

COURSE: Health	GRADE(S): 9 <sup>th</sup> Grade
UNIT: Sexuality - Introduction	TIMEFRAME: 2 Lessons

<b>NATIONAL STANDARDS:</b>	
<b>STANDARD 1:</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<b>STANDARD 2:</b>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
<b>STANDARD 3:</b>	Students will demonstrate the ability to access valid information and products and services to enhance health.
<b>STANDARD 4:</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<b>STATE STANDARDS:</b>	
<b>10.1. Concepts of Health</b>	
10.1.9.A.	Analyze factors that impact growth and development between adolescence and adulthood.
<b>10.2. Healthful Living</b>	
10.2.9.C.	Analyze media health and safety messages and describe their impact on personal health and safety.
<i>Reading Assessment Anchors:</i>	
<b>R11.A.2 Understand nonfiction appropriate to grade level</b>	
R11.A.2.1	Identify and apply the meaning of vocabulary in nonfiction
R11.A.2.2	Identify and apply word recognition skills
R11.A.2.4	Identify and explain main ideas and relevant details
R11.A.2.6	Identify, describe, and analyze genre of text
<b>R11.B.3 Interpret, describe, and analyze concepts and organization of non-fictional text</b>	
R11.B.3.1	Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text
R11.B.3.2	Distinguish between essential and nonessential information within or between text

<b>UNIT OBJECTIVES:</b>	<b>CONTENT:</b>
Differentiate between sexuality, sex roles, and sexual orientation.	<ul style="list-style-type: none"> <li>I. Sexuality <ul style="list-style-type: none"> <li>- <i>Definition:</i> Includes the feelings and attitudes a person has about his/her body, sex role, and sexual orientation, as well as, his/her feelings and attitudes regarding their bodies, sex roles, and sexual orientation of others.</li> <li>- Healthy Attitudes toward sexuality are formed &amp; influenced by having a positive self-concept, and choosing self-loving behavior.</li> <li>- Parent &amp; other significant adult messages, such as, "I'm glad you're a girl" are internalized.</li> <li>- The behavior of <i>parents</i> and other significant adults in regards to <i>sex roles</i>. <ul style="list-style-type: none"> <li>o <i>Sex Roles</i> are the ways in which a person acts and the feelings and</li> </ul> </li> </ul> </li> </ul>

Compare and contrast the components of the complexity of human sexuality.

Analyze how the media influences sexuality.

attitudes a person has about being male and female as well as the expectations a person has for others.

- Parents & other significant others influence a child's openness about sexuality.
  - o The Complexity of Human Sexuality
    - Ethical-ideals: religious beliefs, moral opinions and actions, values.
    - Cultural: family, neighbors, peers, house of worship, school, dating, marriage, law, custom, information and entertainment media, advertising.
    - Biological: reproduction, fertility control, sexual arousal and response, growth and development, physiological cycles and changes, physical appearance.
    - Psychological: emotions, experience, self-concept, motivation, expressiveness, learned attitudes, learned behavior.

- II. Media Influence: The media have a profound effect on sexual information, values, and behavior.
  - Sexual images are often depicted in the arts, such as music, films, drama and literature.
  - The nature of sexual images in art has changed through time.
  - The media often present an unrealistic image of what it means to be male or female, what it means to be in love, and what parenthood and marriages are like.
    - o No one really looks as perfect in real life as certain actors and actresses appear in the media.
    - o The sexuality of men, women and certain culture groups are sometimes stereotyped.
  - The media can influence the way people think, behave, dress, and purchase products.
    - o Often images of attractive men and women are used to sell products.
    - o Subtle and not so subtle sexual innuendoes are included in advertising.
    - o Soap operas and talk shows may give inaccurate and unrealistic information and portrayals of sexuality.
    - o Physical and emotional consequences of sexual relationships are rarely presented.
    - o Real relationships require more effort than is often portrayed in the media.
    - o Some television shows and movies provide

<p><b>ACTIVITIES:</b></p> <p>Graffiti Wall Activity: Students respond to teacher developed questions on sexuality. Class then discusses answers.(Analyzing Internal/External Influences)</p> <p>Teacher introduces overall concept of sexuality.</p> <p>Brainstorm words associated with sex and sexuality.</p> <p>Males and females list the advantages and disadvantages of their sex, then share and discuss their perceptions. (Analyzing Internal/External Influences)</p> <p>Sex in Advertising Worksheet, (PMSD Materials book) Students use magazine advertisements to answer questions on media influence.</p> <p>Analyze a song that directly or indirectly sends messages concerning sex. (Analyzing Internal/External Influences)</p> <p>ABC NEWS INTERACTIVE Video disc – <i>Teenage Sexuality 1990</i>; Chapters 9 &amp; 10 – view and answer questions. (Accessing Information)</p> <p>Talking About Sex Video (Analyzing Internal/External Influences)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p><b>RESOURCES:</b></p> <p><i>Education for Sexuality and HIV/AIDS</i>, Meeks Heit Publishing Company, 1993</p> <p><i>Essentials of Health and Wellness</i>, Delmar Learning a division of Thomson Learning, (2005)</p> <p><i>Health and Wellness</i>. Meeks Heit P. Cop (2005)</p> <p>Video: "The Sex Differences" , John Stossel</p> <p><a href="http://www.med.sc.edu/medialit">http://www.med.sc.edu/medialit</a></p> <p><a href="http://www.healthma.com/family_relationships">http://www.healthma.com/family_relationships</a></p>	<p>positive role models of relationships and sexuality.</p> <p><b>ASSESSMENTS:</b></p> <p>Each student will write their personal definition of sexuality. The paragraph will differentiate between sexuality, sex roles and sexual orientation.</p> <p>Pair-Share: Students will get a partner and compare and contrast the components of the complexity of human sexuality.</p> <p>Students will select a magazine advertisement and submit a written analysis of how sexuality is used to sell a product.</p> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>✧ Student's <i>copy</i> notes from the overhead/chalk board from a handout.</li> <li>✧ Revised worksheets</li> <li>✧ Peer helpers</li> <li>✧ Work with case manager as needed</li> </ul> <p><b>ENRICHMENT:</b></p> <p>Research and present information on how the media affects our culture.</p> <p>Working with a classmate, create the text, sound and visuals for a documentary video clip describing teens opinions of the effects of violence or sex in media messages.</p> <p>Create an advertisement for a commonly advertised product. Compare you advertisement with an existing advertisement for the same product. Invite several people to analyze which advertisement they think is the most truthful and which they think is the most effective at selling the product.</p> <p>Select a 60 minute action show and watch it on television. Count the number of violent incidents and now how long the incidents lasted. Count the number of commercials and how long they were on the screen. Subtract the number of minutes from the commercials from the total length of the show. Create a graph to show the amount of violence in the show compared to nonviolence. Create another graph comparing the length of the show to the length of commercials.</p>
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