

## 5th Grade Stanton Puberty Unit

### I. ISBE (Illinois State Board of Education) 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.2a	Identify basic body systems and their functions	Identify the 10 body systems and learn that there is only one that is different. Explain what the reproductive system is for.

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

Standard	Definition	Example
Standard 23.C.2a	Identify physical, mental, social and cultural factors affecting growth and development of children	Students will learn how puberty impacts each and every one of us and how.
Standard 23.C.2b	Identify stages in growth and development	Define puberty. List the physical changes 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.2b	Demonstrate positive verbal and nonverbal communication skills	Learning to be an upstander by using I statements.

**Standard C Demonstrate skills essential to enhancing health and avoiding dangerous situations.**

Standard	Definition	Example
Standard 24.C.2s	Describe situations where refusal skills are necessary	Learning when and how to stand up for yourself when needed.

**II. ISBE Social Emotional Learning Standards (5th grade)**

**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	Definition	Example
Standard 1A.2b	Describe and demonstrate ways to express emotions in a socially acceptable manner.	Analyze how puberty might affect you personally both physically and emotionally and how to deal with these changes in a healthy manner. I.e. managing emotions, recognizing feelings

**Standard 1C:** Demonstrate skills related to achieving personal and academic goals.

Standard	Definition	Example
Standard 1C.2a	Describe the steps in setting and working toward goal achievement.	Explore what interests them and how to create goals in small steps by making healthy choices.

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

**Standard 2C:** Use communication and social skills to interact effectively with others.

Standard	Definition	Example
Standard 2C.2b	Describe approaches for making and keeping friends.	Identify what a good friend looks like.

### III. National Health Education Standards - (5th grade)

#### Sexual Health

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

<b>Standard</b>	<b>Definition</b>	<b>Example</b>
Standard 1.5.2	Identify characteristics of healthy relationships	Look at characteristics of a healthy relationship.
Standard 1.5.9	Describe basic male and female reproductive body parts and their functions	Students will label a diagram of the reproductive systems.
Standard 1.5.10	Describe the physical, social, and emotional changes that occur during puberty.	Explore the main changes that occur during puberty and how to manage these changes.
Standard 1.5.11	Explain how puberty development can vary greatly and still be normal.	Recognize the timeline of puberty. Understand that everyone develops at their own rate.

#### **Standard 4:**

<b>Standard</b>	<b>Definition</b>	<b>Example</b>
Standard 4.5.1	Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships.	Practice how to be an upstander in various situations by using I statements.
Standard 4.5.3	Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.	Students will identify the adults in their life they trust to talk to.
Standard 4.5.4	Demonstrate how to effectively communicate support for peers who are progressing through puberty	Explore the meaning of being an upstander toward your peers.

### **Anatomy and Physiology**

<b>Standard</b>	<b>Definition</b>	<b>Example</b>
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 label a diagram of the reproductive systems and be able to recall the purpose of the systems.

### **Puberty and Adolescent Development (Sexual)**

<b>Standard</b>	<b>Definition</b>	<b>Example</b>
Standard PD.5.CC.1	Explain the physical, social, emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary.	Explore the main changes that occur during puberty and how to manage these changes.
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 the adults in their life they trust to talk to.

### **Consent & Healthy Relationships**

<b>Standard</b>	<b>Definition</b>	<b>Example</b>
Standard CHR.5.CC.1	Describe the characteristics of healthy versus unhealthy relationships among friends and with family.	Students look at characteristics they value in healthy relationships.
Standard CHR.5.AI.1	Identify trusted adults, including parents and caregivers that students can talk to about relationships.	Students look at characteristics they value in healthy relationships.

## Interpersonal Violence

Standard	Definition	Example
Standard IV.5.IC.1	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment.	Students will explore an age appropriate scenario to define and understand the importance of talking to a trusted adult.