

## 6th Grade Lessons and Objectives

Lesson	Lesson Name	Standards for Health Education	Learning Objectives (I cans) and How Introduced
1	Ground Rules/Adolescence & Puberty	<p><b>Core Concepts, Accessing information, Analyzing influences:</b></p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ol style="list-style-type: none"> <li>1, The student will define puberty and tell when it occurs in boys and girls. D(1)</li> <li>2. The student will recognize that each individual will have his/her own rate and timetable of growth. D(1)</li> <li>3. The student will realize that “growth spurts” may occur during the period of adolescence.D(1)</li> <li>4. The student will explain what hormones are and their relationship to puberty. D(1)</li> <li>5. The student will identify physical, emotional, social and mental changes that take place in boys and girls during puberty. D(1)</li> <li>6. The students will learn that personal responsibility for hygiene promotes health and well-being. D (1)</li> <li>7. The student will learn which daily habits are needed for good hygiene. D (1)</li> <li>8. The student will realize that personal hygiene enhances self-concept, shows respect for others, and increases the respect others have for you. D (1)</li> <li>9. The student will have an understanding of the menstrual cycle. D (1)</li> <li>10. Identify menstrual health products and discuss their proper use and disposal. D (1)</li> <li>11. The student will be aware that nocturnal emissions or “wet dreams” may begin with the onset of puberty. D (3)</li> </ol>

<b>2</b>	Male Anatomy	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> <li>1. The student will explain what hormones are and their relationship to puberty. D(1)</li> <li>2. The student will identify physical, emotional, social and mental changes that take place in boys and girls during puberty. D(1)</li> <li>3. Students will recognize physical differences between male and female appearances. D(2)</li> <li>4. The students will be able to identify the structures and functions of the male and female reproductive systems. D(1)</li> <li>5. The students will recognize the basic parts of the body and be able to name them using proper terminology (buttocks, vulva, penis, breasts).</li> </ol>
<b>3 &amp; 4</b>	Female Anatomy	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> <li>1. The student will explain what hormones are and their relationship to puberty. D(1)</li> <li>2. The student will identify physical, emotional, social and mental changes that take place in boys and girls during puberty. D(1)</li> <li>3. Students will recognize physical differences between male and female appearances. D(2)</li> <li>4. The students will be able to identify the structures and functions of the male and female reproductive systems. D(1)</li> <li>5. The students will have an understanding of the menstrual cycle. D(1)</li> </ol>
<b>5</b>	Conception/Prenatal Development	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> <li>1. The student will be able to describe the process of conception, prenatal development and birth. D(1)</li> </ol>

		<p>Students will analyze the influence of family, peers , culture, media, technology and other factors on health behaviors.</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>2. The student will describe the development of the embryo and fetus. I(1)</p> <p>3. The student will discuss the importance of prenatal care. I(2)</p> <p>4. The student will describe the stages of labor and birth. I(1)</p> <p>5. The student will know that a person’s physical features and growth patterns are determined by heredity. D(2)</p> <p>6. The student will identify factors that promote a healthy pregnancy. I(2)</p>
<b>6</b>	HIV/AIDS	<p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Students will analyze the influence of family, peers , culture, media, technology and other factors on health behaviors.</p>	<p>1.The student will understand how to protect oneself from illnesses and communicable diseases (universal precautions). D(1)</p> <p>2. The student will be able to describe HIV/AIDS and symptoms/treatment. I(3)</p> <p>3. The student will be able to explain ways that HIV/AIDS can be transmitted. I(3)</p> <p>4. The student will understand the long-term effects of HIV/AIDS. I(3)</p> <p>5. The student will identify ways of preventing and reducing the risks of contracting HIV/AIDS. I(2)</p> <p>6. The student will understand that HIV/AIDS is a disease, how it is acquired and how to protect oneself from this disease. I (1)</p> <p>7. The student will recognize myths/misconceptions related to HIV/AIDS. I (1)</p>
<b>7</b>	Make Your Choice™	Students will analyze the influence	1.The student will understand that the family is

		<p>of family, peers , culture, media, technology and other factors on health behaviors.</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Student will demonstrate the ability to advocate for personal, family and community health.</p>	<p>the first resource and that there are also community resources in understanding human growth and development issues. D(1)</p> <p>2. The student will develop the communication skills needed to appropriately discuss issues and access information regarding human growth and development issues. D(1)</p> <p>3. The student will understand that each person must accept responsibility for choices made. I(2)</p>
<b>8</b>	Abstinence	<p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Students will analyze the influence of family, peers , culture, media, technology and other factors on health behaviors.</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health</p>	<p>1.The student will define abstinence. I(2)</p> <p>2.The student will realize the benefits of sexual abstinence in their lives.I(2)</p> <p>3. The student will learn that they do not need to become sexually active to be acceptable, whole, or complete. I(2)</p> <p>4.Abstinence is a normal and positive choice of behavior. I(2)</p> <p>5. Explain why abstinence is the safest choice in the prevention of pregnancy, STIs, HIV/AIDS. I(2)</p> <p>6. The student will understand that each person must accept responsibility for choices made. I(2)</p> <p>7. The student will understand peer pressure and practice the refusal skills needed to say “no” to</p>

		<p>risks.</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Student will demonstrate the ability to advocate for personal, family and community health.</p>	<p>behaviors that are inappropriate. D(1)</p> <p>8. The student will recognize the difference between appropriate affection and inappropriate advances and realize the possible consequences of those behaviors. I(1)</p>
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