EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day,
Whatever it Takes

1/19/25

Dear Parent/Guardian,

Over the course of the year, our students will be engaging in a Human Body & Sexual Health unit (as part of our K-8 Comprehensive Sexual Health program). Our school leader sent a letter earlier in the year describing the curriculum and rationale for this unit, and I am writing to you today to share more of the specifics about the sixth grade lessons. This year, our curriculum focuses on the topic areas of healthy relationships and consent, including understanding boundaries, communication, relationship expectations, and body image. The content is presented in an age-appropriate way so that students build on the previous years' knowledge and skills as well as create a foundation for more in-depth learning about sexual health in later years. On the following pages you will find the summaries for all of the lessons in the sixth grade unit as well as the core values of the 3R's curriculum. You may also view the entire K-8 scope and sequence of lessons here. In addition to reviewing the standards, scope and sequence, and curriculum info, Amaze.org has great resources for parents navigating these conversations at home.

District 65 acknowledges that parents/guardians are the primary sexuality educators for their child(ren), and we are committed to partnering with you to provide supplementary resources to support you in this role. We understand that these can be sensitive issues for people of all ages. Our hope is for active participation and maturity so that students can feel comfortable talking about these issues with you, their peers, and other trusted adults. You have the right to review the curriculum and to opt your student out of this unit, or specific lessons within the unit, if you do not feel they are right for your student. If you'd like to opt your student out of certain lessons or the unit, please let me know in writing by replying to this email.

The district will be hosting a parent meeting to review the curriculum and answer your questions on **Thursday, October 24th from 6-7 P.M.** (This 6th-8th grade session will be virtual and can be accessed through this link) **and Wednesday, February 5th 6-7 P.M.** (This 5th-8th grade session will be virtual and can be accessed through this link)**.**

Additionally, our partner YWCA is also hosting two zoom caregiver workshops this year focused on supporting parents and caregivers in having conversations about healthy sexuality and relationships at home. Please stay tuned for registration information from the district or contact hcohen@ywca-ens.org for questions. The workshop dates are below:

- Thursday, November 14th at 7:00 PM with a focus on families of K-4th graders

1500 McDaniel Avenue
Evanston, Illinois 60201

P 847.859.8000
F 847.866.7241

Evanston/Skokie SD 65
www.district65.net

- Thursday, March 6th at 7:00 PM with a focus on families with 5th-8th graders

If you have further questions, please contact me.

Thank you,

Nichols Middle School

6th Grade Lesson Summaries

Lesson Title	Standard Alignment	Lesson Summary
Change is Good	N/A – this lesson is a helpful review of extensive learning done in 5th grade around puberty and adolescence.	This lesson defines the physical, emotional, cognitive and social changes of adolescence and students, in small groups, try to sort the various changes into these four categories. The teacher processes the activity providing the correct information using the teacher's guide. The homework is completed with a parent/caregiver and involves visiting specific websites to find answers to key human growth and development questions
Gender Roles, Gender Expectations	Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression GI.8.INF.1	This lesson involves students explaining to a hypothetical alien what a "boy" and "girl" is in the US using commonly held stereotypes about gender. The teacher processes that activity specifically probing for why students think these stereotypes exist and how they impact behavior. The homework is a mini scavenger hunt looking for gender stereotypes in their own surroundings
Understanding Boundaries	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others CHR.8.IC.2 Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator* IV.8.CC.2	This lesson starts by defining and then providing examples of personal boundaries. Students, in small groups, analyze scenarios about people not respecting other people's boundaries. The teacher then makes connections to sexual assault and rape and how consent and communicating one's boundaries are key but the person who violates a boundary is always responsible for what happened. The homework involves giving advice to two teens in different scenarios.

	This lesson is aligned to Erin's Law requirements.	
	Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health* IV.8.CC.1	
	Identify community resources and/ or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked IV.8.AI.1	
Communicating about a Sensitive Topic	Demonstrate communication skills that will support healthy relationships CHR.8.IC.1	This lesson defines assertive, passive and aggressive communication and provides examples of each making connections to communicating about abstaining from sex. Using a worksheet, students practice identifying types of communication and converting aggressive and passive communication into assertive communication. The homework is for the student to teach their parent/caregiver about the three types of communication and discuss the pros and cons of each together.
More than Friends: Understanding Romantic Relationships	Compare and contrast the characteristics of healthy and unhealthy relationships* CHR.8.CC.1	This lesson starts with a case study analyzed in trios which is then compared to a second case study for a second round of analysis. Students are comparing the differences between people who are good friends and people who are in romantic relationships reflecting on similarities and differences in those relationships. The homework involves students analyzing relationships they see in the media using a worksheet to guide their reflection
	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships CHR.8.CC.3	
Liking and Loving: Now	Define vaginal, oral, and anal sex SH.8.CC.1	This lesson starts by defining affection and having students provide examples of how people can show affection for one another. Students then split into two

and When I'm Older		teams and compete to create the longest list of ways people can show affection for each other and then analyze those lists for common themes. The lesson ends by exploring the importance of making healthy choices. The homework involves student and parent/ caregiver each completing their own worksheet and comparing and reflecting on their answers together.
Being a Sex Ed Sleuth	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health PD.8.AI.1	This lesson reviews the strategies for knowing whether a sexual health website is reliable and accurate and in small groups, students review four common online sexual health resources. Each small group then presents their findings to the whole group including whether they would recommend this website to others. The homework is visiting one of the reliable sexual health websites with a parent/caregiver and talk- ing together about the content they find.
	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources SH.8.AI.1	
Consent: it Goes with Everything	Define sexual consent and sexual agency CHR.8.CC.4	Consent is a key skill that all people need to learn and practice in order to respectfully ask, receive, or respond to rejection. A skill indicates that the act of asking for and responding to consent requests and responses can be practiced. This lesson provides a clear explanation as to what consent and sexual agency are and then gives students the opportunity to determine what factors impact a person's ability to give consent.
	Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity* CHR.8.INF.3	
Image Overload	Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem SH.8.CC.12	The digital age in which we live means that there is a higher probability of exposure to sexually explicit images and media. This media can influence a person's perceptions of body image and subsequently impact a person's self-esteem. Reviewing the impact that this media can have on a person's body image and self-esteem offers an opportunity to identify the positive and negative impacts and mitigate any harmful messaging that could result.

When Should a Person…	Identify factors that are important in deciding whether and when to engage in sexual behaviors SH.8.DM.1	At no point does a sexual health educator assume that their students are sexually active and this is evident in the delivery of the curriculum as a fact-based source based on if a person should choose to have sex. Yet, students inevitably will question when is a "good" time for a person to have sex for the first time. This lesson explores what a person should consider prior to making such a big decision while rooting their process of making that decision is based on the internal and external factors that influence each person's decision-making process. This lesson provides a safe space for students to identify how these influences could impact a decision-making process and then evaluate their influences for future decisions.

Core Values upon which the 3R's curriculum is based:

- Parents/caregivers are the primary sexuality educators of their children. School districts and community-based organizations should function as partners with parents/caregivers in providing sexuality education. Together, these institutions have the responsibility to provide young people with honest, age-appropriate sexuality education.
- Sexuality is a natural and healthy part of being human.
- At every stage of their development, children have the right to age-appropriate information about health, sexuality and relationships.
- Every person has dignity and worth and deserves respect. Diversity in gender, identity, race, religion, culture, and sexual orientation should be celebrated.
- It is wrong to use psychological pressure, fear, or physical force to make people do things without their consent.
- People are responsible for their own behaviors and the consequences of those behaviors.
- Cisgender boys and men are often demonized or simply ignored when it comes to sexuality education. But boys aren't the bad guys. In fact, no one is. Normalizing *everyone's* right and ability to make positive choices about sexuality, sex, and relationships, regardless of what their peers are doing – regardless of their gender or the gender of their partners – can send a powerful message to all students.
- Open communication is an important part of maintaining healthy relationships.
- It is good for young people to be able to talk openly and comfortably about sexuality issues with their parents/caregivers, peers, trusted adults and, in the future, romantic partners.
- Relationships should never be coercive or exploitative but instead should be based on mutual respect.
- It's normal to have sexual feelings; however, feelings should not always be acted upon.
- Until a teen is old enough to act responsibly and protect themselves and their partner, it is healthiest to seek ways other than vaginal, oral or anal sexual intercourse to express their romantic and sexual feelings.
- Young people have the responsibility to prevent unwanted pregnancies and sexually transmitted diseases by abstaining from risky behavior or using effective