



# Health & Physical Education

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## MEMO

**TO:** *Parents/Guardians of Fifth 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. Student will understand that the circulatory system, driven by the heart, delivers food and oxygen to all body parts via arteries, veins, and capillaries.
  - B. Students will learn that the excretory system removes wastes such as excess water, food, and salt from the body.

- C. Students will learn that the nervous system, which includes the brain, spinal cord, and nerves, controls not only the senses and muscles that are under voluntary control, but also help control all the body organs and their vital functions.
  - D. Students will learn that the respiratory system brings oxygen into the lungs and expels carbon dioxide.
  - E. Students will learn that the body has a group of specialized cells to perform specific jobs and they are grouped as special tissues.
  - F. Students will learn that all systems work together under the control of the nervous system to maintain the delicate internal balances of a healthy body.
  - G. Students will learn that our human body has powerful natural defenses to help ward off diseases.
  - H. Students will review the content and objectives of the unit on reproduction.
  - I. Students will continue to review areas noted that are essential to choices regarding personal well-being, including safety, nutrition, and personal care.
- II. Major Topics - Human Growth and Development
- A. Body Systems
    - 1. Digestive System(Review)
    - 2. Skeletal and Muscular(Review)
    - 3. Identifying the Circulatory and Respiratory Systems
    - 4. Central Nervous System
    - 5. Reproductive Systems(Review)
      - 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
- III. HIV/AIDS Objectives
- A. Students will understand and explain that HIV 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 and learn to think quickly about what is portrayed in these messages and then 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 from rational fear of the behavior that could result in 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?