

6th Grade Human Growth and Development

Lesson and Big Ideas	Learning Targets and Standards	Resources
Lesson 1 Puberty and Adolescent Development Reproductive Systems Anatomy and Physiology Sexual Health	By the end of this lesson, students will be able to: 1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence. 2. Identify at least two websites that contain additional medically accurate information about puberty and adolescence for young people their age. Standards Alignment: • Understand the different changes that occur during adolescence (PD.CC.1) • Understand medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health (PD.8.AI.1) • Understand human reproductive systems, including the external and internal body parts and their functions,	• Lesson Plan • Inside Puberty Video • Male Reproductive System Slideshow (Kids Health) • Female Reproductive System Slideshow (Kids Health) Teacher Note: You will notice that this lesson refers to “male” and “female” anatomy. We use these terms for clarity’s sake to refer to biological sex or the sex a person was assigned at birth based on their anatomy (for example, a baby born with a vulva is likely to be called a “girl”). At the same time, however, it is important to avoid assuming that all of your students’ gender identities will match their sexual anatomy. Referring to people with particular body parts (such as “a person with a vulva”) will create a more inclusive classroom than “female anatomy.”

	and that there are naturally occurring variations in humans (AP.8.CC.1)	
Lesson 2 Gender Roles, Gender Expectations Gender Identity and Expression Sexual Orientation and Identity	By the end of this lesson, students will be able to: 1. Name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls. 2. Describe their own feelings about behaviors being ascribed to a particular gender. Standards Alignment: • Understand 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) • Understand how to access medically accurate sources of information about gender, gender identity, and gender expression (GI.8.AI.1) • Understand ways to communicate respectfully with	• Lesson Plan

	and about people of all gender identities (GI.8.IC.1) - Recall the definition of sexual orientation (SO.8.CC.1) - Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, twospirit, asexual, pansexual) (SO.8.CC.2) - Understand how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation (SO.8.INF.1) - Access credible sources of information about sexual orientation (SO.8.AI.1) - Understand ways to communicate respectfully with and about people of all sexual orientations (SO.8.IC.1)	
Lesson 3	By the end of this lesson, students will be able to:	Lesson Plan

Understanding Boundaries Consent and Healthy Relationships Interpersonal Violence	1. Define what a boundary is, with an emphasis on personal boundaries. 2. Demonstrate how to be clear about one's own and show respect for others' boundaries. 3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. 4. Name at least one resource to whom they can report sexual assault or rape. Standards Alignment: • Demonstrate communication skills that will support healthy relationships (CHR.8.IC.1) • Identify and understand strategies to communicate personal boundaries and how to show respect for the boundaries of others (CHR.8.IC.2) • Explain strategies a student might use to end an unhealthy relationship,	• Consent: It's As Simple as Tea Video • The 5Cs to Stay Smart and Safe
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	including involving a trusted adult who can help (CHR.8.SM.1) • Understand 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) • 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) • Identify strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors (IV.8.SM.1)	
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Lesson 4 Communicating About a Sensitive Topic Consent and Healthy Relationships Sexual Health	By the end of this lesson, students will be able to: 1. Define three types of communication: passive, assertive and aggressive. 2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them. 3. Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors. Standards Alignment: • Demonstrate communication skills that will support healthy relationships (CHR.8.IC.1)	• Lesson Plan
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Lesson 5 More than Friends - Understanding Romantic Relationships Consent and Healthy Relationships Sexual Health	By the end of this lesson, students will be able to: 1. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship. 2. Identify at least two similarities and two differences between friendships and romantic relationships. Standards Alignment: • Understand and Identify the characteristics of a healthy and unhealthy relationship (CHR 8.CC1) • Understand the similarities and differences between friendships and romantic relationships (CHR.8.CC.3) • Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships CHR.8.CC.2	• Lesson Plan
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Lesson 6 Liking and Loving - Now and When I'm Older Consent and Healthy Relationships Sexual Health	By the end of this lesson, students will be able to: 1. List at least three non-sexual activities people can do to show others they like or love them. 2. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction. 3. Define "abstinence" and its connection to STI avoidance and pregnancy prevention. Standards Alignment: • Define vaginal, oral, anal sex and other forms of sexual activity (masturbation) (SH.8.CC.1) • Justify abstinence as the safest, most effective method of protection from disease and pregnancy (PR.12.CC.1) • Explain STIs (SH.5.CC.3) (important to include with variations of intercourse) • Explain there are many methods of contraception that	• Lesson Plan
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	are safe and effective SH.8.CC.2	
Lesson 7 Being a Sex-Ed Sleuth Sexual Health Gender Identity and Expression Sexual Orientation and Identity Anatomy and Physiology Puberty and Adolescent Sexual Development Consent and Healthy Relationships Interpersonal Violence	By the end of this lesson, students will be able to: 1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. 2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. Standards Alignment: • Understand how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships (CHR.8.INF.1) • Understand and identify the impact of technology (e.g., use of smartphones, GPS tracking) and social media on relationships (e.g., consent, communication) (CHR.8.INF.2) • Understand medical accuracy and analyze	• Lesson Plan • Slideshow

	medically accurate sources of information about puberty, adolescent development, and sexual health (PD.8.AI.1) • Understand how to access medically accurate sources of information about gender, gender identity, and gender expression (GI.8.AI.1) • Access credible sources of information about sexual orientation (SO.8.AI.1)	
Lesson 8 Being Smart, Staying Safe Online Consent and Healthy Relationships Sexual Health Sexual Orientation and Identity Gender Identity and Expression Interpersonal Violence	By the end of this lesson, students will be able to: 1. Describe positive aspects of online talking and messaging. 2. Identify examples of flirting and chatting that can be inappropriate or risky. 3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. Standards Alignment: • Develop a plan to stay safe when using social media. (HR.8.GS.1)	• Lesson Plan • Chatting Safely Online Video • Being Safe Online Video

	• Describe strategies to use social media safely, legally and respectfully (HR.8.SM.2) • Describe strategies that sex traffickers/ exploiters employ to recruit youth (V.8.INF.1)	
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