



## Puberty II

### 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 1.5.4	Describe the benefits of healthy peer relationships	Students will look at how they treat friends and family members and apply skills such empathy, compassion, de-escalation and apology.
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	Using age-appropriate scenarios, students determine common physical, social and emotional changes that happen during puberty
Standard 1.5.12	Describe personal characteristics related to gender expression and gender roles that make people different from one another	Students will explore what make them and everyone unique, as well as look at how gender roles have evolved over time.
Standard 1.5.13	Summarize why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts)	Students will apply apology and de-escalation skills to scenarios involving teasing based on personal characteristics.

**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	Students will use empathy, compassion, apology and de-escalation to help communicate in age-appropriate situations.
Standard 4.5.2	Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.	Students learn the difference between empathy and compassion and apply it to age-appropriate situations.
Standard 4.8.6	Demonstrate how to effectively communicate support for peers when aspects of their sexuality are different from one's own.	In the post activity, students will look at age-appropriate scenarios to determine how someone might be feeling and how skills such as empathy, compassion, de-escalation and apology could help.

## National Sexuality Education Standards

### Anatomy and Physiology

Standard	Definition	Example
Standard AP.5.CC.1	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

### Puberty and Adolescent 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 sort and recognize common physical, social and emotional changes happening during puberty
Standard PD.5.AI.2	Identify trusted adults including parents, caregivers, and healthcare professionals, whom students can ask questions about puberty and adolescent health	Students will identify trusted adults in their lives to ask questions about puberty.

### Gender Identity & Expression

Standard	Definition	Example
Standard GI.5.CC.4	Describe gender role stereotypes and their potential impact on self and others	Students look at how gender roles have changed over the last 100 years.

### Sexual Health

Standard	Definition	Example
Standard SH.8.CC.12	Explain the impact that media, including sexually explicit media	Students will learn about passive, aggressive and assertive communication, as well as tools such as empathy, compassion, de-escalation and apology and apply to age-appropriate situations.

## Consent and Healthy Relationships

Standard	Definition	Example
Standard CHR.5.CC.1	Describe the characteristics of healthy and unhealthy relationships among friends and with family	Students will learn about passive, aggressive and assertive communication, as well as tools such as empathy, compassion, de-escalation and apology and apply to age-appropriate situations.
Standard CHR.5.AI.1	Identify trusted adults, including parents and caregivers, that students can talk to about relationships	Students identify trusted adults and ways to talk about relationships
Standard CHR.8.INF.2	Evaluate the impact of technology and social media on relationships	Students explore impacts of posting on social media and explore through a scenario the definition of sexting

## 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 learn how the endocrine system and reproductive system work together and how hormones

**Standard C** Describe factors that affect growth and development.

Standard	Definition	Example
Standard 23.C.3a	Describe the relationships among physical, mental, and social health factors during adolescence	Students will recognize examples of how puberty impacts them physically, emotionally and socially by exploring different scenarios
Standard 23.C.2b	Identify stages in growth and development	Students will learn about puberty and how that impacts growth and development

**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.3b	Demonstrate methods for addressing interpersonal differences without har	Students will use empathy, compassion, de-escalation and apology in age-appropriate scenarios
Standard 24.A.3c	Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	Students explore passive, aggressive and assertive communication and how it can affect 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
Standard 1A.2b	Describe and demonstrate ways to express emotions in a socially acceptable manner	Students will use different tools such as empathy, compassion, de-escalation and apology in age-appropriate situations.

**Standard 1B** Recognize personal qualities and external supports

Standard	Description	Example
Standard 1B.2a	Describe personal skills and interests that one wants to develop.	Students will identify personality strengths and characteristics they find unique about themselves and pick one with a plan to develop.

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

**Standard 2A** Recognize the feelings and perspectives of others.

Standard	Definition	Example
Standard 2A.3a	Predict others' feelings and perspectives in a variety of situations	In the post activity, students will look at age-appropriate scenarios to determine how someone might be feeling and how skills such as empathy, compassion, de-escalation and apology could help.

**Standard 2D** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

Standard	Definition	Example
Standard 2D.2b	Apply constructive approaches in resolving conflicts.	Students will examine and use compassion, de-escalation and apology in age-appropriate scenarios.

**Goal 3:** Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

**Standard 3A** Consider ethical, safety, and societal factors in making decisions.

Standard	Definition	Example
Standard 3A.2a	Demonstrate the ability to respect the rights of self and others.	Students will examine how to respect self and others through listening to scenarios and participating in activities.