

# HUMAN GROWTH

**Upper Elementary 5th and 6th Grade**

# PROGRAM OVERVIEW

- Grade Level Content Expectations for Human Growth and Development (5th Grade)
- Grade Level Content Expectations for Sexuality Education (6th Grade)
- Puberty The Wonder Years – Program – day by day
  - Tier A for 5th grade
  - Tier B for 6th grade
- Sixth grade – Mi Model/HIV AIDS

# 5TH GRADE GRADE LEVEL CONTENT EXPECTATIONS - STRAND 7

## **Standard 1: Core Concepts**

7.1 Explain that males and females develop at different rates, and there are a wide variations within each sex.

*Lessons 1, 4, 5, & 6*

7.2 Explain social changes during puberty (ex: Changes in friendships, crushes/attractions, and changing expectations of parents/adults) - *Lessons 3,4*

7.3 Explain emotional changes during puberty (ex: mood shifts) - *Lessons 4, 5, & 6*

7.4 Explain physical changes that occur during puberty (ex: body hair, body odor, body shape, strength, hormones & menstruation) - *Lessons 5 & 6*

7.5 Define and identify basic male and female reproductive anatomy using scientific names. - *Lessons 5 & 6*

7.6 Define the functions of sperm and egg cells in human reproduction. - *Lessons 5 & 6*

7.7 Describe how sperm cells are produced. - *Lesson 5*

7.8 Describe the menstrual cycle and its potential for human reproduction. - *Lesson 6*

7.9 Describe the functions of basic male and female anatomy. - *Lesson 5 & 6*

# 5TH GRADE - GRADE LEVEL EXPECTATIONS CONTINUED

## **Standard 4: Influences**

Explain how culture, media, and others influence what one thinks about oneself and relationships. (A-3)

# 5TH GRADE

- Day 1 - Climate for Growth
  - True/False - Did you know?
  - Creating a safe environment - Rules/expectations for discussion
  - Introduce videos
    - Always Changing and Growing Up Girls
    - Always Changing and Growing Up Boys
  - Strategies for initiating discussion at home
  - Question box - introduction
  - Summarize lesson
  - Homework - Together Talk: About Growing Up

# 5TH GRADE

- Day 2 – New Life
  - Review homework from previous night
  - Animal reproduction
  - Identify reasons to postpone parenting
  - Question box
- Day 3 – Families and Roles
  - What Makes My Family Special – Worksheet
  - Gender roles, expectations and stereotypes
  - How stereotypes restrict people
  - Question box

# 5TH GRADE

- Day 4 – Social and Emotional Support
  - Activity #1 – Review pretest from Day 1
  - Activity # 2 – Define puberty & changes that take place
  - Activity # 3 – Student Biography cards & Respect
  - Question box
- Day 5 – Growing Up Male/Female (depending on gender)
  - Introduction
  - Terminology of reproductive system
    - Girls will do ovulation and menstruation handout
  - Let's Just Talk (for girls)
  - Let's Just Talk (for boys)
  - Question box
  - Assign “Talk Together”

# 5TH GRADE

- Day 6 – Growing Up Male/Female (do opposite gender)
  - Review reproductive system of own body
  - Question box
  - Repeat day 5 with opposite sex
- Day 7 – Refusal Skills
  - Teach basic refusal skills
  - Lesson from Michigan Model – Good Touch/Bad Touch
  - Question box – finish with any pressing questions from the students



# GRADE 6: GRADE LEVEL CONTENT EXPECTATIONS - STRAND 7

## **Standard 1: Core Concepts**

7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction. *Lesson 2, 3 & 4*

7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy. *Lessons 2, 3 & 4*

7.4 Define abstinence from sex. *Lesson 5*

7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy. *Lesson 5*

## **Standard 2: Access Information**

7.6 Locate adult resources (parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction. *Lesson 5*

## **Standard 4: Influences**

7.9 Evaluate a variety of external influences (social media, parents, culture, peers, and society) and internal influences (values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior. *Lesson 6*

## **Standard 5: Goal Setting**

7.10 Develop personal short- and long-term goals that support abstinence. *Lesson 5*

# 6TH GRADE

- Day 1 – Ready, Set, Grow?
  - Guidelines for discussion/classroom climate
  - Qualities of a friendship
  - “As You Grow” – Assess prior knowledge worksheet
    - Boys vs. Girls
  - “Changes in Life” – Body/Mind/Relationships
  - Plan strategies for initiating discussion with parents/trusted adult
  - Homework activity – Let’s Talk – I Wonder What It Was Like for You
  - “Growing and Changing” – Family partnership Flier
  - Question box

# 6TH GRADE

- Day 2 – Puberty and The Male/Female Reproductive System
  - Review of own gender first for Day 2
  - Discuss student experience about discussing parent’s experience growing up
  - Introduce terminology for reproductive system male/female by showing slide of reproductive system
  - Show video – **Always Changing and growing up video** (opposite sex)
  - Question box
- Day 3 – Puberty and The Male/Female Reproductive System
  - Follows same format as day 2 with opposite gender
  - Homework – Let’s Talk: I Wonder How You Learned About Puberty

# 6TH GRADE

- Day 4 – Reproduction
  - Give male and female reproductive system worksheets
    - Allow students to complete on their own
    - Go over slides with correct information
  - Both boys and girls
    - Ovulation, menstruation, and fertilization
    - Student worksheet
    - Nocturnal emissions
  - Question Box

# 6TH GRADE

- Day 5 – Personal Hygiene and Healthy Habits
  - Review “I Wonder How You Learned About Puberty”
    - Accurate/inaccurate sources for information
    - Reasons to postpone becoming a parent
  - Develop a plan for good hygiene
    - Puberty Pointers for boys/girls
    - My Personal Puberty Plan – worksheet
  - Question box

# 6TH GRADE

- Day 6 - Media Messages
  - Advertisements/music/tv...etc
  - What Is It Telling Me? - Worksheet
  - Communicate accurate information in response to media messages
    - Point! - Slide (obvious, message, truth)
    - Kids brainstorm music/commercials with negative messages
    - Media message situations
  - Question Box

# 6TH GRADE

- Day 7 – HIV/AIDS
  - HIV Infection and AIDS – Pretest Fact or Myth?
  - Discuss HIV/AIDS
  - Question Box
- Day 8 – Refusal Skills
  - How to Refuse Slide
  - Refusal Strategies Slide
  - Question Box

THANK YOU!

Any Questions?