

Health Education
Grade Six

PARENT GUIDE

Frederick County Public Schools
Frederick, Maryland

PG1

FCPS Essential Curriculum
HEALTH EDUCATION
Grade 6

Standard: **FACS.LS 6.10** Practice and apply responsible behaviors based on the physical and emotional changes that occur during puberty to prevent disease and practice abstinence.

10.01 Describe the anatomy and physiology of the human reproductive process

- I. Human reproductive system
 - A. Personal hygiene skills
 - B. Onset and process of puberty
 1. Physical and emotional changes
 - a. growth spurt
 - b. primary sex characteristics
 - c. secondary sex characteristics
 - d. hormonal changes
 2. Male and female anatomy
 - a. identify male and female body parts
 - b. explain functions of male and female body parts
 3. Male and female physiology
 - a. menstruation
 - b. ejaculation
 4. Process of reproduction

10.02 Examine measure for the prevention, treatment and control of disease.

- I. Prevention, treatment and control of disease
 - A. Communicable/Non-communicable diseases
 1. Virus
 2. Bacteria
 3. Prevention
 - a. Hand washing procedures
 - b. Avoid contact with others body fluids T-cell
 - B. HIV/AIDS
 5. Definitions
 - a. Virus
 - b. Disease
 - c. Immune system
 - d. T-cell
 - e. Deficiency
 6. Symptoms
 7. Risk factors
 - a. unprotected sex
 - b. IV drug use
 - c. Infected Mom to unborn baby
 - d. Sharing blood/body fluids
 - C. Effects of HIV/AIDS on the individual, family and society

HE.600.70 Demonstrate an understanding of sexual harassment and sexual assault, including prevention skills and appropriate intervention.

- I. Sexual Abuse and Sexual Harassment
 - a. Definitions
 - b. Types
 - c. Techniques to avoid potential situations
 - d. Refusal skills and strategies
 - e. Steps in reporting sexual harassment
 - f. Responsibilities of a witness

VOCABULARY

General Terms

Bladder – Stores or holds urine

Genitals – All of the sex or reproductive organs

Hormones – Chemical messengers

Pituitary Gland – Gland that signals that physical changes should take place

Puberty - When you are physically able to become a parent

Urethra – Tube that carries urine and semen, but not at the same time, in the male.
Carries urine only for the female

Female Anatomy

Cervix – Opening to the uterus

Egg cell - Female reproductive cells

Estrogen - Main female sex hormone

Fallopian tubes - Carries the egg cell

Menstruation – Discharge of the lining of the uterus

Ovary – One of the female sex glands that makes egg cells

Ovulation – Release of a mature egg cell from the ovary

Uterus - Where the unborn baby grows

Vagina – Passageway from the uterus to the outside of the body, also called the birth canal.
Passageway where sperm are deposited

Male Anatomy

Ejaculation – When semen/sperm cells are released from the penis

Epididymus – Stores sperm

Erection – Hardening of the penis

Penis – Male sex organ

Prostate Gland – Makes a fluid that helps keep sperm alive

Scrotum – Soft skin pouch that holds and protects the testes

Semen – Fluid containing liquid and sperm

Seminal Vesicles – Secrete a fluid that nourishes and helps the sperm to move

Sperm – Male reproductive cells

Testicle – Male sex gland which makes sperm

Testosterone – Male sex hormone

Vas Deferens – Passageway for sperm

Wet Dreams – When ejaculation occurs during sleep

Disease Prevention

Abstinence – Individual does not have sexual intercourse or use illegal drugs prior to marriage

AIDS – Acquired Immune Deficiency Syndrome

Acquired – “Gets” (an illness) from somebody else

Immune – Protected; can’t be harmed

Deficiency – Not enough; lacking

Syndrome – Group of signs

Disease – Something that makes you sick

HIV – Human Immunodeficiency Virus

STI – Sexually Transmitted Infection

Sexual Intercourse – Placing the erect penis into the vagina

T- Cells – One type of lymphocyte that helps the body fight disease

Virus - Smallest germ known; Causes infectious diseases

Sexual Abuse and Sexual Harassment

Sexual Abuse - sexual behavior that is forced on a person or occurs before the legal age of consent. (Teacher reference: if the victim is under the age of 14 years, and the person performing the act is at least 4 years older than the victim.)

Sexual Harassment - any type of unwelcome or unwanted conduct of a sexual nature (sexual language, actions, pictures, jokes, name calling, touching, gossip, suggestions, etc.) Children sexually harass other children when one group of children repeatedly teases another child in a sexual way. This also includes unwelcome, uncomfortable, embarrassing, demeaning comments that are spoken, written, e-mailed, text messaged or instant messaged.

HOME CONNECTIONS
Communicating With Your Young Adolescent
About Human Development

The information your student receives during the Family Life Units is based on national research and consultation with school nurses, health educators, parents, students, and medical professionals. The Sixth Grade Family Life Unit is designed to provide students with information regarding puberty, human reproduction, disease prevention and, sexual abuse and sexual harassment. You will have an opportunity to review all of the materials and preview the videos used during instruction and your permission is required for your student to participate.

Be a Good Model. Young people learn more from what you do than from what you tell them to do. Practice what you preach about caring, responsibility, intimacy, and honesty.

Be informed. Young adolescents will ask questions about body changes, about interest in the opposite sex, and about sexuality in general. While it is normal to not have all the answers, it is important to know where to find them!

Help Young Adolescents Feel Good About Themselves.

- Be generous with sincere praise.
- Accept questions and comments of all types; provide answers without ridiculing your young adolescent.
- Help young people discover what they can do well.

Help Your Young Person Make Choices. Provide young people with ways to be both independent and responsible. Remember that young adolescents still need structure, limits, adult guidance, and support, along with opportunities to make choices on their own.

Be Willing to Discuss What You Think About Sexuality. Be honest and straightforward about your values (what you think is right and wrong), but avoid lecturing or demanding that your children agree with you. Lectures and threats usually prevent meaningful communication, convey lack of respect, and tempt rebellion.

Be Prepared for Disagreements. Your young teen will question what you believe to be right and wrong about sexuality. This is normal. Be open in discussing your attitude about human growth and development. Listen to disagreements, but be firm about your beliefs. Be honest about the values you hope they will hold on to.

Be Direct. Without preaching or name-calling, tell them about the sexual messages they may give in the way they behave, dress, or talk.

Remember – You are Important to Your Child. What you believe is right and wrong is important to your young adolescent.

Share your values with your child and talk about why you hold these values important.

Discuss the importance of proper personal hygiene and grooming emphasizing:

- Regular bathing
- Hand washing
- Dental needs
- Hair care
- Deodorant use
- Shaving

Discuss emotional, physical, and psychological changes your child may be experiencing as he or she moves into puberty. Remember, just because your child does not ask questions, does not mean he or she doesn't have them. Answer your child's questions when asked. Responses should be brief, appropriate, and honest. Proper names for various body parts, organs, and functions should be used.

Be available and willing to talk with your child about Family Life. Remind your child that the physical and emotional changes they are experiencing are normal. Encourage your child to continue communicating with you if any questions should arise in the future.

You are your child's best source of information and support as they experience this exciting, yet challenging time of life.

Throughout the Family Life Unit, students are encouraged to ask questions. Students are also encouraged to share information they learn at home. Consider asking one or more of the following questions to facilitate communication:

- You reviewed the names for the female/male reproductive system today. Do you have any questions about any specific body parts and what they do?
- What did you learn about how puberty affects personal hygiene?
- Some people are uncomfortable learning about the opposite gender's body. Why do you think that is? Why is it important to learn about others?
- I understand you've learned how important it is to eat a balanced diet. Could you help me make some good choices for the grocery list?
- I remember having complexion problems when I was about your age. How can you help your complexion stay healthy as your body changes?
- I know your body is changing right now and I'm sure you might have mixed feelings about what is happening. Do you have any concerns you would like to talk about?

Girls:

- Do you have any questions about feminine products?
- It is normal to feel different or uncomfortable during menstruation. If this happens, how can you help yourself feel better?

Boys:

- What are some of the common signs of puberty in boys? Why do these changes happen?
- As your body changes through puberty, you may notice your testicles and penis getting larger. You may find that you get an erection for no reason. Does this concern you?
- Every boy starts puberty at a different time, according to his own internal timetable.
- Do you think about that much?
- Tell me something you learned about puberty today that surprised you.

Resources for Parents

Websites:

<http://pgschoolprograms.com>

www.teachingteens.com

This is an interactive website which provides factual information regarding physical and emotional changes which take place during puberty.

www.iwannaknow.org/puberty

This website is from The American Social Health Association and explains the physical and emotional changes of puberty.

www.playtextampons.com

This is an interactive website for girls about menstruation and other changes during puberty.

www.puberty101.com

This is a website for teens to find information about their physical development.

www.kidshealth.org/parent/growth/growing/understanding_puberty.html

This is a website for parents about children's health.

Books:

Madaras, Lynda. *The What's Happening to My Body? Book for Girls: A Growing Up Guide for Parents and Daughters*. Rev. ed. New York: Newmarket Press, 1987. This book is designed for parents and daughters to read together. It discusses physical and emotional changes during puberty and helps answer questions about emerging sexuality.

Madaras, Lynda. *The What's Happening to My Body? Book for Boys: A Growing Up Guide for Parents and Sons*. Rev. ed. New York: Newmarket Press, 1987. This book is designed for parents and their sons to read together. It answers questions about changes that occur during puberty. Anecdotes and true-life experiences are contained in the book.