

Human Sexuality Health Unit
Subject/Course: Health Education Grades 9-12
Estimated Instructional Time: 6-8 classes

Instructional Focus

Big Ideas:

Sexuality is a natural and healthy part of living.

Sexuality includes physical, ethical, social, spiritual, psychological, and emotional dimensions.

In a pluralistic society it is ideal that persons accept and respect the diversity of values and beliefs about sexuality that exist in a community.

All sexual decisions have effects or consequences.

Enduring Understandings:

1. The quality of one's personal relationships depends on the ability to weigh consequences and make appropriate decisions.

2. One's perceptions of gender roles can determine the health of a relationship.

3. Decision-making strategies concerning risky behavior lead to life-long health consequences.

4. Abstinence/contraception reflects responsible sexual behaviors.

5. The media/peer groups influence decisions regarding relationships and life styles.

Essential Questions:

1. What are the skills necessary to develop healthy relationships?

2. How and why does the perception of gender roles influence relationship?

3. How do the decisions that we make today influence the quality of our lives in the future?

4. How are abstinence and contraception related to responsible sexual behaviors?

5. How do the media distort sexuality?

Guiding Questions:

1a. What is a healthy relationship?
 b. How do the choices you make affect your relationships with others?
 c. What factors influence the quality of a relationship?
 d. What are some strategies to end unhealthy relationships?

2a. What are gender roles?
 b. What influences a person's perception of gender roles?
 c. How might two people who have different perceptions of gender role positively interact?

3a. What unhealthy habits might have life-long consequences?
 b. What are some decision-making strategies that lead to making healthy choices?

4a. What is the most effective form of contraception?
 b. Do some forms of contraception have health benefits?
 c. What are the benefits of being sexually abstinent? (physical, social, emotional)

5a. What are some strategies to resist peer and media pressures to be sexually active?
 b. At what point is a person physically, mentally and emotionally ready to engage in a sexually-active relationship?

Unit Objectives: (Students will understand...)

- That human sexuality includes all aspects of being male and female, beginning at birth and develops throughout a person's lifetime.
- How and when conception occurs as well as to how to avoid unwanted pregnancy.

Enabling Objectives: (Students will...)

- Explore and be able to discern the differences between the four dimensions of sexuality which include the physical, emotional, social/emotional and ethical.
- Identify the influences on physical growth and development of the male and female reproductive systems.

Unit Objectives: (Students will understand...)

- That sexually transmitted infections are serious, sometimes painful, and can cause a great deal of damage, including death.
- The various theories about what determines sexual orientation including genetics and prenatal influences, socio-cultural influences, psychosocial factors, as well as a combination of all of these determinants.
- That young people live in a world where sexual content surrounds them. This overload of sexual information often gives teens a false sense of knowledge about sexual choices, intimacy, and the responsibilities that go with sexual activity.
- That in order to build a solid foundation for positive relationships with others they need to choose balanced relationships, build in time to be alone, and develop their own strengths and abilities as an individual.

Enabling Objectives: (Students will...)

- Compare various contraceptive methods, including abstinence, and identify their degree of effectiveness in preventing pregnancy and sexually transmitted infections.
- Develop strategies for setting personal sexual limits as a culminating activity after learning that self-control and delaying sexual gratification are valuable skills as one works through defining their personal values.
- Link the number of sexual partner one has to the increased chances of developing cervical cancer, sexually transmitted infections, and unwanted pregnancy.
- Explore through role-playing effective refusal skills when faced with unwanted sexual pressure from a partner.
- Identify characteristics of an unhealthy or limiting relationship and develop the skills to end that partnership.
- Analyze media messages and their impact upon one's perception of their own sexuality as well as develop strategies to decode those messages.

Assessments**Summative:**

- Written Exams- Reproductive Anatomy; Sexually Transmitted Infection Prevention; Contraception; Building and Ending Relationships
- Interactive Review Game Project
- Setting Sexual Limits D.E.C.I.D.E. Module Position Paper
- Refusal Skills Role Play

Formative:

- Four Aspects of Sexuality Group Puzzle Project
- Anatomy Word Wall Challenge
- Prompts
 - * How does estrogen and testosterone influence the development of the secondary sex characteristics?
 - * If a female is born with 300,000 eggs, are they male or female or somewhere in between?
 - * Is a person born gay or do they choose to be a homosexual?
 - * How does a person know when they are ready to enter into a sexual relationship?
 - * How do you know when a relationship is limiting your growth and how should you end it?
 - * Identify four messages that the media communicates. How do you know if they are true?
- Pre-Assessment- "Female Anatomy Challenge"
- Group Brainstorm- Effective Methods for Ending a Dating Relationship"; "Contraception/STI Effectiveness Charting"

Resources	
Instructional Resources: <ul style="list-style-type: none"> • Response Cards • Graphic Organizers • Anatomy Transfer Cards • Game Boards • Anatomical Charts/ Velcro Posters • Worksheets • Demonstration Materials • LCD Projector/Overhead Pro • <i>Life's Greatest Miracle</i> DVD • Sexually Transmitted Infections PowerPoint • Current Health Magazine "Don't Believe the Hype: How the Media Distorts Sexuality" article • Brochures: "Female Facts" "Male Facts" ETR Associates • "Getting to the 'No' the Science of Building Willpower" By Jeffrey Kluger, Time Magazine; March 5, 2012 (pgs. 43-47) 	Professional Resources: <ul style="list-style-type: none"> • Current Health Weekly Reader/ Sexuality Supplements • <u>Exploring the Dimensions of Human Sexuality</u> by Greenbrug, Bruces, and Hafner; Jones & Bartlet Publishers • <u>Health</u> by Pruitt, Allegrante, Prothrow-Stith; Prentice-Hall • <u>Human Sexuality</u> by Roger Hock; Prentice-Hall • <u>Sex on the Brain</u> by Benjamin Amen, Ph.D. University of Pennsylvania • Sexuality Information Council of the United States, www.siecus.org • Amnion Crisis Pregnancy Center http://www.amnion.org • Planned Parenthood http://www.plannedparenthood.org/ • Advocates for Youth http://www.advocatesforyouth.org/ • American Association of Sexuality Educators, Counselors and Therapists http://www.aasect.org/ • The National Campaign to Prevent Teen and Unplanned Pregnancy http://www.thenationalcampaign.org/
Activities	
<ul style="list-style-type: none"> • "The Four Aspects of Sexuality" Group Puzzle Project • Anatomy Word Wall Challenge • "Female Anatomy Challenge" with Transfer Cards • Interactive Review Game Creation • Male Reproductive Anatomy "Sperminator" Activity • "Life's Greatest Miracle" Graphic Organizer Challenge • "Towards an Understanding" Activity • "Letter to My Classmates" Reflection • "Girls, Boys, and Apples" Silent Discussion • "The Dr. Phil Show" on Dating Scenarios Activity • "30 Dates for Under \$20.00" Activity • "Navigating Gender Differences in the Brain" Activity • "Spineless and Courageous Methods of Breaking Up" Group Project • "How to Survive a Break-Up" Draw-to-Think Activity 	
Differentiated Instruction	
Extensions/Enhancements: <ul style="list-style-type: none"> • Anchor Activities <ul style="list-style-type: none"> * Skills practice at computers * Targeted research * Supplementary Articles/Reading * Journal Writing 	<ul style="list-style-type: none"> * Independent study * Current events reading * Unit review game/activity * Real life scenarios

* "How Stuff Works" website/ GIST

* Targeted research

Adaptations/Modifications:

- Priming prior knowledge / previewing / predicting
- Identifying the main idea / summarizing
- Using text structure / using graphic organizers
- Answering and generating questions
- Flexible grouping
- Ongoing assessments
- Variety of assessment tools
- Use of educational resource room
- Break large tasks into smaller chunks and provide timelines for completion
- Checks for understanding
- Collaborating with peer (ESL students)
- Pre-teaching and front loading to scaffold new ideas to previously learned information
- Teacher copy of notes
- Comprehension checks and use of comprehension strategies: i.e. note-taking guide, highlighting instructions, summary sheets, opportunities for look backs, leveled text
- Use of prewriting and post-writing strategies, teacher or peer conferencing prior to submission

Key Terms

Abstinence	Erection	Infertility	Ova	Sexuality
AIDS/HIV	Estrogen	Mammogram	Ovulation	Sexually Transmitted Infection
Bisexual	Fertilization	Masturbation	Penis	Sperm
Body Image	Fetus	Menopause	Placenta	Testes
Commitment	Gender Roles	Menstruation	Prenatal Care	Testosterone
Contraception	Gender	Miscarriage	Puberty	Uterus
Ejaculation	Heterosexual	Nocturnal Emission	Secondary Sex Characteristics	Vagina
Emotional intimacy	Homosexual	Orgasm	Semen	values

PA Standards / Common Core Standards

Pennsylvania State Standards for Health Education

PA Key Concept: Students will acquire the knowledge and skills necessary to enhance personal and family health.

- Identify dimensions of human sexuality (10.1.12A)
- Discuss sexual health in appropriate ways (10.1.12A)
- Describe characteristics of a healthy relationship and strategies to end unhealthy relationships (10.1.12A)
- Describe elements of marriage and divorce (10.1.12A)
- Describe gender role and sexual orientation (10.1.12A)
- Identify benefits of being sexually abstinent (10.1.12A)
- Develop goals and strategies to support abstinence (10.2.12D)
- Develop strategies to resist media pressures to be sexually abstinent (10.2.12C)
- Practice resistance skills to be abstinent (10.2.12D)
- Identify resources (school, community) to promote sexual health (10.2.12E)
- Identify skills and knowledge for BSE, TSE and sexual health (10.2.12A)

- Understand relationship between sexual activity, risky behavior, STDs and HIV/AIDS (10.1.12B)
- Use strategies (decision making and refusal skills) to reduce infection with STDs and HIV/AIDS (10.2.12D)
- Describe risky behaviors that promote STDs, HIV/AIDS, and pregnancy (10.2.12E)
- Describe forms of contraception and condom use to prevent STDs, HIV/AIDS and pregnancy (10.2.12b)

Common Core Standards:

[CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

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