

MYTHS AND TRUTHS IN SEXUAL AND REPRODUCTIVE HEALTH.

Intended Grade Level: 11th and 12th grade in an Anatomy and Physiology course

Time Frame: 20 minute introduction, 30 minutes in class practice of analyzing valid sources, daily check-in time for progress if students are completing the assignment as homework or have students use class time to make their project. 3 – 5 days time estimate in total.

Student Learning Objectives: This varies depending on the question the students choose to investigate but they are listed here below

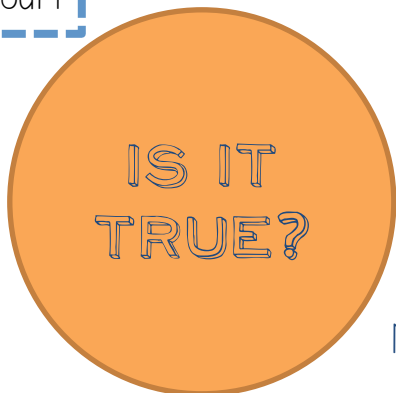
- Describe the structure of the placenta in terms of the fetal portion with its extensions and the maternal portion with its blood filled spaces.
- Discuss the functions of the placenta and describe what becomes of it after delivery.
- List the things that can pass through the placenta and those that cannot.
- Describe the structure of the umbilical cord in terms of blood vessels, the direction in which blood is flowing through those vessels, and supporting CT.
- Discuss the function of the umbilical cord and explain what becomes of it at (after) birth.
- Locate each of the following male reproductive organs on a diagram, discuss the structure of each organ, and name a major function for each organ: testes, scrotum, epididymis, vas (ductus) deferens, seminal vesicle, ejaculatory duct, prostate gland, bulbourethral glands, urethra, and penis

- Define the term fertilization and name the site where fertilization typically occurs.
- Distinguish between erection, emission, ejaculation and orgasm in males.
- Indicate the infectious agents and modes of transmission of gonorrhea, syphilis, chlamydia, trichomoniasis, genital warts, and genital herpes.
- Describe ovarian cycle phases, and relate them to events of oogenesis.
- Describe the regulation of the ovarian and uterine cycles.

Materials Needed: Computers or other devices with internet access, word processor or cloud service like GoogleApps for creating the brochure. Recording equipment if students choose to make a video PSA (may be as simple as a BYOD camera phone or better equipment if the school has access)

Description of What Students Will Do: Students will choose a question from the list on Student Handout 1 and investigate the question. They will create an informative brochure or public service announcement that includes their cited sources and research validation form (Student Handout 2) for each source. The project grading rubric should be provided to students at the beginning of the project (Student Handout 3).

Assessment: The project grading rubric and research validation forms will be used to assess student learning. Check in with students and give them opportunities to get help and guidance from you, the teacher along the way.



MYTHS AND TRUTHS IN SEXUAL AND REPRODUCTIVE HEALTH.

Name _____ Per _____

How many times have you heard a “fact” about something related to sexual or reproductive health and questioned its truth? There is so much misinformation regarding sex and reproduction that it can be difficult to find the truth.

The Task: You are going to choose a statement from the list below and investigate its validity by searching for valid sources (using the research validation form) and then create either an information brochure or a public service announcement. If you choose to work with a partner, keep in mind that more is expected from two heads rather than one.

The Statements:

- Even after a man has a vasectomy, he can still impregnate a woman.
- Women cannot get pregnant if they have sex during their period.
- It is impossible to cure sexually transmitted infections.
- All birth control methods are also protective against STIs.
- HIV can be transmitted to a fetus from an HIV positive mother.

Process:

Your teacher will demonstrate how to use the Research Validation Form to analyze valid sources. You will cite your sources in MLA format (use easybib.com for easy formatting) and submit the Research Validation Form with your final product. Check the rubric as you work on your project.

WARNING: These topics can bring up inappropriate material on the Internet. Make sure SAFE SEARCH is ON when you research your topic, don't forget about your textbook and analyze the URL for safety, relevance and validity before clicking on any links!

Research Validation Form

For each of your sources, answer the questions in the form below for all six categories. If you realize you source may not be valid, simply put a line through the source (DO NOT ERASE IT) If you need more spaces for sources ask for another copy of this form.

Evaluation based on information from www.lib.vt.edu/instruct/evaluate/

Source URL or book title	Authority Who is the author? Are they qualified? Is the source reputable?	Coverage Is the information relevant? Is it useful? Is the material in depth?	Objectivity Does this information have bias? Is the information meant to persuade or present facts?	Accuracy Is the information reliable and error-free? Is there an editor? Is it free of spelling mistakes?	Currency When was this written? Is it current? Do relevant links still work?

Project Grading Rubric (brochure or PSA)

CATEGORY	Excellent	Good	Fair	Poor
Content - Accuracy	All facts in the brochure or PSA are accurate.	99-90% of the facts in the brochure or PSA are accurate.	89-80% of the facts in the brochure or PSA are accurate.	Fewer than 80% of the facts in the brochure or PSA are accurate.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure or PSA. Research validation form is complete and proves source validity.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure or PSA. Research validation form is complete and proves source validity.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure or PSA. Research validation form is incomplete or does not prove source validity.	Sources are not documented accurately or are not kept on many facts and graphics. Research validation form is not complete or does not prove source validity.
Spelling & Proofreading	No spelling or grammar errors remain after one person other than the typist reads and corrects the brochure/ PSA script,	No more than 1 spelling or grammar error remains after one person other than the typist reads and corrects the brochure/ PSA script.	No more than 3 spelling and/or grammar errors remain after one person other than the typist reads and corrects the brochure/ PSA script.	Several spelling and/or grammar errors in the brochure or PSA script.
Attractiveness & Organization	The brochure or PSA has exceptionally attractive formatting/script writing and well-organized information.	The brochure or PSA has attractive formatting/scriptwriting and well-organized information.	The brochure or PSA has well-organized information.	The brochure's or PSA's formatting/ scriptwriting and organization of material are confusing to the reader/viewer.