

# **School District of South Orange-Maplewood**

## **Middle School Health Curriculum – Grade 8**



**South Orange Maplewood  
School District  
Department of Curriculum &  
Instruction  
2017-2018**

# **GRADE 8**

# **Health Education**

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**Unit 1: Reproductive System**  
**Grade Level: 8th Grade**

**Thematic Overview**

In this unit, the students will be able to understand basic information about the reproductive organs and their functions, fertilization, sexual intercourse, and conception. Throughout this unit and others, equitable and accurate information is offered so that teachers and students can discuss people's differences respectfully and to avoid unintended gender stereotypes.

**Standards:**

2.4.8.B.1: analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

2.4.8.B.2: Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

2.4.8.B.3: Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

2.4.8.B.4: Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

2.4.8.B.5: Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.4.8.B.6: Explain the importance of practicing routine health care procedures such as breast self-examination, testicular examinations, and HPV vaccine.

2.2.8.E.1: Evaluate various health products, services, and resources from different sources, including the internet.

2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals.

### **Driving Questions**

- What is the process of human reproduction?
- What are the parts of the external and internal reproductive systems?
- What is the connection between sexual intercourse and human reproduction?
- What is the process governing the female menstrual cycle, and the mechanisms of that process?
- What is the connection between ovulation, menstruation and fertilization?
- What is the relationship between sperm, ejaculation, and fertilization?
- Why is it important to practice routine health procedures such as breast exams and testicular exams?
- What should you know about health care facilities and health services specific to human sexuality?
- What are some of the problems that affect the reproductive systems?
- How can you maintain the health of the reproductive system?

### **Student Objectives and Learning Goals**

Students will know and understand:

- Basic reproductive organs and their functions.
- People's bodies can look very different from each other. These differences are healthy and normal.
- The reproductive systems have many similarities.
- The female reproductive system has three main functions.
- The male reproductive system has two main functions.
- The process of ovulation and menstruation.
- How conception relates to the menstrual cycle.
- The common problems that can occur to the reproductive system.
- Caring for the reproductive system can reduce the risk for health problems.

Students will demonstrate the ability to:

- Describe the sexual and reproductive systems including body parts and functions.
- Explain ovulation, fertilization, and menstruation.
- Describe the path of sperm from production to ejaculation.
- State the functions of the reproductive system.
- List and summarize the problems of the reproductive system.
- Identify the steps that one can take to care for their reproductive systems.
- Identify accurate and credible sources of information on sexual health.

### **Sample Assessments**

- Students will create a Breast or Testicular Exam Brochure. They will list the steps of the exam, provide a catchy phrase on the cover, and include an overview of why the exam is important. They will also provide a reference list that someone could find information about sexual health.
- Students will select one of the reproductive systems and write a creative story about how the egg or sperm travels through the body.
- Research a current event article about the male or female health and write a short summary of the article.
- As a small group, research a problem of the reproductive system. Students will provide an overview of the problem, describe symptoms, list treatments, and explain prevention strategies. Use credible websites approved by the teacher to find out more information. Groups will create an informational poster and present their findings to the class.

**Unit 2: Pregnancy**  
**Grade Level: 8th Grade**

**Thematic Overview**

In this unit, the students will be able to gain basic information about fertilization, sexual intercourse, conception, signs and symptoms of pregnancy, and basic prenatal practices, and pregnancy options safe surrender laws which are aligned to the National Sexuality Education Standards and National Health Education Standards. Having this knowledge enables students to better understand abstinence, birth control, and STIs.

**Standards:**

2.4.8.C.1: Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.

2.4.8.C.2: Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.

2.4.8.C.3: Determine effective strategies and resources to assist with parenting.

2.4.8.C.4: Predict short- and long-term impacts of teenage pregnancy.

2.4.8.C.5: Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

2.4.8.B.4: Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

2.3.8.B.6: Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

2.2.8.E.1: Evaluate various health products, services, and resources from different sources, including the internet.

2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals.

### **Driving Questions**

- What are the most important changes that take place during 0-14 weeks of pregnancy?
- What are the most important changes that take place during 15-28 weeks of pregnancy?
- What are the most important changes that take place during 29-40 weeks of pregnancy?
- Why does a teenage pregnancy carry a higher-than-average risk for both the mother and the baby?
- What is prenatal care and why is it so important?
- How is a developing fetus nourished?
- How can harmful substances taken by a pregnant female affect the developing fetus?
- Why are most teens not ready for parenthood?
- What are some responsibilities of parenthood?

### **Student Objectives and Learning Goals**

Students will know and understand:

- Being a teenage parent is extremely difficult; affecting education, employment opportunities, social and family life.
- The children of teenage parents often face more difficulties than the children of adults.
- The signs and symptoms of pregnancy.
- The stages of fetal development.
- The different methods of delivering a child.
- The entire complex human body begins as one microscopic cell that is formed by the union of an egg cell, or ovum, from a female and a sperm cell from a male called fertilization.
- The risks that can occur during a pregnancy.

Students will demonstrate the ability to:

- Define sexual intercourse and its relationship to pregnancy.
- Identify the stages of fetal development from conception through pregnancy and birth.
- Explain how a female transfers nutrients and other substances to her fetus.
- Identify prenatal care practices that can contribute to a healthy pregnancy.
- Discuss the harmful effects of certain substances on the fetus, such as tobacco, alcohol, other drugs, and environmental hazards.
- List the complications during pregnancy such as miscarriage and stillbirth.
- Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.



### **Sample Assessments**

- Research the changes that occur in a female's body during the nine months of pregnancy. Students will create a poster that summarizes this information by trimester. Students will illustrate the poster with pictures that show fetal development during each trimester.
- Create a brochure that could be used in a doctor's office. What health advice should be given to someone who is in their first trimester of pregnancy to help them have a healthy pregnancy and healthy baby? If you use the internet for information, look for websites that end in ".gov." for example, try searching: prenatal care.gov.
- Students will research and write a short report on one complication related to pregnancy
- Students will explore genetic engineering and write a report on their findings. They should include an up-to-date current event article on this issue.
- Students will work in small groups to research a genetic disorder. They should answer the following questions in their final report:
  1. What is the incident of this disorder?
  2. Among which groups is the genetic disorder most common
  3. What treatments are available?
  4. What complications can be associated with those treatments?
  5. What is the usual outcome for individuals with this disorder?

**Unit 3: STI's**  
**Grade Level: 8th Grade**

**Thematic Overview**

In this unit, students will learn that STI prevention is critical for young people. Millions of teenagers are diagnosed with an STI each year. This unit focuses on creating health-enhancing social norms related to STI prevention. Students will create and hear each other's Public Service Announcements. This unit also focuses on "the bottom line" approach instead of a decision making model. The "bottom line" has three basic strategies: abstain from sex, wear a condom, and get tested. Abstinence and condom use are taught side by side throughout the unit as most people use both at different times in their lives. Teaching the students about testing for STIs is a key strategy in this unit. Testing prompts treatment of the infections and helps to improve the health of the person being treated, but greatly reduces chances of transmission to others.

(FLASH)

**Standards:**

2.4.8.B.2: Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

2.4.8.B.3: Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

2.4.8.B.4: Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

2.4.8.B.5: Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.4.8.B.6: Explain the importance of practicing routine health care procedures such as breast self-examination, testicular examinations, and HPV vaccine.

2.2.8.B.1: Predict social situations that may require the use of decision-making skills.

2.2.8.A.1: Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2.8.A.2: Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

2.3.8.B.6: Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

2.2.8.E.1: Evaluate various health products, services, and resources from different sources, including the internet.

2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals.

### **Driving Questions**

- Why is it important to understand the risks of sexual activity?
- Why are sexually active adolescents and young adults at an increased risk for STIs when compared to older adults?
- Why are STIs in the United States considered a hidden epidemic?
- How can a teenager reduce or eliminate their risk of contracting an STI?
- What are some common STIs?
- How are STIs transmitted?

### **Student Objectives and Learning Goals**

Students will know and understand:

- Sexually Transmitted Infections pose serious health risks.
- The benefits of sexual abstinence as the safest, most effective risk avoidance method of protection from STIs.
- The benefits of condoms in reducing the risk of STIs.
- The benefits of testing in reducing the spread of STIs.
- The benefits of early treatment for STIs.
- The importance of having a health-enhancing stance on the prevention of STIs supported with medically accurate information.
- How to collaborate with others to advocate for behaviors that prevent STIs.

Students will demonstrate the ability to:

- Explain that most people with STI are asymptomatic and are still infectious and at risk of complications.
- Differentiate between an STI caused by a bacteria versus one caused by a virus.
- Explain the transmission of the most common STIs.
- Describe the most common symptoms of STIs.
- Summarize ways to decrease the spread of STIs: Not having sex, using condoms each and every time someone has sex, not touching blood, and not sharing needles.

- Abstinence is the only 100% effective way to avoid STIs.
- Healthy sexuality requires the development of specific personal and interpersonal skills to enhance health and reduce or avoid health risks.
- Early involvement in sexual activity poses risks.
- Locate valid and reliable sexual healthcare services.
- Explain how society, specifically social media and peers, affect a sexual health-related decision.
- Persuade others to avoid or reduce risky sexual behaviors.
- Use decision-making skills to enhance their health.
- Examine public health policies and practices regarding STIs.
- Discuss the harmful effects of STI
- Describe situations in which someone would need to seek professional help for a sexual health issue.

### **Sample Assessments**

- **STD Brochure:** Enter a zip code to find a clinic that offers HIV testing at [www.aids.gov](http://www.aids.gov). Develop a flyer or wallet card for the clinic using Microsoft Word, Publisher, PowerPoint or other program. The flyer or wallet card should include the name, clinic hours, address, and statements that encourage testing, without negative judgments or scare tactics.
- People of all ethnic and racial backgrounds get STDs. One particular study of an STD called syphilis is well-known in the history of medicine for its injustice. Write a research report on the Tuskegee Syphilis Experiment, in which life-saving medicine was withheld from African-American men from 1932 to 1972. Be sure to include how the public became aware of the study, and what laws were put in place to prevent it from happening in the future.
- Students will create a "catchy" bumper sticker that advocates for teenagers to communicate the importance of making responsible decisions to help prevent an STI in the future. This will be followed by a descriptive paragraph to explain their work.

**Unit 4: Birth Control**  
**Grade Level: 8th Grade**

**Thematic Overview**

In this unit, the students will learn about birth control methods while developing positive attitudes and positive peer norms about birth control. Students will study the common forms of birth control. Students will make observations about the positive aspects of different methods of birth control.

**Standards:**

2.4.8.B.2: Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

2.4.8.B.3: Compare and contrast methods of conception used by adolescents and factors that may influence their use.

2.4.8.B.4: Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs and unintended pregnancy.

2.4.8.B.5: Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.1.8.C.1: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

2.1.8.C.2: Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.3.8.B.6: Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

2.2.8.E.1: Evaluate various health products, services, and resources from different sources, including the internet.

2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals.

## **Driving Questions**

- Why is sexual abstinence the best choice for teens?
- How do I know if I am ready for sex?
- How do I establish and maintain my personal limits concerning sexual activity?
- What methods of birth control are available in the United States?
- What methods of birth control are the most effective in reducing the risk of pregnancy and STIs?
- What are the negative consequences of teen pregnancy?
- What are the healthy and unhealthy alternatives to making a decision about sexual health?
- How do social expectations influence sexual practices, behaviors, and relationships?

## **Student Objectives and Learning Goals**

Students will know and understand:

- How condoms can reduce the risk of HIV and other STDs.
- How condoms can reduce the risk of pregnancy.
- The steps to using a condom correctly.
- How birth control methods can reduce the risk of pregnancy.
- Emergency contraception and its use.
- The benefits of common birth control methods.
- Identify resources for reproductive and sexual healthcare services.
- The practices and behaviors that will improve the sexual health of a person and reduce the risk of disease.

Students will demonstrate the ability to:

- Summarize ways to prevent pregnancy.
- Describe how condoms can prevent the risk of pregnancy.
- Locate valid and reliable websites about sexual health.
- Access valid information, products, and services related to contraceptives.
- Set a personal goal to enhance sexual health and reduce health risks.
- Explain the benefits, risks, and effectiveness of the common birth control methods used in the United States.
- Persuade others to avoid risky behavior.
- Assess sexual health practices and make a commitment to practice healthy behaviors.

### Sample Assessments

- Most male condoms are made of latex, but what is latex? What else is it used for? Write a 300-word paper about latex, including why it is a good material to make condoms out of. Visit [www.explainthatstuff.com/rubber.html](http://www.explainthatstuff.com/rubber.html) to find the information you will use for your paper.
- Write down 5–10 lines of any song you like. Then they rewrite the lyrics to include birth control. You can write about a specific method of birth control or about birth control in general. It can have any tone—serious, funny, etc. The only requirement is that the new lyrics are PG and only use medically accurate information.
- Use the internet to answer the following questions about state birth control laws. You may use the following tips for searching online. This website will bring you to a map of the United States. Click on the state you want to learn about and scroll down to read about birth control laws and condom laws for teens.
- <http://sexetc.org/action-center/sex-in-the-states/>  
Try doing a general internet search with the phrase “birth control laws in (insert your state).”
  1. Write the name of the state you want to research. It can be the state you live in or any other state that interests you.
  2. Can teens get birth control without their parent's or guardian's permission? If there are any special rules about this, please write them down.
  3. Can teens get condoms without their parent's or guardian's permission?

**Unit 5: Dating and Relationships**  
**Grade Level: 8th Grade**

**Thematic Overview**

In this unit, students will explore common behaviors, both positive and negative, for dating and relationships. Students will work together to set positive norms for healthy dating behaviors. Students will understand the importance to have set rules that are equal and fair for all youth and not based on gender. The lessons progress through the stages of dating. Lessons will help to normalize breaking up as an expected stage of teenage dating, with the intent of reducing the emotional and verbal abuse that commonly follows.

**Standards:**

2.4.8.B.2: Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

2.4.8.B.5: Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.1.8.E.1: Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

2.4.8.E.2: Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.4.8.E.3: Explain how culture influences the ways families and groups cope with crisis and change.

2.4.8.E.4: Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

2.3.8.B.6: Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

2.4.8.C.5: Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

2.2.8.E.1: Evaluate various health products, services, and resources from different sources, including the internet.

2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals.



### **Driving Questions**

- What are some healthful ways in which teens, who are dating, can show affection for one another?
- What are some reasons why some teens choose not to date?
- What are the differences and similarities between affection and infatuation?
- How do dating relationships differ from friendships?
- Can dating friendships turn into dating and vice versa?
- How do the qualities of self-control and self-discipline help teens resist negative peer pressure? Why is it important to set limits in a dating relationship?
- What are some strategies that can help someone avoid high-risk dating situations?
- How can someone show affection in a dating relationship in a way that enhances the dignity, respect, and responsibility relating to marriage?
- How do alcohol and drug use and abuse play in increasing the risk of unsafe behaviors such as sexual activity?
- What are the benefits of individual dating and group dating?
- How do values influence a person's decision about engaging in sexual activity?

### **Student Objectives and Learning Goals**

Students will know and understand:

- The qualities of a healthy dating relationship.
- The three steps of dating.
- Permission or agreement is required to engage in all sexual activity.
- The various laws about sex that everyone must follow.
- How to express affection, love, and friendship in a healthy manner.
- Various communication skills that foster healthy relationships.
- The different characteristics of healthy and unhealthy relationships.
- How peer and societal influences affect sexual health practices and behaviors.
- The importance of collaborating with others to advocate for safe, respectful and equitable relationships.
- Strategies for maintaining respectful, safe, and responsible dating relationships.
- How to set personal limits and boundaries regarding dating and relationships.
- Refusal strategies for resisting negative peer pressures regarding dating.

Students will demonstrate the ability to:

- Explain the qualities of a healthy dating relationship.
- Describe healthy ways to express affection, love, and friendship.
- Analyze influence of family, peers, culture, media, technology, and other factors on health decisions.
- Describe the advantages and disadvantages of media and technology in today's world.

- Demonstrate interpersonal communication skills to interact with others positively and avoid or reduce health risks.
- Collaborate with others to advocate for respectful, safe, and responsible relationships.
- Demonstrate affirmative verbal and nonverbal communication skills to enhance health and reduce health risks.
- Describe the potential impact of power differences such as age, status or position within relationships.
- Compare and contrast healthy and unhealthy relationships.
- Demonstrate effective ways to communicate healthy boundaries and show respect for the boundaries of others.
- Communicate respectfully with people of all gender expressions, gender identities, and sexual orientations.

### **Sample Assessments**

- Interview someone at least 50 years older than you about how they think dating has changed since they were a teen or young adult. Ask them about their observations. Have they noticed changes in dating in the world around them—family, TV, movies, etc.? It doesn't matter whether or not they ever dated; the purpose is not to ask about their personal dating experiences. Write a paragraph about the ways dating has changed and/or remained the same. Be sure to include where the person lived (state or country) when they were a teen.
- You have been appointed by the President of the United States to be the Presidential Teen Dating Commission. Your job is to create a set of dating rules for teens, so that they can have happier, healthier dating relationships. The rules you create must meet the following guidelines:
  1. The rules must be completely fair.
  2. Every rule must work for everyone, including people of all sexual orientations, gender identities, cultures, races, religions, economic levels, etc
  3. The rules should promote respect and fairness between the people who are dating.
  4. The rules can't cause harm to anyone.
  5. There must be at least one rule for each step of dating: Asking someone out, dating or going out, and breaking up.
- Students will check local resources to find places in the community that are appropriate locations for teen dates. They will list several local activities that fit within the following categories: sports or athletic activities, community activities, and charitable activities. Students will include helpful information, such as addresses, phone numbers, and hours of operation. They can also highlight activities that are good choices for group dates. The teacher can compile all of the lists into one brochure for dating teens.

### **Approved Resources**

#### **Books**

What's Happening to My Body? Book for Boys: A Growing Up Guide for Parents and Sons, New, Expanded Third Edition

What's Happening to My Body? Book for Girls: A Growing Up Guide for Parents and Daughters, New, Expanded Third Edition by Lynda Madaras

Glencoe Health: Teacher Wraparound Edition

*Activities That Teach by Tom Jackson*

*More Activities That Teach by Tom Jackson*

*Still More Activities That Teach by Tom Jackson*

*Tools for Teaching Health: Lessons and Activities to Promote Health Literacy and Reduce Health Risks by Shannon Whalen, Dominick Splendorio, and Sal Chiariello*

*The Essentials of Teaching Health Education Curriculum, Instruction, and Assessment by Sarah Benes and Holly Alperin*

#### **Websites**

A project of Answer at Rutgers University: [www.SexEtc.org](http://www.SexEtc.org)

F.L.A.S.H. Curriculum (Family Life and Sexual Health): [www.kingcounty.gov/health/flash](http://www.kingcounty.gov/health/flash)

Teen Talk by Planned Parenthood: [www.plannedparenthood.org/teen-talk](http://www.plannedparenthood.org/teen-talk)

Teen Source by California Family Health Council: [www.teensource.org](http://www.teensource.org)

Nemours Foundation's Kids/Health and Teen/Health Websites: [www.teenshealth.org](http://www.teenshealth.org)

Information on STI testing in the US: <http://www.hivtest.org>

The American Social Health Association: <http://ashaSTI.org>

The CDC's Healthy Youth Website for Health Topics:  
<http://www.cdc.gov/healthyouth/sexualbehaviors/index.htm#1>

Advocates for Youth: [www.advocatesforyouth.org](http://www.advocatesforyouth.org)

Corporation for Public Broadcasting: <http://pbskids.org/itsmylife/body/puberty/>

Center for Disease Control: <https://www.cdc.gov/std/>

<http://pub.etr.org/sexmyths.html>

Sexual assault and abuse: [www.rainn.org/public-policy/laws-in-your-state](http://www.rainn.org/public-policy/laws-in-your-state)

Age of marriage: [www.law.cornell.edu/wex.table\\_marriage](http://www.law.cornell.edu/wex/table_marriage)

Safe Before Anyone Else: <http://www.safebae.org/>

A Netflix Film Audrie and Daisy and Curriculum: <http://www.audrieanddaisy.com/>

Love is Respect: <http://www.loveisrespect.org/>

National Center on Safe Supportive Learning Environments:  
<https://safesupportivelearning.ed.gov/safe-place-to-learn-k12>

Geena Davis Institute on Gender in the Media: <https://seejane.org/>

United States Government Organization to stop bullying: [www.StopBullying.org](http://www.StopBullying.org)

Awareness about Digital Dating Abuse: <https://thatsnotcool.com/>

### **Birth Control and STD Clinics**

There are many websites and phone numbers to help teens find birth control, condoms, emergency contraception, pregnancy tests, STD tests and HIV tests.

- Enter your zip code or call to find the nearest Planned Parenthood clinic.  
[www.plannedparenthood.org](http://www.plannedparenthood.org)
- Enter your zip code to find the nearest birth control clinic that is free or low cost.  
[www.hhs.gov/opa/](http://www.hhs.gov/opa/)
  - Enter your zip code to find a clinic for HIV tests, birth control, counseling and other services.  
[www.aids.gov](http://www.aids.gov)
- Enter your zip code to find the nearest place to get emergency contraception.  
[www.not-2-late.com](http://www.not-2-late.com)
- Birth control method information (World Health Organization): Scroll down to see chart.  
[www.who.int/mediacentre/factsheets/fs351/en/](http://www.who.int/mediacentre/factsheets/fs351/en/)

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- STD Information (Centers for Disease Control):  
[www.cdc.gov/std/](http://www.cdc.gov/std/)
- HPV Vaccine Information (Centers for Disease Control):  
[www.cdc.gov/vaccines/vpd-vac/hpv/](http://www.cdc.gov/vaccines/vpd-vac/hpv/)

**Help Finding a Clinic and Other Services**

Enter your address to find the nearest health clinics that are free or low cost. These clinics are for all health issues, not just sexual health.

<http://findahealthcenter.hrsa.gov/>

<http://www.hhs.gov/opa/> to find a local Title X clinic

**TOLL FREE NUMBERS FOR STI INFORMATION**

STI Hotline- American Social Health Association: 1-800-227-8922

CDC Information Line: 1-800-CDC-INFO

**Background Information for Teachers**

- Association of Reproductive Health Professionals  
<http://www.arhp.org/MethodMatch/>
- Medline Plus, a service of the U.S. National Library of Medicine  
<http://www.nlm.nih.gov/medlineplus/birthcontrol.html>

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