

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

Course Name: Human Sexuality

Length of Course:	Semester
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grades 11 and 12
Credit Value: (High School Only)	2.5
Date Approved:	August 22, 2016

TABLE OF CONTENTS

Statement of Purpose	3
Course Objectives	4
Time Line	5
Unit 1: Attitudes, Customs and Mores	6
Unit 2: Sexuality	8
Unit 3: Contraceptives	10
Unit 4: Sexually Transmitted Infections	12
Unit 5: Human Reproduction/Biological Sexuality	14
Unit 6: Lifestyles & Relationships	16
Unit 7: Sexual Assault & Sexual Offenses	18
Unit 8: Types of Sexual Behavior	20
Unit 9: Sexual Dysfunction	22
Unit 10: Sexuality of the Aging, Physically and Mentally Challenged	24

Statement of Purpose

This course of study has been designed for students to be instructed on various aspects of reproductive anatomy and physiology as it relates to the biological sexes. There will also be emphasis on the critical analysis of behavior, issues, attitudes and customs regarding human sexuality.

HUMAN SEXUALITY –

- 1. The characteristic quality of the male and female reproductive elements.**
- 2. The constitution of an individual in relation to sexual attitudes or activity. This is a broad concept that includes aspects of the physical, psychological, social, emotional, and spiritual makeup of an individual. It is not limited to the physical or biological reproductive elements and behavior, but encompasses the manner in which individuals use their own roles, relationships, values, customs, and gender.**

Medical Dictionary Definition

This is a semester-elective course in which the students will study various aspects of reproductive anatomy and physiology as it relates to the biological sexes. There will also be an emphasis on the critical analysis of behavior, issues, attitudes and customs regarding human sexuality. Throughout the course there will be class discussion, research and analysis as well as appropriate consultants as available. The objectives of this course are as follows: 1- to acquire knowledge of biological, anatomical, physiological as well as psychological aspects of sexual maturation and behavior, 2- to develop insight of the more prevalent attitudes, customs and mores throughout the world regarding human sexuality, 3- to use proper terminology to identify reproductive anatomy, physiology and biological differences and similarities, 4- to use values and customs to assist in any decision making and attitudes regarding sexuality.

Course Objectives

The student will be able to:

- Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- Compare and contrast attitudes and beliefs about gender identify, sexual orientation, and gender equity across cultures.
- Analyze current issues facing the disability community and make recommendations to address those issues.
- Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
- 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).
- Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
- 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.

TIMELINE

Semester Units

Attitudes, Customs and Mores	7 – 10 days
Sexuality	20 – 25 days
Contraceptives	5 – 7 days
Sexually Transmitted Infections	10 – 15 days
Human Reproduction/Biological Sexuality	5 – 7 days
Lifestyles & Relationships	10 – 15 days
Sexual Assault & Sexual Offenses	7 – 10 days
Types of Sexual Behavior	7 – 10 days
Sexual Dysfunction	3 – 5 days
Sexuality of the Aging, Physically and Mentally Challenge	3 – 5 days

Unit Title: ATTITUDES, CUSTOMS and MORES – Values, Myths, Misinformation and Gender Roles

Targeted Standards: (local, district, state or national) 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.4 All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: (Students will demonstrate an understanding) 1. that there is diversity among values, morals, ethics, religion, and gender roles. 2. that there is influence on how their values are established.

Essential Questions: 1. What is one way to demonstrate respect for diversity in relationships? 2. What are some possible external pressures and/or opportunities that present themselves that may influence a person to become sexually active?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Written/oral assessments group discussion, activities or essay.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12A 1. Compare and contrast how family structures, values, rituals and traditions meet basic human needs worldwide. 3. Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood. 4. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating	<ul style="list-style-type: none"> Development of values, ethics & morals Historical perspectives Sexual customs in the U.S. and other countries Accurate Sex Information Effects & views of religion on sexuality Myths about sexuality Gender roles Sexual ethics and decisions Abortion 	<ul style="list-style-type: none"> Self-evaluation Clarify fallacies Determine their own appropriate gender role Identify & clarify existing gender role stereotypes Establish their own set of values Determine where to obtain accurate facts and information <p>Make decisions based on accurate, safe information</p>	<ul style="list-style-type: none"> Videos/DVD's Group Work Handouts Research Lecture Questioning strategies Diagrams Labeling Role play Bulletin boards Cooperative activities Guest speakers Presentations Power points Interactive games 	<ul style="list-style-type: none"> Pre-assessment Google forms Class discussion Homework Quizzes Tests Teacher Lecture Projects Presentations Reports Research papers Q and A

Unit Title: ATTITUDES, CUSTOMS and MORES – Values, Myths, Misinformation and Gender Roles (cont.)

<p>relationships, and lifetime commitments such as marriage. 2.4.12B 4. Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>2.2.12.A. 1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p>	<p>*No position will be taken on social, religious or moral implications other than explanation</p>			
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <ul style="list-style-type: none"> • Supportive DVD's/Videos • Sex Etc. • Best practices • Current Health Magazine • www.health.org • www.healthcentral.gov • www.cdc.gov • www.discoveryeducation.com <p>N.J. State Department of Education.(2014) Core Curriculum Content Standards in Comprehensive Health and physical Education.</p>		<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Differentiate instruction • Rewordify • Modify curriculum to suit individual needs • Consult IEP's and 504 plans • Provide study guides • Utilize peer tutors • Assign roles or specific tasks for group projects • Adapt presentations/products to accommodate multiple intelligences 		

Unit Title: Sexuality

Targeted Standards: (local, district, state or national)**2.4 Human Relationships and Sexuality** All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: (Students will understand that) 1. Students will understand that there are various dimensions to a person's sexuality. 2. Students will understand various influences on brain differentiation & psychosexual development. 3. Students will understand that sexuality is a lifelong process from infancy through old age.

Essential Questions: 1. How do you know when the time is right for you to become sexually active? 2. What determines a person's sexual orientation and gender identity?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Teacher observation, written/oral assessments, question and answer, and presentations or activities

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12B 1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures. 4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technology advances influence sexuality and reproductive health. 5. Investigate current and emerging topics related to sexual orientation.	<ul style="list-style-type: none"> Various sexualities <ul style="list-style-type: none"> -homosexuality -heterosexuality -bisexuality -transsexuality -asexuality Gender identity Social influences on sexuality -historical perspectives Various dimensions of a person's sexuality How adolescents change and grow physically and emotionally 	<ul style="list-style-type: none"> Define various sexualities Define gender identity Define social influences Identify various sexualities Identify gender identity Identify social influences Verbalize what determines various human sexualities Explain various changes that take place for males/females during puberty Make decisions regarding sexuality 	<ul style="list-style-type: none"> Handouts Group work Role-play Research DVD's/Videos Power points Lecture Bulletin boards Cooperative activities Diagrams and charts Labeling Guest speakers Presentations 	<ul style="list-style-type: none"> Quizzes Tests Worksheets Class discussions Homework Pre-assessments Projects Presentations Research papers Teacher Lecture Reports Q and A

Unit Title: Sexuality (cont.)

	<ul style="list-style-type: none"> • Various stages of sexuality: childhood, adolescent and adult • Sexuality is a lifelong process 	<ul style="list-style-type: none"> • Explain the differences in the various stages of sexuality 		
<p>Resources: Essential Materials, Supplementary Materials</p> <ul style="list-style-type: none"> • Internet • Supportive DVD's/Videos • Sex Etc. • Best practices • Current Health Magazine • www.health.org • www.healthcentral.gov • www.cdc.gov • www.discoveryeducation.com • N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education 			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Differentiate instruction • Modify curriculum to suit individual needs • Consult IEP's and 504 plans • Provide study guides • Utilize peer tutors • Assign roles or specific tasks for group projects • Adapt presentations/products to accommodate multiple intelligences 	

Unit Title: Contraceptives

Targeted Standards: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: 1. Students will understand that there are various methods of contraception. 2. Students will understand that the option not to have intercourse is a basic right.

Essential Questions: 1. How do you know which contraceptive method to use? 2. What are the advantages and disadvantages of various forms of contraceptives?

Unit Assessment: Teacher observation, written/oral assessments, question and answer, and presentations or activities, final essay.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12B 2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy. 3. Analyze factors that influence the choice, use, and effectiveness, of contraception, risk reduction, or risk elimination strategies. 2.4.12C 9. Investigate the legal rights and responsibilities of teen mothers and fathers. 11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage	<ul style="list-style-type: none"> • Stress Abstinence • Various methods of contraception: <ol style="list-style-type: none"> 1. Abstinence 2. Sterilization 3. Oral contraceptives 4. Intrauterine device (IUD) 5. Diaphragm 6. Cervical Cap 7. Condoms 8. Female Condom/Reality 9. Spermicides 10. Depo-provera injections 11. Ortho – transdermal patch 	<ul style="list-style-type: none"> • Identify and describe types of contraceptives <ul style="list-style-type: none"> -How they work -Use and effectiveness -Side effects and safety -Advantages and disadvantages • Make decisions and build communication skills • Evaluate contraceptive effectiveness and safety 	<ul style="list-style-type: none"> • Videos/DVD's • Handouts • Group work • Research • Samples • Lecture • Diagrams • Labeling • Role play • Bulletin boards • Cooperative activities • Guest speakers • Presentations • Power points 	<ul style="list-style-type: none"> • Pre-assessment • Test • Quizzes • Worksheets • Class discussion • Homework • Teacher Lecture • Worksheets • Projects • Presentations • Reports • Research Papers • Q and A

Unit Title: Contraceptives (cont.)

<p>patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.</p>	<p>12. Nuvaring 13. Rhythm method or natural family planning 14. Others</p> <ul style="list-style-type: none"> • Contraceptive effectiveness and safety • Rules of unplanned pregnancy through contraceptive misuse • Various historical perspectives • Post-coital methods *No position will be taken on social, religious or moral implications other than explanation 			
<p>Resources: : Essential Materials, Supplementary Materials</p> <ul style="list-style-type: none"> • Internet • Supportive DVD's/Videos • Sex Etc. • Best practices • Current Health Magazine • www.health.org • www.healthcentral.gov • www.cdc.gov • www.discoveryeducation.com • N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education 		<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Differentiate instruction • Modify curriculum to suit individual needs • Consult IEP's and 504 plans • Provide study guides • Utilize peer tutors • Assign roles or specific tasks for group projects • Adapt presentations/products to accommodate multiple intelligences 		

Unit Title: Sexually Transmitted Infections

Targeted Standards: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: 1. Students will understand the various symptoms of several Sexually Transmitted Infections (STI).
2. Students will understand how to prevent the contraction and spread of STI's. 3. Students will understand there are places to go for help when infected.

Essential Questions: Why does the United States have such a high incidence of sexually transmitted infections?

Unit Assessment: Teacher observation, written/oral assessments, question and answer, and presentations or activities, final essay.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12B 2. Critique behaviors that place one at greater risk for HIV/AIDS, STI's, and unintended pregnancy. 3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.	<ul style="list-style-type: none"> • Various symptoms of STI's • How to prevent STI's • Where to go for help when infected <ul style="list-style-type: none"> - Chlamydia trachomatis - Gonorrhea - Genital Herpes - Genital/Anal Warts (Human Papilloma Virus) - Syphilis - Pubic Lice - Trichomoniasis - HIV (Human Immunodeficiency Virus) and AIDS - T mycoplasma - Viral Hepatitis • Psychological impact of STI's • How to prevent STI's 	<ul style="list-style-type: none"> • Describe and list symptoms of STI's • Identify various STI's • Verbalize various ways to get help 	<ul style="list-style-type: none"> • Research • Role-play • Group Work • Handouts • PowerPoint • Videos/DVDs • Lecture • Guest Speakers • Diagrams • Labeling • Role play • Bulletin boards • Cooperative activities • presentations 	<ul style="list-style-type: none"> • Quizzes • Tests • Worksheets • Class discussions • Homework • Pre-assessments • Teacher Lecture • Projects • Presentations

Unit Title: Sexually Transmitted Infections (cont.)

<p>Resources: Essential Materials, Supplementary Materials</p> <ul style="list-style-type: none">• Internet• Supportive DVD's/Videos• Sex Etc.• Best practices• Current Health Magazine• www.health.org• www.healthcentral.gov• www.cdc.gov• www.discoveryeducation.com• N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education	<p>Instructional Adjustments Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none">• Differentiate instruction• Modify curriculum to suit individual needs• Consult IEP's and 504 plans• Provide study guides• Utilize peer tutors• Assign roles or specific tasks for group projects• Adapt presentations/products to accommodate multiple intelligences
---	--

Unit Title: Human Reproduction/Biological Sexuality

Targeted Standards: 2.4 Human Relationships and Sexuality All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: 1. Students will understand that the structure and functions of the human reproductive system as well as the importance of health maintenance. 2. Students will understand how some diseases and drugs affect sexual functioning.

Essential Questions: 1. How does the human reproductive system work? 2. Why is it important to maintain reproductive system health?

Unit Assessment: Teacher observation, written/oral assessments, question and answer, and presentations or activities

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12B 1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures. 4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technology advances influence sexuality and reproductive health. 6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventative health care.	<ul style="list-style-type: none"> Parts of the male and female reproductive system. How the reproductive system works and functions. Human sexual response cycle. <ul style="list-style-type: none"> -How it works -Prescription Drugs -Nonprescription Drugs Reproductive system health <ul style="list-style-type: none"> -Breast Exam(Self) -Pelvic Exam -Prostrate Exam -Testicular Exam 	<ul style="list-style-type: none"> Identify parts and functions of the reproductive system. Describe the purpose of the reproductive system. Describe the purpose of self-exams. Verbalize how to maintain reproductive system health. Explain the process of fertilization, pregnancy and childbirth Describe diseases and disorders affecting the Reproductive System and sexual functioning 	<ul style="list-style-type: none"> Group Work Role Play Research Handouts PowerPoint Videos/DVDs Lecture Bulletin boards Cooperative activities Diagrams/charts Labeling Guest speakers Presentations 	<ul style="list-style-type: none"> Quizzes Tests Worksheets Class discussion Homework Pre-assessment Projects Presentations Research papers Lecture Reports Q and A

Unit Title: Human Reproduction/Biological Sexuality (cont.)

	<ul style="list-style-type: none"> • Disease and infections that affect the reproductive systems and sexual health functions • Menstruation • Coitus • Effects of drugs on sexual functioning • Sexuality and persons with disabilities/illnesses 			
<p>Resources: Essential Materials, Supplementary Materials</p> <ul style="list-style-type: none"> • Internet • Supportive DVD's/Videos • Sex Etc. • Best practices • Current Health Magazine • www.health.org • www.healthcentral.gov • www.cdc.gov • www.discoveryeducation.com • N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education 			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Differentiate instruction • Modify curriculum to suit individual needs • Consult IEP's and 504 plans • Provide study guides • Utilize peer tutors • Assign roles or specific tasks for group projects • Adapt presentations/products to accommodate multiple intelligences 	

Unit Title: Lifestyles and Relationships

Targeted Standards: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: 1. Students will understand that there are many types of relationships. 2. Students will understand that there are different types of family structure.

Essential Questions: 1. What are the different kinds of love? 2. Why is it important to identify the various types of lifestyles and their responsibilities? 3. What are the different types of family structures?

Unit Assessment: Teacher observation, written/oral assessments, question and answer, and presentations or activities, final essay.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12A 1. Investigate how different family structures, values, rituals, and traditions meet basic human needs. 3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships. 5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage. 2.4.12C 7. Analyze the physical, economic, emotional, social, intellectual, and cultural	<ul style="list-style-type: none"> Types of families Evolution of love Types of love Factors that contribute to long lasting relationships Various types of lifestyles and their responsibilities Areas of conflict between adolescents and parents Evolution of love 	<ul style="list-style-type: none"> List/Identify various types of families <ul style="list-style-type: none"> -Purpose -Customs -Adjustments -Laws Identify types of commitments <ul style="list-style-type: none"> -Marriage -Non-marriage -Civil Union -Domestic Partners Verbalize /differentiate types of love Identify factors that contribute to long lasting relationships 	<ul style="list-style-type: none"> Videos/DVD's Handouts Group Work Role Playing Lecture Handouts Group Work Research Diagrams Labeling Role play Bulletin boards Cooperative activities Guest speakers Presentations Power points 	<ul style="list-style-type: none"> Class discussion Test Worksheets Homework Pre-assessment Quizzes Teacher Lecture Homework Projects Presentations Research papers Reports Q and A

Unit Title: Lifestyles and Relationships (cont.)

<p>demands of raising a child. 11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.</p>				
<p>Resources: Essential Materials, Supplementary Materials</p> <ul style="list-style-type: none"> • Internet • Supportive DVD's/Videos • Sex Etc. • Best practices • Current Health Magazine • www.health.org • www.healthcentral.gov • www.cdc.gov • www.discoveryeducation.com • N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education 			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Differentiate instruction • Modify curriculum to suit individual needs • Consult IEP's and 504 plans • Provide study guides • Utilize peer tutors • Assign roles or specific tasks for group projects • Adapt presentations/products to accommodate multiple intelligences 	

Unit Title: Sexual Assault and Sexual Offenses

Targeted Standards: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: 1. Students will understand that there are various types of sexual assaults/rapes. 2. Students will understand the difference between sexual harassment and sexual assault. 3. Students will understand the effects of incest on everyone involved. 4. Students will understand the laws and their applications to sexual behavior.

Essential Questions: How do you know when sexual words or actions are illegal? 2. What are the psychological motivations of sex offenders?

Unit Assessment: Teacher observation, written/oral assessments, question and answer, and presentations or activities, final essay.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12A 7. Develop strategies to address domestic or dating violence and end unhealthy relationships. 2.4.12B 1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.	<ul style="list-style-type: none"> • Historical perspectives and myths • Rape patterns <ul style="list-style-type: none"> a. Forcible rape <ul style="list-style-type: none"> 1. Acquaintance rape 2. Marital rape 3. Male rape 4. Group/gang rape b. Nonforcible rape <ul style="list-style-type: none"> 1. Statutory rape 2. Blackmail • Victimology • The perpetrator • Reducing the risk • Incest • Obscenity, Erotica, Pornography • Sexual Harassment 	<ul style="list-style-type: none"> • Define various sexual offenses • Dispel myths about rape • Identify rape patterns • Identify effects on victims • Identify risk reducing behaviors • Identify various aspects of sexual harassment • Identify laws for sex offenders 	<ul style="list-style-type: none"> • Videos/DVD's • Handouts • Research • Lecture • Group Work • Diagrams • Labeling • Role play • Bulletin boards • Cooperative activities • Guest speakers • Presentations • Power points 	<ul style="list-style-type: none"> • Quizzes • Tests • Class Discussion • Homework • Pre-assessment • Teacher Lecture • Worksheets • Projects • Presentations • Research papers • Reports • Q and A

Unit Title: Sexual Assault and Sexual Offenses (cont.)

	<ul style="list-style-type: none"> • Child Molestation • Sexual Offense Laws • Psychological motivations of sex offenders • Laws and their application to sexual behavior 			
<p>Resources: Essential Materials, Supplementary Materials</p> <ul style="list-style-type: none"> • Internet • Supportive DVD's/Videos • Sex Etc. • Best practices • Current Health Magazine • www.health.org • www.healthcentral.gov • www.cdc.gov • www.discoveryeducation.com • N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education 			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Differentiate instruction • Modify curriculum to suit individual needs • Consult IEP's and 504 plans • Provide study guides • Utilize peer tutors • Assign roles or specific tasks for group projects • Adapt presentations/products to accommodate multiple intelligences 	

Unit Title: Types of Sexual Behavior

Targeted Standards: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: 1. Students will understand that tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. 2. Students will understand that learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.

Essential Questions: How do we learn to understand and respect diversity in relationships?

Unit Assessment: Teacher observation, written/oral assessments, question and answer, and presentations or activities, final essay.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12B 1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures. 4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health. 5. Investigate current and emerging topics related to sexual orientation.	<ul style="list-style-type: none"> What is right and wrong in terms of values, morals, and attitudes Differences in sexuality in individuals: <ul style="list-style-type: none"> -heterosexuality -homosexuality -bisexuality -transgenderism -paraphilias -prostitution -promiscuity -exploitation 	<ul style="list-style-type: none"> Define different sexualities Know the characteristics of various sexualities Identify the causes of sexuality Verbalize the incidence of sexuality Understand the attitudes about sexuality Identify societal attitudes about sexuality 	<ul style="list-style-type: none"> Handouts Group Work Research Videos/DVDs Lecture Diagrams Labeling Role play Bulletin boards Cooperative activities Guest speakers Presentations Power points 	<ul style="list-style-type: none"> Pre-assessment Quizzes Tests Class discussion Teacher Lecture Worksheets Homework Projects Presentations Reports Research paper Q and A

Unit Title: Types of Sexual Behavior (cont.)

<p>Resources: Essential Materials, Supplementary Materials</p> <ul style="list-style-type: none">• Internet• Supportive DVD's/Videos• Sex Etc.• Best practices• Current Health Magazine• www.health.org• www.healthcentral.gov• www.cdc.gov• www.discoveryeducation.com• N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none">• Differentiate instruction• Modify curriculum to suit individual needs• Consult IEP's and 504 plans• Provide study guides• Utilize peer tutors• Assign roles or specific tasks for group projects• Adapt presentations/products to accommodate multiple intelligences
---	---

Unit Title: Sexual Dysfunction

Targeted Standards: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: 1. Students will understand how psychological and physiological factors affect sexual behavior. 2. Students will understand compassion for their partner.

Essential Questions: 1. How do you know when a person's sexual issues become problematic? 2. How do you discuss sexual issues with your partner?

Unit Assessment: Teacher observation, written/oral assessments, question and answer, and presentations or activities, final essay.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12A 6. Discuss the importance of physical and emotional intimacy in a healthy relationship	<ul style="list-style-type: none"> Erectile Dysfunction Preorgasmia Other Sexual Concerns Psychosexual Concerns and issues 	<ul style="list-style-type: none"> Describe psychological factors Identify/list various sexual dysfunctions Verbalize ways to respond to a partner's sexual issues 	<ul style="list-style-type: none"> Videos/DVDs Role-play Handouts Group Work Research Lecture Diagrams Labeling Role play Bulletin boards Cooperative activities Guest speakers Presentations Power points 	<ul style="list-style-type: none"> Quizzes Tests Worksheets Class Discussion Pre-assessment Teacher Lecture Homework Projects Presentations Research papers Reports Q and A

Unit Title: Sexual Dysfunction (cont.)

<p>Resources: Essential Materials, Supplementary Materials</p> <ul style="list-style-type: none">• Internet• Supportive DVD's/Videos• Sex Etc.• Best practices• Current Health Magazine• www.health.org• www.healthcentral.gov• www.cdc.gov• www.discoveryeducation.com• N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none">• Differentiate instruction• Modify curriculum to suit individual needs• Consult IEP's and 504 plans• Provide study guides• Utilize peer tutors• Assign roles or specific tasks for group projects• Adapt presentations/products to accommodate multiple intelligences
---	---

Unit Title: Sex and the Aging, Physically and Mentally Challenged

Targeted Standards: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit Objectives/Conceptual Understandings: 1. Students will understand that communication is important in any relationship. 2. Students will understand that disabled people have normal needs, feelings, and emotions. 3. Students will understand the lifelong process of sexual needs. 4. Students will appreciate the development of relationships.

Essential Questions: 1. What are some reliable personal and professional resources that are available to assist with relationship programs? 2. What is necessary in order to establish healthy sexual relationships?

Unit Assessment: Teacher observation, written/oral assessments, question and answer, and presentations or activities, final essay.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.4.12A 3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships. 6. Discuss the importance of physical and emotional intimacy in a healthy relationship	<ul style="list-style-type: none"> Psychology of the Disabled <ul style="list-style-type: none"> -Needs -interests -rehabilitation Treatment as related to sexual needs Physiology of aging as related to sex Psychology of aging as related to sex Emotional/Physical Needs of the aging population Dating relationships 	<ul style="list-style-type: none"> Locate personal and professional resources Identify sexual psychological needs of the disabled and aging Describe the differences in relationships of the disabled or aging 	<ul style="list-style-type: none"> Videos/DVD's Lecture Handouts Research Diagrams Labeling Role play Bulletin boards Cooperative activities Guest speakers Presentations Power points Group work 	<ul style="list-style-type: none"> Worksheets Class Discussion Homework Teacher Lecture Homework Projects Presentations Reports Research papers Quizzes Tests Q and A

Unit Title: Sex and the Aging, Physically and Mentally Challenged (cont.)**Resources:** Essential Materials, Supplementary Materials

- Internet
- Supportive DVD's/Videos
- Sex Etc.
- Best practices
- Current Health Magazine
- www.health.org
- www.healthcentral.gov
- www.cdc.gov
- www.discoveryeducation.com
- N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and physical Education

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

- Differentiate instruction
- Modify curriculum to suit individual needs
- Consult IEP's and 504 plans
- Provide study guides
- Utilize peer tutors
- Assign roles or specific tasks for group projects
- Adapt presentations/products to accommodate multiple intelligences