

# Course Syllabus: Maturation, Reproduction, and Sexuality

## Eighth Grade - May-June 2023

### 1. Class Content Outline

- a. Lesson 1: Class Introduction, Adolescence, and Puberty
  - i. Class Welcome and Class Agreements
  - ii. Adolescence and Puberty
- b. Lesson 2: Anatomy, Physiology, and Identity
  - i. Sexual Anatomy and Physiology
  - ii. Sexual Orientation and Gender Identity
  - iii. Pregnancy Prevention and Unintended Pregnancy
- c. Lesson 3: Sexual and Relational Health
  - i. Healthy Sexuality
  - ii. Consent
  - iii. Healthy Relationships
  - iv. STIs and STI Prevention
- d. Lesson 4: Precautions, Prevention, and Resilience
  - i. Legal Issues
  - ii. Harassment, Assault, and Abuse
  - iii. Resilience
  - iv. Bystander Intervention

### 2. Class Structure

- a. *Outset*: From the *outset (at the beginning)* of each class we will take time to be sure that everyone understands concepts and vocabulary we may use throughout the class. This will be done by reviewing the answers to a vocabulary crossword that you will receive at the end of the previous class.  
This handout will also include reflection questions that you may want to think about before coming to class. We hope these questions will give you a heads up about what we might discuss in the next class, and help you think of any questions you might have for that class, or any support you may want before or after that class. You can look them over alone or discuss them with someone else.  
Working on the Outset before class is optional. We will complete the crossword together in class. We will not ask you to turn this paper in.
- b. *Lesson/Activities*: Each class will include a presentation, activities, and/or discussions of the day's topics.

- c. *Anonymous Questions:* Each class will end with an opportunity to write down any questions you have related to the content of the class; maturation, reproduction, or sexuality. *Everyone* will write something and place it in the question box. If you do not have any questions related to the class you can write three sentences about whatever you want, such as your favorite podcast, or what you had for dinner. Writing during this time whether you have a question or not allows those who do have longer questions to write to do so with anonymity.

We will review questions and answer as many as we can. All identifying information will be left out or changed so listeners to the question will not know if it was asked by a particular person or gender. All remaining questions will be read by the instructors after class, and we will do our best to answer them all during the next class.

### 3. Class Agreements

The class will come up with agreements designed to make everyone feel as comfortable as possible discussing topics that are often private or can have a big impact on someone. Feel free to note the class agreements in the space below:

- 
- 
- 
- 
- 
- 
- 
- 
- 

### 4. A Note About Language

We recognize that sometimes it can be hard to know or remember the best words to use. We ask that everyone use terms inclusive of all genders and sexual orientations, and words that are as gentle, respectful, and as anatomically accurate as you can. Please let us know if there are words we are using that you don't understand, or words that hurt you. Please feel free to use the words that make sense to you, or the words you can find. It is OK not to have the best words as long as your intention is to be respectful. Please be willing to change words when asked.

This curriculum provides medically and scientifically accurate information. The terminology used is consistent with best practices of American College of Obstetricians and Gynecologists, Society for Adolescent Health and Medicine, and the American Academy of Pediatrics.

Here are some clarifications about what we mean by certain words we will use in this class.

People who have a penis: boys, males, cis-males, non-binary people with a penis, transfeminine people, people assigned male at birth

People who have a vulva: girls, females, cis-females, non-binary people with a vulva, transmasculine people, people assigned female at birth (*Note: we use vulva because it is external genitalia, instead of vagina, which is internal*)

Sexual behaviors: touching or other activities engaged in for sexual pleasure and arousal

Intercourse: partnered vaginal, oral or anal penetration










## **5. Teachers/Facilitators**

Teachers assisting with this class are Thaddeus Wilson and Liz Scott.

Guest facilitator: Deb Rhizal will be assisting with the facilitation of this class. You or your parents/guardians may contact her at [rhizald@umich.edu](mailto:rhizald@umich.edu). She is a certified nurse-midwife at the University of Michigan.











This course content was developed by the Honey Creek SEAB and approved by the Board of Trustees. A copy of the curriculum is available in the office.











## Curriculum Alignment: SEAB Goals & Objectives

SEAB Goals & Objectives	Lesson 1: Class Introduction, Adolescence, and Puberty	Lesson 2: Anatomy, Physiology, and Identity	Lesson 3: Sexual and Relational Health	Lesson 4: Precautions, Prevention, and Resilience
<b>1. Information:</b> To provide accurate information about human sexuality.				
<b>2. Attitudes, Values, and Insights:</b> To provide an opportunity for young people to examine and understand their values, attitudes and insights about sexuality.				
<b>3. Relationships and Interpersonal Skills:</b> To help young people develop healthy relationships and interpersonal skills.				
<b>4. Responsibility:</b> To help young people exercise responsibility regarding sexual behaviors, which includes addressing abstinence, pressures to become prematurely involved in sexual activity, and the use of contraception and other sexual health measures (e.g. prevention of HIV and other STIs).				
<b>5. Inclusion and Affirmation:</b> To ensure that all students are represented in the sexual and reproductive health curriculum.				

*\*Available upon request: Detailed breakdown of each goal/objective by lesson.*

## Lessons Aligned to A-K Criteria Required by MI Law

A-K Requirement	Lesson 1: Class Introduction, Adolescence, and Puberty	Lesson 2: Anatomy, Physiology, and Identity	Lesson 3: Sexual and Relational Health	Lesson 4: Precautions, Prevention, and Resilience
<p><b>A.</b> Discuss the benefits of abstaining from sex until marriage and the benefits of ceasing sex if a pupil is sexually active.</p>				
<p><b>B.</b> Include a discussion of the possible emotional, economic, and legal consequences of sex.</p>				
<p><b>C.</b> Stress that unplanned pregnancy and sexually transmitted diseases are serious possibilities of sex that are not fully preventable except by abstinence.</p>				
<p><b>D.</b> Advise pupils of the laws pertaining to their responsibility as parents to children born in and out of wedlock.</p>				
<p><b>E.</b> Ensure that pupils are not taught in a way that condones the violation of the laws of this state pertaining to sexual activity.</p>	<p><b>NO LESSONS VIOLATE THE LAW</b></p> 			

<b>A-K Requirement</b>	<b>Lesson 1: Class Introduction, Adolescence, and Puberty</b>	<b>Lesson 2: Anatomy, Physiology, and Identity</b>	<b>Lesson 3: Sexual and Relational Health</b>	<b>Lesson 4: Precautions, Prevention, and Resilience</b>
<b>F.</b> Teach pupils how to say “no” to sexual advances and that it is wrong to take advantage of, harass, or exploit another person sexually.				
<b>G.</b> Teach refusal skills and encourage pupils to resist pressure to engage in risky behavior.				
<b>H.</b> Teach that the pupil has the power to control personal behavior. Pupils shall be taught to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and ethical considerations such as respect for self and others.				
<b>I.</b> Provide instruction on healthy dating relationships and on how to set limits and recognize a dangerous environment.				
<b>J.</b> Provide information for pupils about how young parents can learn more about adoption services and about the provisions of the safe delivery of newborns law.				
<b>K.</b> Include information clearly informing pupils that having sex or sexual contact with an individual under the age of 16 is a crime punishable by imprisonment and that one of the other results of being convicted of this crime may be to be listed on the sex offender registry for				

<b>A-K Requirement</b>	<b>Lesson 1: Class Introduction, Adolescence, and Puberty</b>	<b>Lesson 2: Anatomy, Physiology, and Identity</b>	<b>Lesson 3: Sexual and Relational Health</b>	<b>Lesson 4: Precautions, Prevention, and Resilience</b>
15 years, 25 years, or life.				