

**Wakulla County Schools**

**Human Growth and Development**

**K-9<sup>th</sup> grade**

September, 2014

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# Human Growth and Development Curriculum

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## HUMAN GROWTH AND DEVELOPMENT 4<sup>th</sup> – 9<sup>th</sup> Grade

This curriculum is a module that is taught in a specific class setting one time during second semester of the 4th grade. The curriculum for 6<sup>th</sup>, 7<sup>th</sup> and 9<sup>th</sup> graders is covered during an eight day session. Instruction takes place in same sex groupings with instructors who are prepared to deliver the curriculum as specified. The length of the module is 30 - 45 minutes.

Alignment to Standards:

The curriculum aligns to the following Sunshine State Standards and Benchmarks for Health and Science:

- HE.4.C.1.6** Identify the human body parts and organs that work together to form healthy body systems.
- HE.4.C.1.1** Identify the relationship between health behaviors and personal health.
- HE.4.C.1.2** Identify examples of mental/emotional, physical, and social health.
- HE.4.P.1.1** Illustrate responsible personal health behaviors.
- HE.4.P.1.2** Illustrate a variety of healthy practices and behaviors to maintain or improve personal health.
- HE.4.B.4.2** Categorize resources that could assist in achieving a small group health goal.  
(Remarks/Examples: Some examples may include family, school personnel, community service providers, nutrition resources guide.)
- SC.2.L.14.1** Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.
- SC.5.I.14.1** *Identify the organs in the human body and describe their function, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder and sensory organs. (e.g. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce)*

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## HUMAN GROWTH AND DEVELOPMENT 4<sup>th</sup> Grade

### Materials:

Always Changing School Program, 1999, The Proctor and Gamble Company

### Teacher's Guide

- A Guidebook for girls about growing up and a sample packet of personal hygiene items for girls
- Video
- A guidebook for boys about growing up and a sample packet of personal hygiene items for boys

The guidebooks are specific to the sex of the student. The video includes a 'girls only' segment and a 'boys only' segment.

### COURSE OUTLINE:

GIRLS	BOYS
<ul style="list-style-type: none"><li>▪ Overview of Growth and Development at Puberty</li></ul>	<ul style="list-style-type: none"><li>▪ Overview of Growth and Development at Puberty</li></ul>
<ul style="list-style-type: none"><li>▪ Female Stages of Development</li></ul>	<ul style="list-style-type: none"><li>▪ Male Stages of Development</li></ul>
<ul style="list-style-type: none"><li>▪ Overview of the Female Reproductive System</li></ul>	<ul style="list-style-type: none"><li>▪ Overview of the Male Reproductive System</li></ul>
<ul style="list-style-type: none"><li>▪ Explaining Menstruation</li></ul>	<ul style="list-style-type: none"><li>▪ Puberty Experiences for Boys</li></ul>
<ul style="list-style-type: none"><li>▪ Personal Hygiene</li></ul>	<ul style="list-style-type: none"><li>▪ Personal Hygiene</li></ul>

### LEARNING OBJECTIVES:

- Understand the physical and emotional changes students experience during puberty, and acknowledge these changes as a normal part of growth and development.
- Understand that personal hygiene is each individual's responsibility.
- Learn the physiology of their bodies and correct terminology for parts of the reproductive system.

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- Girls: Understand the menstrual cycle, what to expect during a period, and how to manage periods while continuing with normal activities.
- Boys: Understand some of the physical changes that will occur as they approach puberty.

## **DISTRICT PROCEDURES:**

- This course will be taught to the 4<sup>th</sup> grade students during the second semester.
- Parents are given the opportunity to 'opt out' of this instruction for their student(s). Sample letters are included with this curriculum guide. Schools may choose to send the letter that requires parent permission or the letter that asks parents to respond only if they wish to 'opt out'.
- This module is taught to same sex groups. Whenever possible the boys are taught by a male instructor and the girls are taught by a female instructor.

**See Appendix A for Sample Letters**

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## “Choosing the Best Way” Training 6<sup>th</sup>, 7<sup>th</sup> and 9<sup>th</sup> grade

### What is it?

- A student character program that addresses abstinence instruction. Targets alcohol and drug use as well.
- Sponsored by <http://www.choosingthebest.com>
- Choosing the Best is an evidence-based for helping students avoid harmful practices and abuse.
- Uses a teaching approach that moves student from cognitive understanding of facts to a personal awareness that leads to changed behavior.

### At what grades is it taught?

*Students in 6<sup>th</sup>, 7<sup>th</sup> and 9<sup>th</sup> grades.*

### Who teaches it?

- Partners from the Wakulla County Health Department along with trained teachers.

### How much time does it take?

- Eight class sessions. This includes a video or case study, discussion, presentation, activities, personal application, and parent involvement.

### Where and how is it offered?

- *High school – Personal Fitness classes Middle school – PE classes*

### What is the cost?

*A DOH (Department of Health) grant covers the cost of instructors training, student materials, and incentives.*

### What is good about this program?

- It begins with understanding personality traits and needs.
- It helps students articulate a life plan and connects their choices to the impact on their life plan.
- It is medically accurate, respectful and relevant.
- It is interactive. Students are actively learning.
- The curriculum has been tried and is feasible to implement.

### What is the need?

- District statistics of teen age pregnancy and the supporting behaviors
- Our previous abstinence curriculum is no longer available without cost.
- Abstinence education is required (FS 1003.46 2(a)).

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	<b>Abstinence Education Standards Covered in the Choosing the Best Curriculum</b>
HE.7.B.3.7	Critique the potential outcomes of a health-related decision.
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
HE.7.C.1.7	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.5	Analyze how messages from media influence health behaviors.
HE.7.C.2.7	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.P.1.1	Examine the importance of assuming responsibility for personal health behaviors.
HE.7.P.1.2	Analyze healthy practices and behaviors that will maintain or improve personal health.
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.
PE.7.R.1.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.
HE.8.B.3.6	Adopt healthy alternatives over unhealthy alternatives when making a decision.
HE.8.B.4.1	Assess personal health practices.
HE.8.C.1.1	Analyze the relationships between healthy behaviors and personal health.
HE.8.C.1.2	Analyze the interrelationship between healthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.5	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.7	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.9	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.P.1.1	Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.
HE.8.P.1.2	Generate healthy practices and behaviors that will maintain or improve personal health.
HE.8.P.1.3	Propose a variety of behaviors that avoid or reduce health risks.

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HE.8.P.2.1	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.2.2	Promote positive health choices with the influence and support of others.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.7	Assess the consequences of health risk behaviors
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.

**SEE APPENDIX A FOR SAMPLE LETTER**

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## Appendix A: Sample Letters

### 1. Letter Requiring Permission

Date

Dear Parents of Fourth Grade Students:

On \_\_\_\_\_, May \_\_\_\_\_ at 2:00 pm, our fourth-grade boys will have the opportunity to participate in a special district-approved guidance session entitled "Always Changing." This 20-minute session will be conducted by \_\_\_\_\_ and will consist of a video presentation for males. On \_\_\_\_\_, May \_\_\_\_\_ at 2:00 pm, our fourth-grade girls will have the opportunity to participate in the same type of session conducted by \_\_\_\_\_. This 30-40 minute session will consist of a video presentation for females and a question/answer session. All information is presented in gender-group isolation, not co-ed. Both videos regard changes students can expect during puberty and stress the importance of personal hygiene as they get older.

If you would like to attend this session with your child we invite you to do so. Please return the permission slip indicating whether or not your child can participate in this special guidance session. If your child does not return the permission slip, he/she will not be allowed to participate. We will make arrangements for him/her to spend this time either in the library or with a special area teacher. The permission form must be returned to your child's homeroom teacher no later than \_\_\_\_\_.

Thank you for your attention to this matter. If you have any questions, please contact \_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

Principal's Signature

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My child, \_\_\_\_\_, has permission to participate in the special guidance session entitled Always Changing.

My child, \_\_\_\_\_, does NOT have permission to participate in the special guidance session entitled Always Changing.

\_\_\_\_\_

Parent/Guardian Signature

Date

\_\_\_ I would like to attend this session with my child, \_\_\_\_\_.

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## 2. Letter Allowing for 'Opt Out'

Date

Dear Parents:

On \_\_\_\_\_ our fourth grade students will have an opportunity to participate in a program dealing with physical and emotional changes experienced during puberty. The materials used during the program have been approved by the Wakulla County School Board, and will be presented to fourth graders throughout the district. Boys and girls will be separated during the presentation to deal with specific information and questions.

If you would like to view these materials prior to the presentation, or if you have any questions or concerns regarding this program, please contact \_\_\_\_\_ at \_\_\_\_\_. If you do not wish your child to participate in this program, return the bottom portion of this letter to your child's teacher no later than \_\_\_\_\_.

Your cooperation is greatly appreciated.

Sincerely,

Principal's Signature

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\_\_\_\_\_ I do NOT want my child to participate in the Always Changing human growth and development program.

\_\_\_\_\_

Child's Name

\_\_\_\_\_

Parent/Guardian Signature

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August 18, 2014

Dear Parent/Guardian,

The 6<sup>th</sup>/7<sup>th</sup> Grade students at \_\_\_\_\_ will receive instruction in making healthy decisions and interpersonal skills needed to help reduce teenage pregnancy and promote healthy behavior through "Choosing the Best Way" Training classes. These classes will be taught during their Personal Fitness class period and will start \_\_\_\_\_ through \_\_\_\_\_.

Choosing the Best Way Training curriculum focuses on character development and the value of healthy relationships. This training provides character development and personal growth to teenagers. Students learn how to build self-control skills and that these skills can be improved with practice. Teens learn how to make positive, life-long decisions to avoid drugs, alcohol and sexual relationships. Students are taught how to view provocative messages about sexuality and at-risk behavior and make personal decisions in their best interest for the future. Teens receive training on behavioral restraint and the balance of being assertive to protect themselves from peers with at-risk behavior. Classroom settings are established gender-specific with a Choosing the Best Way certified instructor. If you feel that your child should be exempted from the Choosing the Best Way, please sign the form below and return it to the assistant principal, \_\_\_\_\_ 2014.

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Please print

My child, \_\_\_\_\_, does **not** have permission to participate in the Choosing the Best Way Training classes \_\_\_\_\_.

\_\_\_\_\_  
Parent or Guardian Signature