



School District of Elmbrook • 13780 Hope Street • P.O. Box 1830 • Brookfield, Wisconsin 53008-1830
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TO: PARENTS OF ELMBROOK MIDDLE SCHOOL STUDENTS

FROM: SCHOOL DISTRICT OF ELMBROOK

**SUBJECT: PARENT INFORMATION LETTER
HUMAN GROWTH AND DEVELOPMENT PROGRAM**

The School District of Elmbrook has implemented an elementary and secondary human growth and development program. **The program is organized into five strands: self-esteem, relationships, decision making, life cycles, and abuse prevention.**

This letter provides parents with an outline of the outcomes used in the student's grade level and information regarding how the parent may inspect the complete curriculum and instructional materials.

The proposed curriculum was developed by an advisory committee of the Board of Education and approved by the Board. If you have any questions or concerns, please contact the Director of Secondary Instruction (262)781-3030.

All of the expectations for students are based upon a program mission statement and goals. Specific textbooks, media, and classroom activities are identified for all teachers to use.

PARENT EXAMINATION OF COMPLETE CURRICULUM AND MATERIALS

Parents are welcome to examine the complete curriculum and related materials. Each school library has two copies of the outcomes. A copy of related media also is available at the school library, and CAO and may be previewed there. Examination copies of the K-12 curriculum are available at the local public libraries.

PROCEDURE FOR EXEMPTING STUDENTS

Parents are urged to examine the curriculum before considering an exemption request for their children. **Exemption requests must be in writing.** A special form is available from the school principal for this purpose or, at the following link www.elmbrookschoools.org/HGDPolicy Parents shall forward the completed and signed form to the respective school principal. The principal shall consult with the teacher involved to plan alternative lessons. Parents will be notified of the completion of the plan for the alternate lessons and the approximate time of the year.

CURRICULUM OUTLINE

MISSION STATEMENT

The School District of Elmbrook recognizes the primary role that the family plays in developing values, attitudes, and behavior. The District believes that a sound K-12 program of instruction in human growth and development will enhance the efforts of the family and facilitate the development of positive student self-esteem, a sense of personal responsibility, and the ability of students to make rational and intelligent decisions. The District further believes that the information provided and the knowledge and skills acquired in this program will enable students to make decisions regarding their own attitudes and behavior that enhance the well-being of the individual, the family, and society.

In recognition of the primary role of the family in developing values, attitudes and behaviors related to human growth and development, the District sets forth annually the following parent/guardian rights:

1. Parents/guardians may contact their student's school library at any time during the school year to make arrangements to inspect the complete outcomes and instructional materials for the respective grades of that building. A copy of the printed outcomes and lessons (excluding videos, textbooks, etc.) are also available at the Brookfield and Elm Grove public libraries.
2. Parents/guardians may exempt their students from human growth and development lessons by written request each school year. See your school principal for information
3. Parents/guardians may observe classes in human growth and development.
4. No student shall be required to divulge, defend, or refute personal/family attitudes, values, or behaviors regarding human growth and development topics.

Sixth Grade Outcomes:

Students will receive Human Growth and Development instruction during the first 4-5 weeks of the Choices and Wellness 6 ACE class. Please check your student's schedule to know when they are enrolled in this offering (2nd, 3rd, or 4th quarter). Students receiving certain interventions may have an alternate delivery format that will be outlined by your school's principal. Life Cycles is taught in approximately the fourth week of the class. Check your school calendar for the exact dates.

- Demonstrate strategies for dealing with abusive, coercive, manipulative, and harassing behavior (adult to child and student to student).
- Describe the process of human conception and birth.
- Describe physical, emotional and social changes of puberty.
- Describe the anatomy and function of the male and female reproductive system.
- Describe skills to deal with issues of acceptance
- Implement the steps of a decision-making model: identify a problem exists; brainstorm ideas for resolution; weigh pros and cons of each proposed resolution; implement and evaluate the choice made.
- Recognize high risk situations and use strategies to respond in a healthy way.
- Exhibit self-control and self-discipline through understanding and monitoring their thoughts, behavior and emotions.
- Differentiate between healthy and unhealthy self-image.
- Identify behaviors associated with an unhealthy self-image (anorexia, bulimia, self harm) in contrast to healthy self-image (body weight)
- Demonstrate effective and assertive communication techniques and self-advocacy skills (e.g., as it pertains to various types of harassment, or bullying (student-to-student) and how to seek help.)
- Develop the ability to resolve conflicts with others (negotiation and refusal).
- Identify characteristics of positive and negative peer relationships.
- Analyze the impact of peer pressure on an individual and group.
- Identify the concepts of friendships and dating.

Seventh Grade Outcomes:

Students will receive Human Growth and Development Instruction during the first 6 – 7 weeks of the Choices and Wellness 7 ACE class. Please check your student's schedule to know when they are enrolled in this offering (1st, 2nd, 3rd, or 4th quarter). Students receiving certain academic interventions may have an alternate delivery format that will be outlined by your school's principal. Life Cycles begins in approximately the third week of the class. Check your school calendar for the exact dates.

- Identify harassing situations and demonstrate strategies to deal with them
- Define physical, verbal, emotional and sexual abuse and the defining characteristics of each
- Identify sources of assistance if physically, verbally, emotionally, or sexually abused. Reinforce that abuse is not the child's fault.
- Explain that sexual activity by or with minors is illegal.
- Describe physical, emotional, and social changes of puberty
- Explain the transmission and prevention of STI's and their health consequences.
- Recognize harmful situations that can occur including those associated with the use of technology (e.g. chat rooms, Instant Messenger).
- Define and give examples of delayed gratification.
- Identify the relationships among decision making, self-control, and delayed gratification with examples.
- Identify Positive Self-Talk techniques and skills and explain benefits of Positive Self-Talk (as relates to self-esteem-confidence)
- Explain how a positive attitude builds and maintains self-esteem and confidence.
- Explain how self-talk influences the development of a healthy or unhealthy self-image.
- Explain how negative "self-talk" leads to destructive behaviors (e.g. bulimia, anorexia, self-mutilation, sexual high risk behaviors)
- Identify the criteria for acceptable dating behavior.
- Describe factors of sexual stereotyping and discrimination in relationships. Use concrete examples of relationships in current times
- Identify characteristics of positive and negative peer relationships.
- Identify the confusing/fluctuating emotions that may occur in boy/girl relationships in middle school.
- Analyze the impact of peer or group pressure on an individual, group, and boy/girl relationships.
- Explain the contributions, responsibilities, rights, and privileges of each family member.
- Identify age appropriate social interactions and behaviors between male and female students as sexual awareness develops in middle school.
- Identify the social, emotional consequences of inappropriate social interactions and behaviors between male and female students in middle school

Eighth Grade Outcomes:

Students will receive Human Growth and Development Instruction in their science class during the Human Biology & Health unit. Specific dates will be posted on the school calendar located on building's website. Due to the rotating curriculum between the 8th grade science teachers, it is typically during the months of January and May that these outcomes are covered. Check your school calendar for exact dates.

- Describe the anatomy and function of the male and female reproduction systems.
- Outline the general stages of fetal development from conception to birth and the birth process.
- Identify the physical, social, and emotional ramifications of STI's.
- Identify and understand HIV/AIDS, its transmission, disease progression, and its emotional and social impact on the individual and society.
- Identify the physical, social and emotional benefits and challenges of abstinence for both males and females. Identify the ramifications of teen sexual activity and teen pregnancy for both males and females.
- Identify means of pregnancy and STI prevention, including abstinence. Identify why abstinence is your only responsible choice.