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**TO: PARENTS OF ELMBROOK K-5 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 Elementary Instruction at (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, which includes copies of print materials/worksheets for grades K-5. The related media is also available to be previewed at each school library, and CAO. 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](http://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.

## SUMMARY OF KINDERGARTEN THROUGH FIFTH GRADE STUDENT OUTCOMES

*By grade level*

At the elementary level the human growth and development program will be taught within a regular classroom at each grade level K-5, usually within the health curriculum. The self-esteem, relationships, and decision making lessons also relate well with social studies goals. The life cycle lessons are usually taught within the context of the study of the human body systems in science. The approximate time of year instruction will take place for the various outcomes at each grade level are outlined below. **Check your school calendar or newsletter for the exact dates of the Life Cycle units.**

### KINDERGARTEN STUDENT OUTCOMES

Self Esteem	- Identify likes, interests, talent, etc., and other aspects of individuality.
Relationships	- Characteristics of a friend and a family.
Self Esteem	- Acceptable and healthy social skills.
Decision Making	- Examples of decisions.
Life Cycles	- Animals resemble their parents (growth over time) (Foss Science: Animals Two by Two).
Abuse Prevention	- Good and bad touching. - Identify parts of the body that are private. - Identify who is at fault in situations of abuse.

### FIRST GRADE STUDENT OUTCOMES

Self Esteem	- Respect for similarities and differences of individuals.
Relationships	- How each person contributes to the community. - Family structures.
Decision Making	- Choices and consequences.
Abuse Prevention	- Awareness that bodies are their own private property. - Identify how to deal with situations involving bad touch ("Say NO", get away, tell someone).
Life Cycles	- *Insects go through different stages of life (Foss Insects).

### SECOND GRADE STUDENT OUTCOMES

Self Esteem	- Examples of interests and choices people have. - Variety of role options for men and women in work and personal lives.
Relationships	- Interdependence between parent and child.
Life Cycles	- Identify basic body parts – penis, testicles, vagina, breast, scrotum, urethra, and anus and appropriate use of these terms.
Decision Making	- Criteria for making a responsible decision. - Acceptance of responsibility for one's behavior. - Strategies to deal with emotions. - Impact of emotions on decision making.
Abuse Prevention	- How to deal with harassing situations. - How to deal with situations involving bad touch.

### THIRD GRADE STUDENT OUTCOMES

Self Esteem	- Changes in interests like talents, feelings, etc.
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Relationships	- Characteristics of positive role models.
Decision Making	- Awareness of the feelings of others.
Life Cycles	- Wise use of daily time, including goal setting.
	- Observe life cycles of plants and animals *(Foss Structures of Life).
Relationships	- Small group responsibilities
Abuse Prevention	- Communicating abusive and harassing situations to appropriate adults.

#### FOURTH GRADE STUDENT OUTCOMES

Self Esteem	- Positive and negative characteristics of role models.
Relationships	- Qualities of friends.
	- Maintaining positive relationships.
Decision Making	- Wise use of time management, including goal setting and attainment.
Abuse Prevention	- Identify harassing behavior and coping strategies.
	- Identify coercive, abusive, and manipulative behavior and coping strategies.
	- Abuse includes bad touching and abuse is not their fault.
Life Cycles	<i>Note: Boys and Girls separated</i>
	- Initial changes in puberty.
	- Develop an awareness of human function and structure of the body *(Foss – Human Body).

#### FIFTH GRADE STUDENT OUTCOMES

Steps of Decision Making Process	- Goal setting.
	- Review of district policy on harassment.
Abuse Prevention	- Identify abusive, coercive, and harassing situations and appropriate coping strategies.
	- Identify appropriate protective and coping strategies to deal with abusive, coercive, and harassing situations
Life Cycles	<i>Note: Boys and girls separated.</i>
	- Identify human reproductive anatomy.
	- Describe social, emotional, and physical implications of puberty.
	- Recognize human growth and development occurs at different rates.

**D.A.R.E.** These outcomes are met in part/whole through D.A.R.E. curriculum, which is taught in each fifth grade in the district. The timeline varies by school.

Abuse Prevention	- Identify appropriate and coping strategies to deal with abusive coercive, harassing situations.
Self Esteem	- Importance of taking care of his/her own physical, emotional, and social needs.
Relationships	- Effective communication with peer groups and adults at school.

\*Foss units rotate throughout the year