contraception

Online
Safety

Grades 9–12 | Standards-Aligned | No-Prep Required

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Student Activity Packet (40 pages)

Discussion Slides

Case-Study Cards

Quiz Set & Answer Keys

PARENT COMMUNICATION LETTER

Dear Parents/Guardians,

As part of our high school Health & Physical Education curriculum, your student will be participating in a **Sexual & Reproductive Health Unit** over the next four weeks. This letter provides a comprehensive overview of the topics, objectives, and instructional approach so you can be an informed partner in your child's learning.

This standards-aligned unit provides students with accurate, age-appropriate, and medically sound information about sexual and reproductive health. The curriculum emphasizes personal well-being, responsible decision-making, and respect for self and others. All content is grounded in evidence-based research and aligns with the National Health Education Standards (NHES) as well as applicable state standards.

Topics Covered:

Week	Theme	Key Topics
1	Anatomy & Reproductive Systems	Male and female reproductive anatomy, puberty, hormonal changes, menstrual cycle, sperm production
2	Consent & Healthy Relationships	Definition and components of consent, boundary-setting, communication skills, healthy vs. unhealthy relationships, dating violence awareness, emotional wellness
3	STIs & Contraception	Bacterial and viral STIs (transmission, symptoms, prevention, treatment), barrier methods, hormonal contraception, LARC, emergency contraception
4	Online Safety & Review	Digital boundaries, sexting and image-based abuse, media literacy, body image, comprehensive unit review and assessment

Instructional Approach: Lessons are designed to be interactive, inclusive, and respectful of diverse backgrounds and beliefs. Students will engage in guided discussions, case-study analyses, and reflective activities. A foundation of mutual respect and classroom ground rules will be established on day one to ensure a safe learning environment.

Opt-Out Procedure: We respect the rights of parents and guardians to make decisions about their child's participation in sexual health education. If you wish to have your student opt out of any or all portions of this unit, please complete the form below and return it to the school by [DATE]. Alternative health assignments will be provided for any missed lessons.

We encourage you to discuss these topics with your student at home. Open communication between school and home supports the best outcomes for student health and well-being. If you have any questions about the curriculum, materials, or instructional methods, please do not hesitate to contact me.

Sincerely,

OPT-OUT FORM

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

■ I DO NOT wish my student to participate in the following lessons:

■ I DO NOT wish my student to participate in the entire Sexual & Reproductive Health Unit.

Parent/Guardian Signature: _____ Date: _____

UNIT OVERVIEW & STANDARDS

This 4-week unit is designed for high school students in grades 9–12. It provides a comprehensive, medically accurate, and age-appropriate exploration of sexual and reproductive health, aligned with the National Health Education Standards (NHES).

National Health Education Standards (NHES) Addressed:

Standard	Description	Lessons
1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1–15, 18–19
2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	6–10, 16–18
3	Students will demonstrate the ability to access valid information, products, and services to enhance health.	11–15
4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	6–10, 16–17
5	Students will demonstrate the ability to use decision-making skills to enhance health.	6–10, 14–17
6	Students will demonstrate the ability to use goal-setting skills to enhance health.	7, 10, 16
7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	11–17
8	Students will demonstrate the ability to advocate for personal, family, and community health.	6, 9, 17, 20

Essential Questions:

- How do understanding my body and reproductive health empower me to make safe and healthy choices?
- What does consent look like in various contexts, and why is it foundational to healthy relationships?
- How can I protect myself and others from STIs and unintended pregnancies?
- How do digital interactions impact real-world relationships, and how can I navigate online spaces safely?

ASSESSMENT OVERVIEW

Formative Assessments

Formative assessments are embedded throughout the unit to monitor student understanding and adjust instruction. These include:

- **Exit Tickets:** Brief reflections or factual recall questions at the end of each lesson.
- **Think-Pair-Share:** Collaborative discussions to process complex topics like consent and boundaries.
- **Activity Packet Pages:** Worksheets, graphic organizers, and case-study analyses completed during class.
- **Thumb Checks / Quick Polls:** Real-time understanding checks during direct instruction.

Summative Assessments

Summative assessments evaluate student mastery of the learning objectives at the end of the unit.

- **Unit Test:** A comprehensive assessment covering anatomy, consent, STIs, contraception, and online safety (Lessons 1–18). Includes multiple-choice, true/false, short answer, and scenario-based questions.
- **Final Reflection Essay:** Students reflect on their learning, personal growth, and how they will apply health skills in their lives.

WEEKLY OVERVIEW

WEEK 1: ANATOMY & REPRODUCTIVE SYSTEMS

Lesson	Title
L1	Unit Introduction & Ground Rules
L2	Male Reproductive Anatomy
L3	Female Reproductive Anatomy
L4	Puberty & Hormonal Changes
L5	The Menstrual Cycle & Sperm Production

WEEK 2: CONSENT & HEALTHY RELATIONSHIPS

Lesson	Title
L6	Understanding Consent
L7	Boundaries & Communication
L8	Healthy vs. Unhealthy Relationships
L9	Dating Violence & Red Flags
L10	Breakups & Emotional Wellness

WEEK 3: STIS & CONTRACEPTION

Lesson	Title
L11	Introduction to STIs
L12	Common STIs — Bacterial
L13	Common STIs — Viral
L14	Contraception — Barrier & Hormonal
L15	Contraception — LARC & Emergency

WEEK 4: ONLINE SAFETY & REVIEW

Lesson	Title
L16	Online Safety & Digital Boundaries
L17	Sexting & Image-Based Abuse

LESSON 20

Unit Assessment & Reflection

Week: 4	Day: 5	Duration: 50 minutes	Grade: 9–12
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Objectives

- Demonstrate mastery of unit learning objectives on the summative assessment.
- Reflect on personal growth, key takeaways, and the application of health skills to future behaviors.

Materials

- Unit Test (from Quiz Set)
- Unit Test Answer Key (Teacher)
- Student Activity Packet (for the Reflection section)

Lesson Procedure

1. Introduction (5 minutes)

Briefly review test expectations: no phones, eyes on your own paper, and raise your hand if you have a question. Remind students that this is an opportunity to show what they have learned.

2. Summative Assessment (30 minutes)

Distribute the Unit Test. Allow 30 minutes for completion. If students finish early, they may review their Activity Packet quietly.

3. Reflection (15 minutes)

Once all tests are collected, instruct students to turn to the "Final Reflection" page in their Activity Packet. They will answer reflective questions: "What is the most important thing you learned in this unit?", "How has your understanding of consent changed?", and "What is one healthy behavior you plan to practice or advocate for based on this unit?" Collect Activity Packets.

Assessment

Summative: Unit Test score. Formative: Depth and thoughtfulness of the final reflection.

Differentiation

- Provide extended time for the test for students with IEP/504 accommodations.
- Read test questions aloud to students who require it.
- Allow students who struggle with writing to type their final reflection or record a verbal response.

Lesson 2: Male Reproductive Anatomy

Part A: Anatomy Identification

Match the male reproductive organ to its correct function by writing the letter in the blank.

Organ	Letter	Function
1. Testes		A. The tube that transports sperm from the epididymis to the urethra.
2. Epididymis		B. The external sac that holds and protects the testes, regulating temperature.
3. Vas Deferens		C. The male gonads; produce sperm and testosterone.
4. Urethra		D. Glands that produce seminal fluid to nourish and transport sperm.
5. Scrotum		E. A coiled tube where sperm mature and are stored.
6. Seminal Vesicles / Prostate		F. The tube that carries both urine and semen out of the body.

Part B: Critical Thinking

Why is it important for the scrotum to be located outside the main body cavity? How does it regulate temperature for healthy sperm production?

Lesson 3: Female Reproductive Anatomy

Part A: Anatomy Identification

Match the female reproductive organ to its correct function by writing the letter in the blank.

Organ	Letter	Function
1. Ovaries		A. A muscular canal leading from the cervix to the exterior; the birth canal.
2. Fallopian Tubes		B. The external part of the female genitalia, including the labia and clitoris.
3. Uterus		C. The female gonads; produce eggs (ova) and the hormones estrogen/progesterone.
4. Cervix		D. A muscular organ where a fertilized egg implants and a fetus develops.
5. Vagina		E. Tubes that transport the egg from the ovary to the uterus; site of fertilization.
6. Vulva		F. The lower, narrow part of the uterus that connects to the vagina.

Part B: Pathway of the Egg

Number the following steps in the correct order (1-4) to show the pathway of an egg during the menstrual cycle.

Step	Event
_____	The egg travels through the fallopian tube toward the uterus.
_____	If unfertilized, the egg and the thickened uterine lining are shed (menstruation).
_____	A mature egg is released from the ovary (ovulation).
_____	The egg enters the uterus.

Lesson 4: Puberty & Hormonal Changes

Puberty Changes Sort

Categorize the following changes that occur during puberty by writing them in the correct column of the table. Some changes may belong in more than one column.

Changes to sort: Growth of facial hair, Breast development, Growth spurts, Widening of hips, Deepening of voice, Acne, Increase in sweat production, Growth of body hair, Menstruation begins, Muscle mass increase, Emotional fluctuations

Male-Specific	Female-Specific	Common to Both

Reflection: Why is it important to understand that the timeline for puberty varies widely from person to person?

Lesson 5: The Menstrual Cycle & Sperm Production

Part A: The Menstrual Cycle Phases

Fill in the missing information for each phase of the average 28-day menstrual cycle.

Phase	Days (approx.)	What Happens?
1. Menstruation	1 – 5	_____ _____
2. Follicular Phase	1 – 13	_____ _____
3. Ovulation	_____	A mature egg is released from the ovary.
4. Luteal Phase	15 – 28	_____ _____

Part B: Spermatogenesis vs. Menstrual Cycle

Contrast the female reproductive cycle with the male reproductive process of spermatogenesis.

- Is the menstrual cycle continuous or cyclical? _____
- Is spermatogenesis continuous or cyclical? _____
- Approximately how long does it take for sperm to fully mature? _____

DISCUSSION SLIDES

Print or project these slides to guide classroom discussions and direct instruction. Each slide is formatted to stand alone as a visual aid.

Classroom Ground Rules

- No put-downs or inappropriate laughter.
- Use correct medical terminology for body parts and processes.
- Respect personal boundaries—no one is required to share personal information.
- Questions are encouraged; there are no 'stupid' questions.
- What is shared in class stays in class (confidentiality).

Male Reproductive Anatomy

- **Testes:** Produce sperm and testosterone.
- **Epididymis:** Stores and matures sperm.
- **Vas Deferens:** Transports sperm from epididymis to urethra.
- **Seminal Vesicles / Prostate:** Produce seminal fluid.
- **Urethra:** Carries urine and semen out of the body (never at the same time).
- **Scrotum:** External sac regulating testes temperature.

Female Reproductive Anatomy

- **Ovaries:** Produce eggs (ova), estrogen, and progesterone.
- **Fallopian Tubes:** Transport egg to uterus; site of fertilization.
 - **Uterus:** Muscular organ where a fetus develops.
- **Cervix:** Lower, narrow part of the uterus connecting to the vagina.
 - **Vagina:** Muscular canal; the birth canal.
 - **Vulva:** External genitalia (labia, clitoris).

The F.R.I.E.S. Model of Consent

- **F - Freely Given:** Not pressured, manipulated, or intoxicated.
- **R - Reversible:** Anyone can change their mind at any time.
- **I - Informed:** You know exactly what you are agreeing to.
 - **E - Enthusiastic:** It's a 'Yes!', not a 'Fine' or 'I guess'.
- **S - Specific:** Saying yes to one thing is not yes to everything.

Relationships: Red Flags vs. Green Flags

- **Green Flags:** Mutual respect, trust, honest communication, supporting each other's independence.
- **Red Flags:** Extreme jealousy, isolating you from friends/family, controlling behavior, moving too fast.
- **Warning:** Red flags can often be disguised as Green Flags (e.g., 'I just want to be with you 24/7' is actually isolation/control).
- **Remember:** Healthy relationships are built on equality, not power and control.

SET 4: ONLINE SAFETY SCENARIOS

Card 4A: The Request

Ethan and Olivia are 16 years old and have been dating for a month. Olivia is at home and receives a text from Ethan asking her to send a 'sexy picture' to prove she loves him.

Questions: What are the legal consequences if Olivia sends the photo? What are the legal consequences if Ethan keeps it? What should Olivia say?

Card 4B: The Leak

Someone hacks Zack's cloud storage and finds a private photo of Zack's ex-girlfriend. The hacker threatens to post it online unless Zack pays them \$500.

Questions: What crimes are being committed here? (Sextortion, image-based abuse). Who should Zack report this to? What should he NOT do?

Card 4C: The Influencer

Ava follows a fitness influencer who constantly posts about 'fat-burning tea' and edits their photos to look impossibly thin. Ava starts skipping meals to look like the influencer.

Questions: How is the influencer violating media literacy principles? What impact is this having on Ava's body image? What steps should Ava take to curate a healthier feed?

ANSWER KEY

Part A: Multiple Choice

Question	Answer
1	B) Testes
2	C) Uterus
3	C) Permanent (Consent is reversible)
4	B) Bacterial (e.g., Chlamydia)
5	C) To delay or prevent ovulation

Part B: True/False

Question	Answer	Explanation
6	False	Intoxication negates capacity; one cannot give valid consent under the influence.
7	False	Spermatogenesis is continuous; the menstrual cycle is cyclical.
8	True	Dual protection uses barrier + hormonal/LARC to prevent both pregnancy and STIs.
9	True	Minors can face legal consequences under child pornography laws for explicit images of themselves/minors.
10	True	LARCs are highly effective against pregnancy but offer zero STI protection.

Part C: Short Answer / Scenarios (Sample Answers)

Q	Key Elements Required
11	Red Flag = unhealthy/warning sign (e.g., jealousy, isolation). Green Flag = healthy/positive sign (e.g., respect, trust, independence).
12	Type: Digital Dating Abuse / Control. I-Statement must include: "I feel [emotion] when you check my phone because [reason], and I need [boundary/request]."
13	Many STIs are asymptomatic, meaning they show no visible signs. The only way to know is to get tested; assuming based on looks leads to spread.
14	The pill prevents pregnancy but does NOT protect against STIs. Condoms must be used to prevent STIs (Dual Protection).

Thank You for Your Purchase!

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