

<b>Grade:</b> 6	<b>Strand:</b> Puberty and Adolescent Development	<b>Lesson:</b> The Adolescent Brain
-----------------	---	-------------------------------------

<p><b>Materials Needed:</b></p> <p>Pre-Assessment: <a href="#">Google Pre/Post Assessment Form</a></p> <p>Videos: (9:42) <a href="#">Ted Talk: Adriana Galvan</a> (2:55) <a href="#">Teenage Brain Under Construction</a></p> <p>Articles: <a href="#">Teenage Brain-Science News</a> <a href="#">Problem Solving and the Teen Brain</a></p> <p>Resources: <a href="#">Right/Left Brain Inventory Sheet</a> <a href="#">Right/Left Brain Answers</a> <a href="#">16 Personality Online Survey</a> <a href="#">16 Personality Student Form</a></p>	<p><b>Other Notes:</b> 2-3 class periods</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● PD.8.CC.1-I (14)</li> <li>● PD.8.INF.1/PD.12.INF.1-I (15)</li> <li>● PD.8.DM1-I (17)</li> <li>● PD.12.CC.1-I; (18)</li> <li>● PD.12.DM.1 (19)</li> </ul>
---	---

<p><b>Lesson Plan:</b></p> <ul style="list-style-type: none"> <li>● Students take pre-assessment. Students review individual results to better understand what they know and what they need to learn about human growth and development. Teachers should also use the results to identify areas that students may have misconceptions about, paying close attention to those areas during instruction.</li> <li>● Students will learn how brain development impacts cognitive, social and emotional changes of adolescence.</li> <li>● Students will understand that their brain is not yet fully developed, which explains the difference between adult/teen decision-making, impulsivity, social sensitivity, and risk-taking. Brains continually change.</li> <li>● Students will take online surveys to find out more about themselves and their personality traits.</li> </ul>
---

- Students will learn that people may have different personality types, but it is important to understand this and respect each other. Students will learn that each person has something positive to contribute..

**Lesson Plan: 2-3 Day Lesson**

- Teachers will show the videos and follow them with class discussions.
- Students will take the right/left brain inventory sheet, and teachers will discuss what generalities and tendencies those results may imply.
- Students will take the 16 Personality Types inventory online, and teachers will lead conversations related to the different personalities. Students will learn about their personality tendencies, strengths & weaknesses, relationships and friendships implications, (future) parenting and career tendencies, etc.
- *Essential Elements:* Describing the physical, social, cognitive and emotional changes of adolescence. Analyzing how friends, family, media, society and culture can influence self-concept and body image. Demonstrating how the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. And, analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.

**Closure/Reflection:**

- Students reflect on the results of the survey and inventory to share insights related to their personality. Class data would be collected and discussed.
- Teachers may end each day's lesson with a question and answer session, "exit slips," review, and/or formal or informal assessment.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Text <input checked="" type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input checked="" type="checkbox"/> Reference Materials <input checked="" type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

-----

Grade: 6	Strand: Healthy Relationships and Puberty and Adolescent Development	Lesson: Communication & House Rules
----------	--	-------------------------------------

<p><b>Materials Needed:</b></p> <p><a href="#">HOUSE RULES ACTIVITY</a></p> <p><a href="#">Child, Parent, Adult Messages Sheet and Role Play</a></p>	<p><b>Other Notes:</b></p> <p>1 class period</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● PD.8.CC.1-I (14)</li> <li>● PD.8.DM.1-I (17)</li> <li>● HR.8.CC.4-I (100)</li> <li>● HR.8.IC.1-I (104)</li> <li>● HR.8.IC.3- D (105)</li> <li>● HR.8.IC.3-I (109)</li> <li>● HR.8.IC.4-I (110)</li> </ul>
--	---

<p><b>Lesson Overview:</b></p> <ul style="list-style-type: none"> <li>● Students learn that there are three types of house rules, and they serve a purpose. Some rules may need to be revised or removed as students get older. Students will discuss house rules in small groups to investigate this, as well as learn how to respectfully communicate about changes they may want to see in current house rules.</li> <li>● Students will learn that they can send child, parent, and adult messages.</li> <li>● A child message usually triggers a parent response.</li> <li>● An adult message can trigger an adult response.</li> <li>● Students are in control of what type of message they send.</li> <li>● In order to be treated more adultlike, they must practice sending adult messages.</li> </ul>
---

**Lesson Plan: 1 Day Lesson**

- Lessons will include the teaching of the above objectives as well as role-playing the adult-to-adult, and parent/child communication process to demonstrate the effectiveness/merits of each form.
- *Essential Elements:* Demonstrating effective skills to negotiate agreements about the use of technology in relationships; discussing how communication skills can affect how their messages are received and how adults are likely to react; describing the normal evolution of relationships (with parents, friendships, etc;) discussing the physical, social, cognitive and emotional changes of adolescence; and demonstrating how more adult-like communication may positively impact possible outcomes.

**Closure/Reflection:**

- Students reflect on the lesson and plan to make an effort to test this communication model and then share those interactions before the end of the unit.
- Teachers may end each day's lesson with a question and answer session, "exit slips," review, and/or formal or informal assessment.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<ul style="list-style-type: none"> <li>✓ Check and correct homework</li> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Project</li> <li><input type="checkbox"/> Writing Assignment</li> <li><input type="checkbox"/> Individual</li> <li><input type="checkbox"/> Conference</li> <li><input type="checkbox"/> Other:</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observation</li> <li>✓ Walk around</li> <li><input type="checkbox"/> Signaling</li> <li>✓ Class work</li> <li>✓ Oral questioning</li> <li>✓ Discussion</li> <li><input type="checkbox"/> Conferencing</li> <li><input type="checkbox"/> Other:</li> </ul>	<ul style="list-style-type: none"> <li>✓ Text</li> <li><input type="checkbox"/> Video</li> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Internet</li> <li><input type="checkbox"/> Reference Materials</li> <li><input type="checkbox"/> Chromebooks</li> <li><input type="checkbox"/> iPads</li> <li><input type="checkbox"/> Computer Lab</li> <li><input type="checkbox"/> Other:</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cooperative learning</li> <li>✓ varied grouping</li> <li><input type="checkbox"/> Adjusting questions</li> <li><input type="checkbox"/> Choice provided</li> <li>✓ Movement</li> <li><input type="checkbox"/> Contract</li> <li>✓ Peer editing/helping</li> <li><input type="checkbox"/> Stations</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input type="checkbox"/> Other:</li> </ul>

-----

Grade: 6	Strand: Anatomy & Physiology, Puberty & Adolescent Development, Healthy Relationships	Lesson: Puberty
----------	---	-----------------

<p><b>Materials Needed:</b></p> <p>Videos: Co-ed presentation</p> <ul style="list-style-type: none"> <li>• <a href="#">Straight Talk: Puberty for Girls</a> 21:07</li> <li>• <a href="#">Boys and Puberty</a> 13:50</li> <li>• <a href="#">New Emotions, New Feelings</a> 16:36</li> </ul> <p>Web link:</p> <ul style="list-style-type: none"> <li>• <a href="#">Decision Making Model Framework (from Melissa Mead)</a></li> <li>• Resource information about puberty <a href="https://docs.google.com/document/d/1tsxVqWCoRgq17E1w2SaNvz5MsZZPrHBPgsAAGVCw6OU/edit">https://docs.google.com/document/d/1tsxVqWCoRgq17E1w2SaNvz5MsZZPrHBPgsAAGVCw6OU/edit</a></li> </ul>	<p><b>Other Notes:</b></p> <p>2-3 class periods</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> <li>• AP.8.CC.1-I (4)</li> <li>• AP.12.CC.1-I (6)</li> <li>• PD.8.CC.1-I (14)</li> <li>• PD.8.INF.1/PD.12.INF.1-I (15)</li> <li>• PD.8.DM.1-I (17)</li> <li>• PD.8.CC.1-I (18)</li> <li>• PD.12.DM.1-I (19)</li> <li>• HR.8.CC.2-I (97)</li> <li>• HR.8.CC.2-I (98)</li> <li>• HR.8.CC.4-I (100)</li> <li>• HR.8.INF.1-D (102)</li> <li>• HR.8.INF.2-D (103)</li> <li>• HR.8.IC.1-I (104)</li> <li>• HR.8.IC.3-D (105)</li> <li>• HR.8.GS.1-D (106)</li> <li>• HR.8.IC.3-I (109)</li> <li>• HR.8.IC.4-I (110)</li> </ul>
---	---

<p><b>Lesson Overview:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about issues surrounding male and female puberty</li> <li>• Physical, social, cognitive and emotional changes of adolescence</li> <li>• Male and female sexual and reproductive systems including body parts and their functions</li> <li>• The impact of outside influences (friends, family, media, society, culture)</li> <li>• Proactive ways students can prevent puberty issues like hygiene and acne, and reactive ways to cope with the pressures and challenges of puberty.</li> </ul>
---

**Lesson Plan:**

- Three videos will drive the discussion, as well as having students submit anonymous questions or a Q&A the next day.

**Day 1: Intro/Expectations**

Maturity - might laugh, awkward smirk, etc - Push through it

What is said here, stays here, don't joke or make fun, here to talk if you need to - Emphasize Respect

Show the two videos Straight Talk: [Puberty for Girls](#) 21:07, [Boys and Puberty](#) 13:50 in coed groups. Students can submit anonymous questions as they watch the videos-keeping in mind answers will be given in this science class at the end of the unit.

**Day 2: Show video [New Emotions, New Feelings](#) 16:36 +**

Students will submit anonymous questions as they watch the video

Emphasize: Don't compare yourself to models or others, you are you, good parent advice.

Start answering submitted questions in co-ed groups.

**Day 3: Finish answering and discussing submitted questions in co-ed groups.****Essential Elements:**

- Not in the video - applying a decision-making model to various situations relating to sexual health (referring back to brain development and responsible decision making (prefrontal cortex)); Identifying medically accurate resources of information about puberty using the provided resource link; demonstrating effective skills to negotiate agreements about the use of technology in relationships; developing a plan to stay safe when using technology and social media; demonstrating effective ways to communicate personal boundaries and show respect for the boundaries of others;
- Included in the video - describing the male and female sexual and reproductive systems including body parts and their functions; describing the human sexual response cycle, including the role hormones play, describing the physical, social, cognitive and emotional changes of adolescence; analyzing how friends, family, media, society and culture can influence self-concept and body image; comparing/contrasting the characteristics of healthy and unhealthy relationships; describing the potential impacts of power differences such as age, status or position within relationships; describing a range of ways people interact within various types of relationships; analyzing the ways in which friends, family, media, society and culture can influence relationships; demonstrate communication skills that foster healthy relationships; and describing the normal evolution of friendships and the healthy strategies to manage any changes.

**Closure/Reflection:**

As many student questions will be openly and honestly answered during Q&As as possible, with an invitation for students who either thought of new questions, or whose questions were unanswered due to time to follow up with their science teachers (via email or in person).

--

<p><b>Assessment of Learning (Formal):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check and correct homework</li> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Project</li> <li><input type="checkbox"/> Writing Assignment</li> <li><input type="checkbox"/> Individual</li> <li><input type="checkbox"/> Conference</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Assessment of Learning (Informal):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Observation</li> <li><input checked="" type="checkbox"/> Walk around</li> <li><input type="checkbox"/> Signaling</li> <li><input type="checkbox"/> Class work</li> <li><input checked="" type="checkbox"/> Oral questioning</li> <li><input checked="" type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Conferencing</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Resources (Text and Technology):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Text</li> <li><input checked="" type="checkbox"/> Video</li> <li><input type="checkbox"/> PowerPoint</li> <li><input checked="" type="checkbox"/> Internet</li> <li><input type="checkbox"/> Reference Materials</li> <li><input type="checkbox"/> Chromebooks</li> <li><input type="checkbox"/> iPads</li> <li><input type="checkbox"/> Computer Lab</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Differentiation Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cooperative learning</li> <li><input type="checkbox"/> Varied grouping</li> <li><input type="checkbox"/> Adjusting questions</li> <li><input type="checkbox"/> Choice provided</li> <li><input type="checkbox"/> Movement</li> <li><input type="checkbox"/> Contract</li> <li><input type="checkbox"/> Peer editing/helping</li> <li><input type="checkbox"/> Stations</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input checked="" type="checkbox"/> Other: Parent opt out</li> </ul>
---	--	--	--

-----

Grade: 6	Strand: Anatomy and Physiology, Puberty and Adolescent Development, Pregnancy and Reproduction, STIs and HIV, Healthy Relationships, Personal Safety	Lesson: Fertilization and Birth
----------	--	---------------------------------

<p><b>Materials Needed:</b></p> <p>Videos:</p> <ul style="list-style-type: none"> <li>● Conception Explained video: <a href="https://www.youtube.com/watch?v=DGyRD9HnXVs&amp;feature=youtu.be">https://www.youtube.com/watch?v=DGyRD9HnXVs&amp;feature=youtu.be</a> (2:05): a quick animated summary explaining fertilization</li> <li>● How your father's sperm cell met your mother's egg cell video: <a href="https://www.youtube.com/watch?v=2JGqVQv7LEU&amp;feature=youtu.be">https://www.youtube.com/watch?v=2JGqVQv7LEU&amp;feature=youtu.be</a> (14:26)-From sperm and egg to heartbeat</li> <li>● Life's Greatest Miracle, PBS video, 44:40 - 53:52 only, 9 minutes</li> </ul> <p>Web link:</p> <ul style="list-style-type: none"> <li>● <a href="#">Decision Making Model Framework (from Melissa Mead)</a></li> </ul>	<p><b>Other Notes:</b></p> <p>Up to 2 class periods</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> <li>● AP.8.CC.1-I (4)</li> <li>● AP.12.CC.1-I (6)</li> <li>● PD.8.DM.1-I (17)</li> <li>● PD.12.DM.1-I (19)</li> <li>● PR.8.CC.1 -I (40)</li> <li>● PR.8.CC.2 -I (41)</li> <li>● PR.8.CC.13 -I (42)</li> <li>● PR.8.CC.5 -I (43/54)</li> <li>● PR.8.CC.12.4 -I (43)</li> <li>● PR.8.CC.6 -I (44/55)</li> <li>● PR.12.CC.5 -I (44)</li> <li>● PR.8.INF.1 -I/D (45)</li> <li>● PR.8.IC.1 -I/D (46)</li> <li>● PR.8.AI.1 -I (48)</li> <li>● PR.12.CC.4-I/PR.8.CC.5-I(43/54)</li> <li>● PR.12.CC.5-I(54)</li> <li>● PR.8.CC.6-I (55)</li> <li>● PR.12.INF.1 -I (57)</li> <li>● PR.12.AI.NJSD-I (63)</li> <li>● PR.12.IC.1-I (64)</li> <li>● SH.8.INF.1-I (74)</li> <li>● SH.8.IC.1-I (75)</li> <li>● SH.8.GS.1-I (76)/SH.12.GS.1-I (76)</li> <li>● SH.12.CC.1-I (78)</li> <li>● SH.12.CC.2 - I (79)</li> <li>● SH.12.GS.1-I (86)</li> <li>● SH.8.GS.1-I (86)</li> <li>● HR.12.CC.3-I (113)</li> <li>● PS.5.CC.2-D (130)</li> <li>● PS.5.AI.2-D (133)</li> <li>● PS.8.CC.1-I (138)</li> <li>● PS.8.CC.2-I (139)</li> <li>● PS.8.CC.3-I (140)</li> <li>● PS.8.CC.4-I (141)</li> <li>● PS.12.CC.4.-I (141)</li> <li>● PS.8.SM.1-I(144)</li> </ul>
--	--



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● PS.8.SM.2-I(145);</li><li>● PS.8.ADV.1-I (146)</li><li>● PS.12.CC.4-I (150)</li><li>● PS.8.CC.4-I (150)</li></ul> |
|--|---|

**Lesson Overview:**

- Students will learn the basic reproductive anatomy of males and females.
- Students will learn about the fertilization process which will include the following terms: sexual intercourse, ejaculation, erection, ovulation, fallopian tube, uterus, cervix and ovary.
- Students will also learn how a baby develops and the birthing process.

**Lesson Plan:**

Show the videos “Conception Explained” and “How your father’s sperm met your mother’s egg.” These videos provide information about fertilization. After watching these two videos, show the video Life’s Greatest Miracle, highlighting the last 9 minutes (44:40 - 53:52). This section of the video shows a quick process of fetal development beginning with Day 1 and concluding with the birth of a baby.

Students can submit anonymous questions as they watch the videos- keeping in mind answers will be given in this science class at the end of the unit.

**Essential Elements:**

- Intro: Talking Points - three openings in female, two in male
- Reproductive Intercourse: Define: A penis gets stiff and erect, enters the vagina.
- Emphasize abstinence as the only 100% way to prevent pregnancy and STIs
- How to say “No” effectively
- Signs and symptoms of pregnancy
- Types of Twins
- Sexual harassment, sexual assault, rape, dating violence, sex trafficking,
- Define age of consent: 16 for touch, 18 for sex, if under the influence, there is no consent. It is against the law, and charges can be filed.

**Closure/Reflection:** Question/Answer notecard conversation session in co-ed groups.

<p><b>Assessment of Learning (Formal):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check and correct homework</li> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Project</li> <li><input type="checkbox"/> Writing Assignment</li> <li><input type="checkbox"/> Individual</li> <li><input type="checkbox"/> Conference</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Assessment of Learning (Informal):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Observation</li> <li><input checked="" type="checkbox"/> Walk around</li> <li><input type="checkbox"/> Signaling</li> <li><input type="checkbox"/> Class work</li> <li><input checked="" type="checkbox"/> Oral questioning</li> <li><input checked="" type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Conferencing</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Resources (Text and Technology):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Text</li> <li><input checked="" type="checkbox"/> Video</li> <li><input type="checkbox"/> PowerPoint</li> <li><input checked="" type="checkbox"/> Internet</li> <li><input type="checkbox"/> Reference Materials</li> <li><input type="checkbox"/> Chromebooks</li> <li><input type="checkbox"/> iPads</li> <li><input type="checkbox"/> Computer Lab</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Differentiation Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cooperative learning</li> <li><input type="checkbox"/> Varied grouping</li> <li><input type="checkbox"/> Adjusting questions</li> <li><input type="checkbox"/> Choice provided</li> <li><input type="checkbox"/> Movement</li> <li><input type="checkbox"/> Contract</li> <li><input type="checkbox"/> Peer editing/helping</li> <li><input type="checkbox"/> Stations</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input checked="" type="checkbox"/> Other: Parental opt out</li> </ul>
---	--	---	--

-----

Grade: 6	Strand: Puberty and Adolescent Development, STIs and HIV,	Lesson: Sexually Transmitted Infections (STIs) and Contraception
----------	---	--

<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● A Condom</li> <li>● 30 numbered test tubes and test tube racks</li> <li>● Small amount of Phenolphthalein</li> <li>● Gallon of Distilled Water</li> <li>● Beaker of Ammonia</li> <li>● 1 Pipette</li> <li>● <a href="#">STI Lab</a> (takes about 30 minutes)</li> <li>● <a href="#">STIs Current Data for Wisconsin</a></li> </ul> <p><b>TEACHER RESOURCES ONLY:</b></p> <p>Web links:</p> <ul style="list-style-type: none"> <li>● <a href="#">Decision Making Model Framework (from Melissa Mead)</a></li> <li>● Contraception: <a href="https://www.cdc.gov/reproductivehealth/contraception/index.htm">https://www.cdc.gov/reproductivehealth/contraception/index.htm</a></li> <li>● <a href="#">Sexual Health</a></li> </ul>	<p><b>Other Notes:</b></p> <p>1 class period</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● PD.8.DM.1-I (17)</li> <li>● PD.12.DM.1-I (19)</li> <li>● SH.8.CC.1 -I(69)</li> <li>● SH.8.CC.2-I (70)</li> <li>● SH.8.CC.3-I (71)</li> <li>● SH.8.AI.1-I (72)</li> <li>● SH.8.AI.2-I (73)</li> <li>● SH.8.INF.1-I (74)</li> <li>● SH.8.IC.1-I (75)</li> </ul>
--	--

<p><b>Lesson Overview:</b></p> <ul style="list-style-type: none"> <li>● Students will learn that there are methods to prevent a pregnancy. The main method emphasized will be abstinence. Some other methods prevent sperm from reaching the egg (condom example). Some methods rely on hormones, some methods prevent an egg from implanting in the uterus. Students will be shown what a real condom looks like in class.</li> <li>● Students will learn about bacterial and viral STIs.</li> <li>● Students will learn about how STIs are and are not transmitted, symptoms, and treatments.</li> <li>● Students will perform an experiment to show how quickly STIs can be transmitted.</li> <li>● Students will understand that not all STIs show visible symptoms.</li> <li>● Students will learn that some STIs are curable while others are not.</li> </ul>
---

**Lesson Plan: 2-3 Day Lesson**

- **Activity 1: Simulation of contagion spread using acid/base reactions**  
Students will get a test tube and be asked to mix with as many people as they want in 2 minutes. They do not have to mix if they do not want to. After 2 minutes, the teacher tells them that one person was very sick but did not know it. The teacher will add a strong ammonia solution to each test tube to see who else got sick. Those that turn pink will have spread the contagion (link to contracting a sexually transmitted diseases). This will show how people cannot always tell who has an illness and how quickly illnesses can spread. The teacher will have a tube that no one mixed with to represent abstinence. Students work to identify Patient 0. See STI lab for more details.
- **Contraception discussion points covered:**
  - Main method stressed is abstinence - 100% effective
  - Other methods prevent sperm from reaching the egg (condom example). Some methods rely on hormones (the pill), some methods prevent an egg from implanting in the uterus (IUD).
- **STI Discussion points covered:**
  - Students will learn about bacterial and viral STIs.
  - Students will learn about how STIs are and are not transmitted, symptoms, and treatments.
  - Students will perform an experiment to show how quickly STIs can be transmitted.
  - Students will understand that not all STIs show visible/observable symptoms.
  - Students will learn that some STIs are curable while others are not.
- **Question and answer session:** Students anonymously submit questions for discussion in co-ed classroom setting.

**Closure/Reflection:**

- Teachers may end each day's lesson with a question and answer session, "exit slips," review, and/or formal or informal assessment.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input checked="" type="checkbox"/> Other: Lab	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input checked="" type="checkbox"/> Other: Science supplies	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input checked="" type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input checked="" type="checkbox"/> Other: Parent opt out

<b>Grade:</b> 6	<b>Strand:</b> Identity	<b>Lesson:</b> Gender Identity
-----------------	-------------------------	--------------------------------

<p><b>Materials Needed:</b></p> <p>Resources: What makes you, YOU! Google slide presentation  <a href="https://docs.google.com/presentation/d/1OiPk-y1h95BoKFjmXkYw_PgDBfTzxQB0Y93MzuMVAQo/edit#slide=id.p">https://docs.google.com/presentation/d/1OiPk-y1h95BoKFjmXkYw_PgDBfTzxQB0Y93MzuMVAQo/edit#slide=id.p</a></p> <p><b>RESOURCES FOR TEACHERS only: TBD</b></p>	<p><b>Other Notes:</b> Up to 1 class period</p>
--	---

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● ID.8.CC.1 #27 Differentiate between gender identity, gender expression and sexual orientation. Definitions from proposed addendum to NJSD Policy 2260: <i>gender identity</i> is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth; <i>gender expression</i> or <i>gender presentation</i> refers to the way a person expresses gender such as clothing, hairstyles, activities or mannerisms; <i>sexual orientation</i> is a person’s experience of being romantically, physically, and emotionally attracted to men, women, both or neither (snow person diagram).</li> <li>● ID.8.CC.2 #28 Describe and discuss the range of gender roles</li> <li>● ID.8.INF.1/ID.12.INF.1 #29 Analyze external influences that have an impact on one’s attitudes regarding and expression of gender, sexual orientation and gender identity</li> <li>● ID.8.AI.1 #30 Access accurate information about gender identity, gender expression and sexual orientation</li> <li>● ID.8.IC.1#31 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations</li> <li>● ID.8.ADV.1 #32 Develop a plan to promote dignity and respect for all people in the school community</li> <li>● ID.12.CC.1 #33 Differentiate between biological sex, sexual orientation, and gender identity and expression (expansion of ID.8.CC.1)</li> <li>● ID.12.CC.2 #34 Distinguish between sexual orientation, sexual behavior and sexual identity</li> <li>● ID.12.INF.1/ID.8.INF.1 #35 Analyze external influences that have an impact on one’s attitudes regarding and expression of gender, sexual orientation and gender identity</li> <li>● ID.12.SM.1 #36 Explain how to promote safety, respect, awareness and acceptance</li> <li>● ID.12.ADV.1 #37 Advocate for school policies and programs that promote dignity</li> </ul>
<p><b>Lesson Plan:</b> Present slide show, differentiating among biological sex, gender identity, gender expression and sexual orientation. Discuss the range of gender roles; external influences on concepts of masculinity/femininity, sexual orientation and gender identity; and that biological sex, sexual orientation, gender identity and gender expression are factors that help define who you are. Promote safety, respect, awareness, acceptance of all forms of gender expression.</p> <p><b>Closure/Reflection: Q&amp;A discussion</b></p>

<b>Grade:</b> 6	<b>Strand:</b> All	<b>Lesson:</b> Q&A Session
-----------------	--------------------	----------------------------

<p><b>Materials Needed:</b></p> <p><b>Resources:</b></p> <p>Q&amp;A Forms:</p> <ul style="list-style-type: none"> <li>Original questionnaire for teacher:  <a href="https://docs.google.com/forms/d/e/1FAIpQLSe8HfHL0U7N1PRTV_dIbUi0ApQcHpd8a_PMMDLpEyj_H5mX6g/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSe8HfHL0U7N1PRTV_dIbUi0ApQcHpd8a_PMMDLpEyj_H5mX6g/viewform?usp=sf_link</a></li> </ul> <p>Post-Assessment Form</p> <ul style="list-style-type: none"> <li><a href="#">Google Pre/Post Assessment Form</a></li> </ul>	<p><b>Other Notes:</b></p> <p>1 class period</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Comprehensive review of information</li> </ul>
---	---

<p><b>Lesson Plan:</b></p> <ul style="list-style-type: none"> <li>Students will meet in co-ed groups. There will be a science teacher and at least one other teacher in each group.</li> <li>Students will have submitted questions via Google Form and/or index cards that teachers will read and answer. Teachers will read and prepare for questions in advance.</li> <li>Students will (most likely) also ask questions, in turn, during the session that teachers will answer honestly and openly.</li> <li>Promote abstinence as the only completely effective way to prevent pregnancy and STIs.</li> <li>Any question students may ask will be answered, unless they are deemed crude/inappropriate.</li> <li>Questions (actual student questions from past years) commonly answered include, but are not limited to: <ul style="list-style-type: none"> <li>How does a male's sperm get inside the female?</li> <li>Which opening does a baby come out of?</li> <li>When is it possible to have a baby?</li> <li>How do you prevent getting (what do you do if you think you get) an STI?</li> <li>How do homosexual people have sex?</li> <li>How are twins made?</li> <li>What does it mean when a boy switches to being a girl?</li> <li>Is sperm like a germ?</li> <li>Do sperm only come out when you are sleeping?</li> <li>How do you know if you're pregnant? Can you get pregnant without sex?</li> <li>Why would anyone want to have unprotected sex?</li> <li>Why do my parents make me shower so much more often?</li> <li>Why do some girls talk deeper than boys but boys vocal chords are thicker?</li> <li>Clarifying questions about things students have heard. (e.g. What is ... masturbation, the pill, a rubber, a blow job, what is rape, what is cum, why is it sometimes illegal/when is it legal to start having sex, etc.)</li> </ul> </li> <li>Students complete the post-assessment form and individually compare the results from the pre-assessment to the post-assessment, noting how understanding and knowledge may have changed from the start of the unit to the end of the unit.</li> </ul>
--

Closure/Reflection: Q&A discussion is the closure for the HG&D unit, followed by the post-assessment form as the closure for this lesson.

<p><b>Assessment of Learning (Formal):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check and correct homework</li> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Project</li> <li><input type="checkbox"/> Writing Assignment</li> <li><input type="checkbox"/> Individual</li> <li><input type="checkbox"/> Conference</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Assessment of Learning (Informal):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Observation</li> <li><input checked="" type="checkbox"/> Walk around</li> <li><input type="checkbox"/> Signaling</li> <li><input type="checkbox"/> Class work</li> <li><input type="checkbox"/> Oral questioning</li> <li><input checked="" type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Conferencing</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Resources (Text and Technology):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Text</li> <li><input type="checkbox"/> Video</li> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Internet</li> <li><input type="checkbox"/> Reference Materials</li> <li><input type="checkbox"/> Chromebooks</li> <li><input type="checkbox"/> iPads</li> <li><input type="checkbox"/> Computer Lab</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Differentiation Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cooperative learning</li> <li><input type="checkbox"/> Varied grouping</li> <li><input type="checkbox"/> Adjusting questions</li> <li><input type="checkbox"/> Choice provided</li> <li><input type="checkbox"/> Movement</li> <li><input type="checkbox"/> Contract</li> <li><input type="checkbox"/> Peer editing/helping</li> <li><input type="checkbox"/> Stations</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input checked="" type="checkbox"/> Other: Anonymous question submission</li> </ul>
---	---	--	---

**(Taught by school counselor in guidance)**

**Strand:** Healthy Relationships (1)

**Lesson:** Digital Communication Safety

**Grade:** 6

**Materials needed:** Chromebooks, ability to project from computer

**Learning objectives:**

**HR.8.CC.5** Describe the advantages and disadvantages of communicating using technology and social media

**HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships

**HR.8.INF.2** Analyze the impact of technology and social media on friendships and relationships

**HR.8.IC.3** Demonstrate effective skills to negotiate agreements about the use of technology in relationships

**HR.8.GS.1** Develop a plan to stay safe when using technology and social media

**HR.8.SM.2/HR.12.SM.2** Describe strategies to use technology and social media safely, legally and respectfully

**Lesson plan:**

Survey students about their use of social media, either through an informal question/answer in class or through an anonymous survey in Google forms. Sample questions can include their access to technology, the sites and apps they most often use, the amount of time they spend on their devices, and the amount of parent supervision and discussions about safety they have at home.

Show video on social media (2:06 minutes).

<https://www.netismartz.org/TeensTalkBack/SocialNetworking>

Lead discussion (What are your thoughts about....)

- Sharing your phone number?
- Who you friend/follow on social media?
- Privacy settings?
- What you post?
- Parents checking your texts, pictures and/or accounts?

Show video on sharing passwords (1:50 minutes).

<https://www.netismartz.org/RealLifeStories/BrokenFriendship>



Lead discussion on the importance of protecting phone and social media accounts with passwords.

Show video on sexting (2:25 minutes).

<https://www.netsmartz.org/RealLifeStories/YourPhotoFate>

Lead discussion on the dangers and legal ramifications of sending or possessing pictures of someone without some or all of their clothes. Stress that if a student receives an inappropriate picture they should immediately tell an adult.

Show videos on sextortion and online predation (1:00 minute and 3:06 minutes).

<https://www.netsmartz.org/RealLifeStories/Sextortion>

<https://www.netsmartz.org/RealLifeStories/JuliesJourney>

Lead discussion on sextortion (either by an online predator or a peer) and online predators. Discuss the dangers of meeting an online “friend” in real life without an adult’s supervision.

**Closure/reflection:** Review the importance of keeping safe while using digital devices. Have students identify 3-5 adults with whom they can talk about digital communication safety.

**(Taught by school counselor in guidance)**

**Strand:** Healthy Relationships and Personal Safety

**Lesson:** Healthy Friendships/Relationships

**Grade:** 6

**Materials needed:** Chromebooks, ability to project from computer

**Learning objectives:**

**HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships

**HR.8.CC.2** Describe the potential impacts of power differences such as age, status or position within relationships

**HR.8.CC.4** Describe a range of ways people interact within various types of relationships

**HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships

**HR.8.IC.1** Demonstrate communication skills that foster healthy relationships

**HR.8.SM.1** Explain the criteria for evaluating the health of a relationship

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

**HR.8.IC.4** Describe the normal evolution of friendships and the healthy strategies to manage any changes

**PS.5.CC.2** Define sexual harassment, sexual abuse, and sex trafficking. Identify risk factors contributing to sexual abuse and sex trafficking

**PS.5.AI.2** Identify parents or other trusted adults they can tell if they are being sexually harassed or abused

**PS.8.CC.1** Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, dating violence and sex trafficking

**PS.8.CC.2** Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, dating violence and sex trafficking and why they are wrong

**PS.8.SM.1** Describe ways to treat others with dignity and respect

**PS.8.SM.2** Demonstrate ways they can respond when someone is being bullied or harassed

**PS.8.ADV.1** Advocate for safe environments that encourage dignified and respectful treatment of everyone

**Lesson plan:**

Survey students to rank order the following characteristics of a healthy friendship/relationship: mutual respect, trust, honesty, compromise, individuality, good communication, anger control, fighting fair, problem solving, understanding,

self-confidence, being a role model. Discuss which characteristics students feel are most important and why.

Show video on healthy vs. unhealthy relationships (2:16 minutes).

<https://www.youtube.com/watch?v=Gn7ZQ2x0cOE>

Lead discussion on what makes a relationship unhealthy. Discuss control, hostility, dishonesty, disrespect, dependence, intimidation, and physical violence. Have students give examples of each and why it is harmful to a relationship.

Review rude, mean, and bullying behavior. Review sexual harassment and sexual abuse and how an imbalance in power plays a role in both.

Show video on communication styles (2:37 minutes).

[https://www.youtube.com/watch?v=9\\_OIJRaaXkM](https://www.youtube.com/watch?v=9_OIJRaaXkM)

Discuss passive, aggressive, and assertive communication. Have students practice an assertive response (to someone cutting in line, a mean comment about a haircut, repeated comments about clothing, a suggestive comment, or repeated unwanted touches).

**Closure/reflection:** Review the characteristics that identify a healthy friendship/relationship. Have students brainstorm ways they can promote healthy relationships with family members and their friends while at school and in the community. Finally, have students identify 3-5 adults with whom they can talk about their friendships/relationships.