

# Unit 3: Reproduction System/Sexuality

Content Area: **Health**  
Course(s): **Family Living I**  
Time Period: **1 marking period**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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The decision to become sexually active affects one's physical, social, and emotional health. In this unit students will further their understanding of the reproductive system, and one's own sexuality. Students will be drawn to the conclusion that abstinence is the best decision to make at this point in their lives. Students will further their understanding on keeping the reproductive system healthy throughout their lives.

## Transfer

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Students will be able to independently use their learning to...

- familiarize the changes of the body that occur during growth
- make thoughtful decisions to keep the body healthy to promote a higher quality of life

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

-There are many short and long-term health benefits and risks associated with choosing when to become sexually active.

## **Essential Questions**

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Students will keep considering...

- How does the human reproductive system function?
- How does abstinence insure a healthy lifestyle?
- What are the signs of diseases that may affect the well-being of a person?
- What are the symptoms of these diseases?
- How do we prevent the diseases that affect our reproductive system?
- How to demonstrate respect to one's own sexuality?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- \* vocabulary of the reproductive system and definitions
- \* signs of puberty
- \* structure and function of the reproductive system
- \* recognizing diseases

- \* symptoms and prevention of diseases
- \* keeping the reproductive system healthy
- \* recognize the different aspects of sexuality
- \* described how gender is identified and expressed
- \* identify various sexual orientations

### **Students will be skilled at...**

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Students will be skilled at...

Identify the parts of the male and female reproductive system.

Explain, compare and contrast the parts of the reproductive system in terms of function.

Explain, compare and contrast the diseases of the reproductive system.

Recognize and identify different aspects of sexuality

### **Academic Vocabulary**

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puberty

Asexual Reproduction

Cell Division

Gamete

Meiosis

Mitosis

scrotum

testicles

epididymis

vas deferens

seminal vesicle

cowper's gland

prostate gland

urethra

penis

Follicle Stimulating Hormone

Luteinizing Hormone

Sperm

Testosterone

Erectile Tissue

Testicular Injury

Testicular Torsion

Sterility

Undescended Testes (Cryptorchidism)

Orchitis

Prostatitis

Hernia

Testicular Cancer

Prostate Cancer

\* Puberty

\* Ova

\* Estrogen

\* Progesterone

\* Follicle Stimulating Hormone

\* Luteinizing Hormone

\* Ovaries

\* Ovulation

\* Fallopian Tubes

- \* Fimbria
- \* Uterus
- \* Endometrium
- \* Cervix
- \* Vagina
- \* Menstrual Cycle
- \* Menarche
- \* Flagellum
- \* Menstruation
- \* Menopause
- \* Hymen
- \* Clitoris
- \* Labia Minora
- \* Labia Majora
- \* Vulva
- \* Hysterectomy
- \* Pap Smear
- \* Mammogram
- \* Sterility
- \* Fibroid
- \* Premenstrual Dysphoric Disorder (PMDD)
- \* Endometriosis
- \* Vaginitis
- \* Breast Cancer
- \* Ovarian Cancer
- \* Uterine Cancer
- \* Cervical Cancer

- \* Vaginal Cancer
- \* Ectopic Pregnancy
- \* Pre-menstrual Syndrome
- \* Mons Pubis
  - Sexual Orientation
  - Sexuality
  - Transgender

## **Learning Goal 1**

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Identify and understand terms used in describing the reproductive system.

- Identify and understand terms used in describing the reproductive system.
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|------------------|--|
| HPE.2.4.12.B.1   | Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.  |
| HPE.2.4.12.B.4   | Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.   |
| HPE.2.4.12.B.5   | Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine). |
| HPE.2.4.12.B.CS4 | Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.  |

## **Target 1**

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Students will be able to define internal and external organs of the reproductive system.

- Students will be able to define internal and external organs of the reproductive system.

## **Target 2**

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Students will be able to identify the functions of internal and external organs of the reproductive system.

- Students will be able to identify the functions of internal and external organs of the reproductive system

## **Learning Goal 2**

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Understand the physiology of the reproductive system.

- Understand the physiology of the reproductive system.

HPE.2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
HPE.2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).
HPE.2.4.12.B.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
HPE.2.4.12.B.CS4	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

## **Target Goal 1**

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Identify the production of sperm, and its journey through the male reproductive system.

- Identify the production of sperm, and its journey through the male reproductive system.

## **Target Goal #2**

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Understand the stages of the menstrual cycle.

- Understand the stages of the menstrual cycle.

## **Learning Goal 3**

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Demonstrate knowledge on the diseases of the male reproductive system.

- Demonstrate knowledge on the diseases of the male reproductive system

HPE.2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).
HPE.2.4.12.B.CS4	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

## Target 1

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students will be able to identify the following diseases of the male reproductive system: sterility, undescended testes, testicular injury, testicular torsion, testicular cancer, prostate cancer, hernia, and cancer of the penis.

- students will be able to identify the following diseases of the male reproductive system: sterility, undescended testes, testicular injury, testicular torsion, testicular cancer, prostate cancer, hernia, and cancer of the penis.

## Target 2

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Students will be able to identify the symptoms and treatments of the male reproductive diseases.

Students will be able to gain information on how to prevent and treat the diseases.

- Students will be able to identify the symptoms and treatments of the male reproductive diseases. Students will be able to gain information on how to prevent and treat the diseases.

## Learning Goal 4

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Students will analyze topics on sexuality, that requires a safe supportive environment.

HPE.2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
HPE.2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
HPE.2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
HPE.2.4.12.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.12.B.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

## Target 1

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Describe how gender is identified and expressed

HPE.2.4.12.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.12.B.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

## Target 2

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Identify various sexual orientations

HPE.2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
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## **Summative Assessment**

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Projects (incorporating technology), Notebooks, Tests, Quizzes

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Formative Assessment and Performance Opportunities**

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- \* Observation
- \* Homework/ Class work
- \* Class Participation
- \* Notebook
- \* Discussions
- \* Group Activities

## **Differentiation/Enrichment**

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- \* Modifications as per IEP/ 504 plans
- \* Google classroom resources (powerpoint, guided notes)
- \* Small group activities

- \* Reteaching opportunities in textbook
- \* Directed reading
- \* Inclusion strategies in textbook
- \* Motivating activities in textbook

## **Unit Resources**

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G-W Comprehensive Health 2nd Edition

Power Point

Topic related video clips

Handouts/Worksheets

[Kidshealth.org](http://Kidshealth.org)

Ed Puzzle

Flash Cards

Matching Game