

## 6th Grade HG&D

<b>Curriculum/Content Area: Human Growth and Development</b>	<b>Course Length: Academic Year</b>
<b>Course Title: 6th Grade HG&amp;D</b>	<b>Date last reviewed: N/A</b>
<b>Prerequisites: N/A</b>	<b>Board approval outcomes date: 9/24/18 Board approval for lessons/materials: 4/30/19</b>
<b>Primary Resource:</b> <i>***Note: Teachers shall teach the curriculum as approved by the Board of Education. Textual and media material are important resources, teachers shall not use any supplemental resources in the Curriculum/Content Area of Human Growth and Development. Lessons shall be implemented as approved. (updated 8/2022)</i>  Note: Media will be posted on the website unless protected by copyright. In that event, families will need to work with their school library to watch them on site.	

## Desired Results

**Course description and purpose:** The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The sixth grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
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<p>Students will understand...</p> <ol style="list-style-type: none"> <li>1. The medically accurate and reliable information related to human growth and development.</li> <li>2. The physical, social, and emotional changes during puberty and ways to care for themselves.</li> <li>3. The importance of showing and promoting dignity and respect for themselves and others.</li> <li>4. How to respond to an uncomfortable/unsafe situations.</li> <li>5. How to identify trusted adults to promote safety.</li> <li>6. The characteristics of healthy relationships and effective ways to maintain positive relationships.</li> <li>7. The influence of friends, family, peers, and the media as it relates to their growth and development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Where can I find medically accurate and reliable information about my growth and development?</li> <li>2. What do I need to understand about my growth and development to support my physical, social, and emotional health?</li> <li>3. In what ways do I show respect and dignity for myself and to others?</li> <li>4. How do I keep myself safe in uncomfortable/unsafe situations?</li> <li>5. How do I identify trusted adults that I can talk to promote my safety and well being?</li> <li>6. What are the characteristics of healthy relationships and effective ways to maintain positive relationships?</li> <li>7. How do family, peers, friends, and media influence my ideas, opinions, and behaviors?</li> </ol>
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<p><b>Unit 1: Life Cycles</b></p>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Anatomy and Physiology (Boys and Girls Separate)</li> <li>• Pregnancy and Reproduction</li> <li>• Puberty and Adolescent Development</li> </ul>
<p><b>Standards: National Sexuality Education Standards; CASEL Social Emotional Learning Competencies</b></p>
<p><b><u>Anatomy and Physiology</u></b>  <b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>• Describe male and female sexual and reproductive systems including body parts and their functions (AP.8.CC.1)</li> </ul> <p><b>Assessing Information</b></p> <ul style="list-style-type: none"> <li>• Identify accurate and credible sources of information about sexual health (AP.8.AI.1)</li> </ul> <p><b><u>Puberty and Adolescent Development</u></b>  <b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>• Describe the physical, social, cognitive and emotional changes of adolescence (PD.8.CC.1)</li> </ul> <p><b>Analyzing Influences</b></p> <ul style="list-style-type: none"> <li>• Analyze how friends, family, media, society, and culture can influence self-concept and body image (PD.8.INF.1)</li> </ul> <p><b>Accessing Information</b></p> <ul style="list-style-type: none"> <li>• Identify medically-accurate sources of information about puberty, adolescent development and</li> </ul>

<p>sexuality (PD.8.INF.1)</p> <p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make (PD.8.DM.1)</li> </ul> <p><b>CASEL Decision Making</b></p> <p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>• Make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms (CASEL.DM)</li> <li>• Evaluate the consequences of various actions, and a consideration of the well-being of oneself and others (CASEL.DM)</li> </ul>	
<b>Learning Targets:</b>	<b>Lesson Plan:</b>
<ul style="list-style-type: none"> <li>• I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)</li> <li>• I can describe the process of human conception and birth. (PR.8.CC.1)</li> <li>• I can describe the physical, social and emotional changes of adolescence. (PD.8.CC.1)</li> </ul>	<p><a href="#">Life Cycles: Reproductive Systems Lesson Plan</a></p> <p><b>Lesson 1:</b> Students will be able to describe the structure and function of the male and female reproductive systems and how to protect their reproductive health.</p> <p><b>Lesson 2:</b> Students will learn about the stages of human development between birth and late childhood.</p> <p><b>Lesson 3:</b> Students will also learn how hormones affect their growth and development as well as the physical, social and emotional changes of adolescence.</p>
<ul style="list-style-type: none"> <li>• I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)</li> <li>• I can identify medically-accurate sources of information about puberty and adolescent development. (PD.8.INF.1)</li> </ul>	<p><a href="#">Life Cycles: Sources of Information Lesson Plan</a></p> <p>Students explore the idea that anyone can publish on the Internet, so not all sites are equally trustworthy. They need to carefully evaluate the sites they use for research and information finding, and then decide which ones they can trust. Then, the student will identify accurate and credible sources of information about human growth and development, including puberty and adolescence.</p>
<ul style="list-style-type: none"> <li>• I can analyze how friends and family can influence my self-concept and body image. (PD.8.INF.1)</li> </ul>	<p><a href="#">Life Cycles: Self-Concept and Body Image Lesson Plan</a></p> <p>Students will understand the concept of appearance ideals and where the pressure to achieve them comes from. In addition, students will analyze internal and external influences related to body confidence.</p>
<ul style="list-style-type: none"> <li>• I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)</li> <li>• I can apply a decision-making model to deal responsibly with daily academic and social</li> </ul>	<p><a href="#">Life Cycles: Decision Making Lesson Plan 1</a> (This is taught in Health Science &amp; Wellness)</p> <p>Students will apply the FIND decision-making model to deal responsibly with daily academic and social</p>

<p>situations (i.e. conflict, peer pressure, uncomfortable and/or confrontational situations). (CASEL.DM.2)</p>	<p>situations (i.e. conflict, peer pressure, uncomfortable and/or confrontational situations)</p> <p><a href="#">Life Cycles: Decision-Making Lesson Plan 2</a> Students will identify their core personal values and analyze the connection between values and decisions.</p>
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**Unit 2: Abuse Prevention/Intervention**

**Topic:**

- Personal Safety

**Standards: National Sexuality Education Standards**

**Personal Safety**  
**Core Concepts**

- Define teasing, harassment, and other bullying and explain why they are wrong (PS.6.CC.1)

**Accessing Information**

- Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted (PS.6.AI.1)

**Self Management**

- Describe ways to treat others with dignity and respect (PS.6.SM.1)
- Demonstrate ways they can respond when someone is being bullied or harassed (PS.6.SM.2)

<b>Learning Targets:</b>	<b>Lesson Plan/Overview:</b>
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<ul style="list-style-type: none"> <li>• I can define and describe situations of bullying, harassment, and abuse. (PS.8.CC.1)</li> <li>• I can describe how to treat others with dignity and respect and how to respond when someone is being bullied or harassed. (PS.8.SM.1) (PS.8.SM.2)</li> <li>• I can understand that abuse is not the victim’s fault. (PS.8.CC.1)</li> <li>• I can identify trusted adults that I can go to if I know someone who is being teased, bullied, harassed, or abused. (PS.6.AI.1)</li> </ul>	<p><a href="#">Abuse Prevention/Intervention: Bully, Harassment and Abuse Lesson Plan</a></p> <p>Students will learn how to make positive actions more automatic through IF-THEN plans. Then, students will learn how they can apply the research-based power of connecting with their values to improve their social lives. Finally, it can be difficult to recognize the difference between conflict and bullying. When students can identify bullying, they will be better able to help someone being bullied or get help themselves if needed. Students will understand both recognizing and responding appropriately to bullying.</p> <p><a href="#">Abuse Prevention/Intervention: Trusted Adult Lesson Plan</a></p> <p>Students will learn that it is important to tell a parent, guardian, or other trusted adult if anything happens to them. Students brainstorm and identify who the trusted adults are in their family, neighborhood, friend group, school, and</p>
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	community. They then complete a math project using drawing compasses to create their own "Circle of Trust."
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**Unit 3: Relationships**

**Topic:**

- Healthy Relationships

**Standards: National Sexuality Standards; CASEL Social Emotional Learning Competencies**

**Healthy Relationships**  
**Core Concepts**

- Compare and contrast the characteristics of healthy and unhealthy relationships (HR.8.CC.1)
- Describe the advantages and disadvantages of communicating using technology and social media (HR.8.CC.5)
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups (CASEL.R)
- Communicate clearly, listen well, cooperate with others, and resist inappropriate social pressure negotiate conflict constructively, and seek and offer help when needed (CASEL.R)

**Analyzing Influences**

- Analyze the ways in which friends, family, media, society, and culture can influence relationships (HR.8.INF.1)
- Analyze the impact of technology and social media on friendships and relationships (HR.8.INF.2)

**Interpersonal Communications**

- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others (HR.8.IC.2)

**Goal Setting**

- Develop a plan to stay safe when using social media (HR.8.GS.1)

<b>Learning Targets:</b>	<b>Lesson Plan:</b>
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<ul style="list-style-type: none"> <li>• I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1)</li> </ul>	<p><a href="#"><b>Relationships: Healthy/Unhealthy Relationships Lesson Plan</b></a></p> <p>In this lesson, students will learn the meaning of friendship and identify people who make good friends. In addition, students will identify qualities of bad relationships and the benefits of positive peer pressure. This will lead into how to create and improve friendships by showing respect and leadership.</p>
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<ul style="list-style-type: none"> <li>• I can analyze the ways in which friends and family can influence relationships. (HR.8.INF.1)</li> </ul>	<p><a href="#"><b>Relationships: Influences on Relationships</b></a></p> <p>In this lesson, students will learn about different family structures and compare and contrast the</p>
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	<p>roles of children and adults in a family. Students will explore family roles and ways to show support and affection to family members.</p>
<ul style="list-style-type: none"> <li>• I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)</li> <li>• I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)</li> <li>• I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)</li> <li>• I can identify and express boundaries in relationships, including social media. (HR.8.IC.2)</li> </ul>	<p><a href="#"><u>Relationships: Advantages and Disadvantages of Technology Lesson Plan</u></a>  In this lesson, students compare the types of comments an online “friend or online fake” might make and discuss when it’s appropriate to raise a red flag in response to an online friend’s actions. Additionally, students will understand the effects of cyberbullying and how to respond to it.</p> <p><a href="#"><u>Relationships: Safe Use of Social Media Lesson Plan</u></a>  In this lesson students will learn how to use social networks safely. They will also learn ways to protect themselves from getting into trouble when friends post information that could impact their future. In addition, students will learn how difficult it is to identify whether someone is misrepresenting themselves online.</p>
<ul style="list-style-type: none"> <li>• I can identify the feelings and perspective of others during group discussions. (CASEL.R.1)</li> </ul>	<p><a href="#"><u>Relationships: Perspective-Taking Lesson Plan</u></a>  In this lesson students will learn how to use social networks safely. They will also learn ways to protect themselves from getting into trouble when friends post information that could impact their future. In addition, students will learn how difficult it is to identify whether someone is misrepresenting themselves online.</p>
<ul style="list-style-type: none"> <li>• I can identify ways to resolve interpersonal conflicts in constructive ways. (CASEL.R.4)</li> </ul>	<p><a href="#"><u>Relationships: Interpersonal Conflict Lesson Plan</u></a>  Students will learn about and practice conflict resolution strategies.</p>
<ul style="list-style-type: none"> <li>• I can identify, demonstrate and apply active listening strategies to show care and concern to others. (CASEL.R.1)</li> <li>• I can describe ways to accept and offer constructive criticism. (CASEL.R.3)</li> </ul>	<p><a href="#"><u>Relationships: Active Listening Lesson Plan Day 1</u></a>  Students will participate in an activity that illustrates how hard it is to give clear instructions as well as actively listen to what others say. This learning activity supports how things are easily misunderstood and misinterpreted.</p> <p><a href="#"><u>Relationships: Active Listening Lesson Plan Day 2</u></a>  When we put ourselves in another person’s shoes, we are often more sensitive to what that person is experiencing and are less likely to tease or bully them. By explicitly teaching students to be</p>

	more conscious of other people’s feelings, we can create a more accepting and respectful school community.
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**Unit 4: Self-Esteem**

**Topic:**

- Self-Esteem

**Standards: National Sexuality Standards, CASEL Social Emotional Learning Competencies**

**Identity Advocacy**

- Develop a plan to promote dignity and respect for all people in the school community (ID.8.ADV.1)

<b>Learning Targets:</b>	<b>Lesson Plan:</b>
<ul style="list-style-type: none"> <li>• I can communicate respectfully with all people. (ID.8.ADV.1)</li> <li>• I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)</li> </ul>	<p><b><u>Self Esteem: Dignity and Respect for All</u></b>            This lesson defines conflict and describes two main types of conflict--internal and external conflict. Students will also learn that healthy communication skills can help resolve conflicts but unhealthy communication skills can make conflicts more difficult to resolve.</p>
<ul style="list-style-type: none"> <li>• I can identify my body’s physical responses to strong emotions and evaluate ways to deal with them. (CASEL.SE.1)</li> </ul>	<p><b><u>Self-Esteem: Body's Response to Emotions</u></b>            Students will analyze how emotions affect decision making, identify the difference between thought and emotions and how unhelpful thoughts affect their decision-making.</p>

**Curricular Connections:**  
 FCS (Embedded Health, Science, and Wellness 6)

**Opt-Out Activities**