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 seventh-grade lessons. This year, our curriculum begins with anatomy and physiology and covers human reproduction and pregnancy, gender identity, sexual orientation, sexually transmitted infections (also known as sexually transmitted diseases or STDs), and decision-making. There are also several lessons about different aspects of violence prevention, including online safety and sexual harassment. 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 seventh 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

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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
- 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

7th Grade Lesson Summaries

Lesson Title	Standard Alignment	Lesson Summary
Everyone's Got Body Parts: Part One *Revised*	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises) AP.8.CC.1	This lesson reviews the anatomy of a person assigned female at birth via a worksheet completed in small groups. The teacher then reviews the correct answers using an animated online diagram. The homework is a humorous crossword puzzle involving anatomical terms and functions
Everyone's Got Body Parts: Part Two And Everybody's Got Body Parts (Intersex Lesson)	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises) AP.8.CC.1	This lesson reviews the anatomy of a person assigned male at birth via a worksheet completed in small groups. The teacher then reviews the correct answers using an animated online diagram. The homework is a humorous crossword puzzle involving anatomical terms and functions.
Reproduction Basics	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises) AP.8.CC.1	This lesson explains reproduction to students using a PowerPoint presentation and includes a teacher's resource with sample definitions and language that can be used. Students then receive cards and try to arrange themselves in the correct order of a 28-day menstrual cycle showing where sperm would need to be present in order for a pregnancy to occur as well as how methods of contraception can prevent pregnancy. The homework is watching a short video about pregnancy myths and answering questions on a worksheet.

Great Expectations: Signs and Symptoms of Pregnancy	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption SH.8.CC.4	This lesson reviews the early symptoms of pregnancy by having students match images with the symptoms on a worksheet. The teacher then reviews those symptoms using a teacher's guide and PowerPoint and introduces the concept of prenatal care. The lesson ends by inviting students to submit anonymous questions about pregnancy to be answered in a subsequent class. The homework involves students interviewing a person who has been pregnant, gave birth and became a parent in their life.
	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources SH.8.AI.1	
Protecting Your Health: Understanding and Preventing STDs	Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted SH.8.CC.5	This lesson has students, in teams, try to determine which STD their group was assigned based on clues posted around the room. Students then compare different sexual behaviors and their risk for transmitting STDs which the teacher processes using a teacher's guide. The homework assignment is to visit a website specifically about HIV/AIDS and completing a worksheet.
	Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV) SH.8.CC.6	
	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/ or STD (including HIV) transmission SH.8.CC.7	
Gender and Sexuality	Recall the definition of sexual orientation and explain that most people have a sexual orientation SO.8.CC.1	This lesson defines sexual orientation and gender identity via a detailed PowerPoint and then students complete a myth vs. fact worksheet individually before comparing responses with a partner. Teachers review the worksheet using the Teacher Answer Key. The homework involves viewing a video clip and responding to questions.
	Demonstrate ways to communicate respectfully with and about people of all sexual orientations SO.8.IC.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	
Sexual Orientation and Gender Identity	Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender,	This lesson explores gender by starting with a PowerPoint presentation of typically stereotypical items or hobbies and asks students to reflect on these stereotypes. In pairs, students then brainstorm together as many messages they

	gender identity, gender roles, and gender expression GI.8.INF.1	received about their gender while growing up and analyze the source and reality of whether they are only allowed for one gender. The homework involves reflecting on a scenario in which the gender role stereotypes are reversed.
Making SMART Choices	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)* SH.8.IC.1	This lesson teaches a decision-making model and helps students use it to think through a potential conflict in the school cafeteria. In trios, students they practice applying the model to a scenario involving a couple wanting to have sex. The teacher processes the reporting back of each scenario and then connects it to how different it was when their parents/caregivers were making these decisions and introduces the homework.
	Identify factors that are important in deciding whether and when to engage in sexual behaviors SH.8.DM.1	
Let's Talk About Sex	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)* SH.8.IC.1	This lesson stresses the importance of how we communicate as much as what we communicate and introduces aggressive, passive and assertive communication styles. In small groups, students then practice creating assertive responses for a hypothetical couple communicating about a sexual situation, which is then turned into a scripted role-play. Teachers are given guidance for dealing with potential homophobia if two boys act out the sexual scenario. The homework involves analyzing communication via text.
Being the Change You Want to See in the World	Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV.8.ADV.1	This lesson starts with a reminder about ground rules before students engage in a forced choice activity assessing their opinions about homophobia in their school. Next an anonymous activity asking students to share a name they've been called and how it made them feel transitions into the final activity conducted in trios where students brain- storm ways their school could improve when it comes to creating a safe environment for all learners. The homework is to watch three video clips about students who made a difference in their schools and communities.
	Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community SO.8.ADV.1	
	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions	

	in the school community GI.8.ADV.1	
Being Smart, Staying Safe Online	Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication) CHR.8.INF.2	This lesson is reprinted from Common Sense Media and involves students looking at online safety among social networking, gaming and texting/video chatting. Students watch a video and then analyze three scenarios for possible safety concerns. The homework asks students to create a poster teaching young people after strategies to stay safe online.
	Demonstrate strategies to use social media safely, legally, and respectfully CHR.8.SM.2	
Harassment Prevention - the Basics	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 **This lesson is part of the annual Erin's Law Requirement.**	Sexual harassment is pervasive and is experienced far too frequently by people in multiple settings. This lesson provides a clear explanation of what sexual harassment is and how a person could safely intervene as a bystander, when possible. By amplifying a system of accountability, we can directly combat a culture that does not provide safety to all of its people.
	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	
	Describe 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	
Pre-Law	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child	Identifying national and local laws related to sexual health and services ensures that young people have the ability to make informed decisions instead of allowing life and legal repercussions to happen to them. This lesson provides an experience for the students to understand the content and

	pornography, sexting, safe haven, and sex trafficking SH.8.INF.2	then apply it to multiple scenarios to truly understand the content.
	Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment SH.8.CC.10	
Preparation is Prevention	Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP) SH.8.CC.8	HIV prevention education is rightfully evolving to relay honest and non-shaming information regarding living with HIV. HIV is a chronic illness that is managed with biomedical advancements and prevention of HIV transmission has also been changed with the addition of PrEP. This lesson allows students an ability to practice accessing reliable information regarding accessing health services to lead healthy lives while reinforcing HIV is not a death sentence and instead is a chronic illness that can be managed with medications.
	Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition SH.8.CC.9	
Trafficking	Define sex trafficking, sexual exploitation, and gender-based violence* IV.8.CC.3	Sex trafficking rates continue to increase and this lesson aims to clearly explain what sex trafficking is, how prevalent it is, and what it could look like. By educating our learners about tactics sex traffickers employ to recruit and exploit young people, offer additional protective factors to young people.
	Describe strategies that sex traffickers/ exploiters employ to recruit youth IV.8.INF.1	
So Attractive	Analyze 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	This lesson provides a clear explanation as to what sexual orientation is and how a person's internal and external influences can impact how their expectations, beliefs, and attitudes around sexual orientation. This internal review of individual influences can identify areas for each person to support people. This includes learning and practicing how to communicate effectively and respectfully about sexual orientations with all people.
	Demonstrate ways to communicate respectfully with and about people of all sexual orientations SO.8.IC.1	
Being Respectful About Gender Identity: Prounouns and Practice!	Demonstrate ways to communicate respectfully with and about people of all gender identities GI.8.IC.1	In this lesson we will explore accurate and credible sources of online information about gender identity, gender expression, and other topics related to transgender youth and their health and well-being that will benefit transgender youth and their friends, alike. Students will learn about the importance of and practice ways to demonstrate respectful
	Access medically accurate sources of information about gender,	

	gender identity, and gender expression GI.8.AI.1	communication and messages of support for transgender and nonbinary people, including using their correct pronouns and names. Affirming a student's gender by using the name and pronouns that align with their identity has been shown to improve mental health outcomes. The Trevor Project's 2020 National Survey on LGBTQ Youth Mental Health found that youth who reported having their pronouns respected by all -- or most -- of the people in the lives attempted suicide at half the rate of those who did not have their pronouns respected.
	Access credible sources of information about sexual orientation SO.8.AI.1	

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 disease by abstaining from risky behavior or using effective