



Human Reproduction & Embryology

Grades: 5th and 6th

National Health Education Standards (Sexual Health Module)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health

| Standard | Definition | Example |
|-----------------|--|--|
| Standard 1.5.5 | Identify characteristics of a responsible family member. | Students will explore ways to use teamwork as a way to be a responsible family member. |
| Standard 1.5.9 | Describe basic male and female reproductive body parts and their functions | Students will explore both male and female reproductive body parts and functions looking at models/hemi sections |
| Standard 1.5.10 | Describe the physical, social, and emotional changes that occur during puberty | Students will sort through different physical, social and emotional changes that happen during puberty |
| Standard 1.8.28 | Describe conception and its relationship to the menstrual cycle. | Students will explore the relationship between ovulation and fertilization |

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

| Standard | Definition | Example |
|----------------|--|---|
| Standard 4.5.1 | Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships | Through scenarios students will look at tools such as negotiation, teamwork, de-escalation and empathy to promote healthy family and peer relationships |

National Sexuality Education Standards

Anatomy and Physiology

| Standard | Definition | Example |
|------------------|---|---|
| Standard AP.5.CC | Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies. | Students will explore both male and female reproductive body parts and functions looking at models/hemi sections/drawings |

Puberty and Adolescent Sexual Development

| Standard | Definition | Example |
|--------------------|--|---|
| Standard PD.5.CC.1 | Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary. | Students will recognize through a sorting activity, that the majority of puberty changes happen to all young people regardless of their reproductive systems. |
| Standard PD.5.CC.2 | Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce. | Students will understand how puberty prepares human bodies for the potential to reproduce, learn about fertility and infertility and ways that infertile people can have a family, such as IVF, surrogacy and adoption. |
| Standard PD.5.AI.2 | Identify trusted adults including parents, caregivers, and healthcare professionals, whom students can ask questions about puberty and adolescent health | Through character-based scenarios, students will observe questions young people ask trusted adults and then apply that in their post activity. |

Sexual Health

| Standard | Definition | Example |
|--------------------|---|---|
| Standard SH.5.CC.1 | Explain the relationship between sexual intercourse and human reproduction. | Through following reproductive cells, students will understand the role of sexual intercourse and reproduction. |
| Standard SH.5.CC.2 | Explain the range of ways pregnancy can occur | Students will explore some of the different paths to parenthood such as IVF, surrogacy and adoption. |

ISBE Health Standards

State Goal 23 Understand human body systems and factors that influence growth and development.

Standard A Describe and explain the structure and functions of the human body systems and how they interrelate.

| Standard | Definition | Example |
|------------------|---|---|
| Standard 23.A.3a | Explain how body systems interact with each other | Students will explore how a male reproductive system and a female reproductive system are needed to produce a pregnancy |

Standard C Describe factors that affect growth and development.

| Standard | Definition | Example |
|------------------|---|--|
| Standard 23.C.2b | Identify stages in growth and development | Students will explore milestones for embryonic development. |
| Standard 23.C.3a | Describe the relationships among physical, mental, and social health factors during adolescence | Through a sorting activity and also through scenarios, students will look at how puberty changes impact physical, social and emotional health. |

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standard A Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict

| Standard | Definition | Example |
|------------------|---|---|
| Standard 24.A.3c | Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace. | Students explore how tools such as teamwork and negotiation help build and maintain relationships |

ISBE Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success

Standard 1A: Identify and manage one's emotions and behavior

| Standard | Description | Example |
|----------|---|--|
| 1A.2b | Describe and demonstrate ways to express emotions in a socially acceptable manner | Students will explore the idea of Name it, to Tame It to recognize the emotions and find ways to express the emotions in an acceptable manner such as I-statements or journaling |

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard 2C

| Standard | Definition | Example |
|----------|--|--|
| 2C.3b | Demonstrate cooperation and teamwork to promote group effectiveness. | Through scenarios, students explore how teamwork can help members of a group or family |