



Health & Physical Education

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MEMO

TO: *Parents/Guardians of Fourth Grade Students*

FROM: Mr. Jon Baudek, Supervisor of Health and Physical Education

SCHOOL YEAR: 2017-2018

SUBJECT: *Information Concerning the School District's Human Growth and Development Curriculum*

Human Growth and Development (HG&D) is a curricular strand of objectives that is integrated across the grade levels according to student developmental level, Wisconsin Academic Standards for Health Education and Developmental Guidance, and recommended practice. The School District of La Crosse has long provided accurate, age-appropriate health education and guidance programs that include human growth and development concepts that have been well-received by students and approved by parents. HG&D Curriculum, including family life as well as HIV/AIDS Education, is taught in grades K, 1, 3, 4, 5, 6, 7, 9 or 10 and in the elective holistic health class.

A state statute requires that all public schools shall provide parents with an outline of the human growth and development curricular objectives offered to students in the district. The information provided below represents the major topics that are included at your daughter/son's grade-level. If you have any questions about this aspect of our Health Education and Guidance Curriculums, contact your child's **teacher or principal as soon as possible**. Our expectation is that all students should receive this very important curricular content. However, if you wish to exempt your daughter/son from this part of the curriculum, you are required to file a written statement to that effect with their schools principal. Parents can also obtain the entire district Health Education Curriculum for review by contacting the appropriate teacher.

- I. Major Objectives
 - A. Students will be introduced to the skeletal and muscular systems of the body.
 - B. Students will be introduced to the concept that there are several body systems that work together such as the circulatory and respiratory systems.
 - C. Students will use accurate terminology to explain the structure and function of the human reproductive system.

- D. Students will recognize the indicators and impact of emotional/physical/social changers on health and well-being.
- E. Students will determine the stages in development and the characteristics that identify these stages, i.e., infancy, puberty, adolescence, adulthood and elderly.
- F. Students will describe the influences of family, society, and culture on the healthy transition through various life stages.
- G. Students will accept that growth and change is a healthy, positive life dimension.
- H. Students will describe chronic and communicable disease most likely to effect the lives of children personally or in their families (including HIV/AIDS) and determine ways to prevent these conditions.
- I. Students will identify menstruation as a normal, healthful function which indicates that a girl is physically becoming a woman and may be able to conceive and have children.
- J. Recognize child abuse and describe ways to get help.
- K. Demonstrate ways to deal with strangers.
- L. Discriminate between appropriate and inappropriate touch and strategize ways to respond to keep safe and comfortable.
- M. Students will learn that as a boy physically matures his body will begin to produce sperm cells which may enable him to father a child.
- N. Students will learn that the male body may release sperm cells during sleep (nocturnal emissions).
- O. Students will understand egg fertilization and that the body is made up of many cells.
- P. Students will understand that each new life begins with the union of a single sperm from the father and a single ovum from the mother.
- Q. Students will be able to describe heredity as those personal characteristics that have been passed down from parents.
- R. Students will identify the birth of a baby as a continuing part of the life cycle.

- S. Students will explain the physical, emotional and social changes which occur as they approach puberty.
- T. Students will understand the importance of self-respect and respect for others, be able to describe how they are affected by, and affect those, with whom they associate.
- U. Students will accept and value human sexuality as normal and essential to total well being.
- V. Students will continue to review areas noted that are essential in choices regarding personal well being, including safety, nutrition, and personal care.

II. Major Topics - Human Growth and Development

A. Body Systems (Review)

- 1. Digestive System
- 2. Skeletal and Muscular
- 3. Identifying the Circulatory and Respiratory Systems
- 4. Reproductive Systems
 - a. Sexual
 - 1. Puberty Changes
 - 2. Genital Development
 - 3. Menstruation
 - 4. Seminal Emissions
 - 5. Egg Fertilization
 - 6. Heredity
 - 7. Birth of a Baby
 - 8. Emotional and Psychological Changes

B. Protective Education

C. Life Span Development

III. AIDS Objectives

A. What is HIV/AIDS?

Students will understand and explain that HIV/AIDS is a communicable disease that prevents the body from fighting off other infections/illnesses.

B. Students will understand the known sources by which HIV can be transmitted.

C. Students will demonstrate the ability to discuss media messages about HIV/AIDS. Students will learn to think quickly about what is portrayed in these messages and compare media messages with facts about HIV/AIDS.

- D. Students may express their concerns/fears about HIV/AIDS and seek corrections of misinformation. They will learn that concerns/fears can have positive benefits to them if they avoid specific behaviors. They will be able to deal with their own fear by having a greater understanding of the facts surrounding HIV/AIDS.
- E. Students will understand and describe how fear can affect people's actions towards one another. Students will be able to discriminate irrational fear of HIV/AIDS.

IV. HIV/AIDS Topics

- A. What is HIV/AIDS?
- B. How is HIV/AIDS transmitted?
- C. How do we deal with fears and misconceptions of HIV/AIDS?