

Human Growth and Development Advisory

—

Please sign in

Introductions

Please share your name, your relationship in the district
(parent, business owner, senior citizen, etc)

Goals of the WGSD District Human Growth & Development Advisory to the Board of Ed

Overview of handouts: statutes, DPI resources, etc

Emphasis

The Health and Wellness program focuses on

- Educating students
- Strengthening and/or enhancing communication
 - Between parents/guardians and the student.
- Advocating for personal, family, and community health.

Review of Board Adopted Health & Wellness Curriculum

last Board Adoption 2006

Human Growth and Development - 7th grade

- anatomy and physiology of the male & female reproductive systems
- sexuality, gender, and gender stereotypes
- dating as a way of exploring friendships & learning new social skills
- body changes caused by estrogen & testosterone
- habits males & females can practice to protect their reproductive health
- skin problems and suggest procedures for good skin care
- relationship between HIV & AIDS; understanding of each
- testing procedures and prevention for AIDS
- understanding how peer relationships affect health
- strategies to build and maintain positive relationships with peers, parents and other adults

Human Growth and Development - 8th grade

- sources, symptoms and treatment of sexually transmitted illnesses
- how HIV is transmitted, prevention, & stages of AIDS
- difference between sexual harassment and sexual assault; describe reporting procedures and legal penalties
- define what a value is and how it affects different relationships
- desirable traits for choosing personal relationships
- Identify risk factors, warning signs & general treatments for common communicable & noncommunicable diseases
- differences between chemical barrier, and natural methods of contraception and give examples of each
- stages of and process of labor & delivery (surgical and vaginal)
- knows ways to build and maintain positive relationships with peers, parents and other adults
- difference between safe and risky or harmful behaviors in relationships
- know techniques for seeking help & support for physical and emotional, and social issues
- understands causes of conflict and strategies for prevention at school and in community
- knows how to use refusal and negotiation skills to enhance health
- identify alternative actions in social settings and likely consequences

Survey - Kim

—

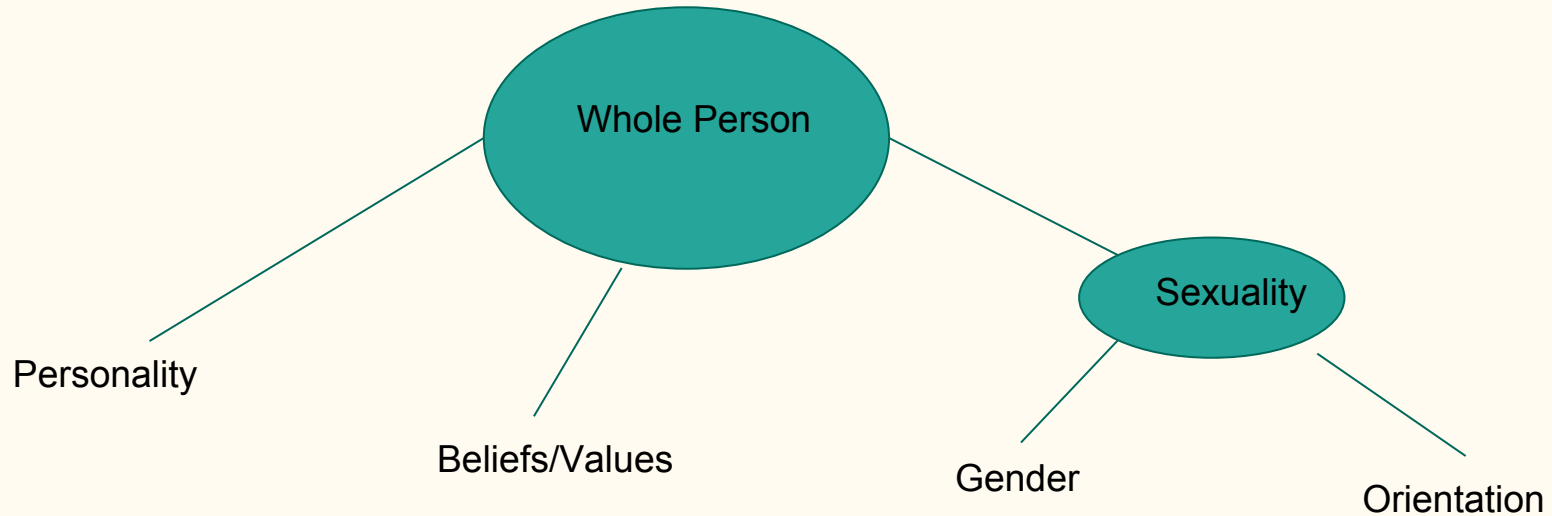
Review New Curriculum

This curriculum is pending Board adoption.

Discussion Topics

Human Growth and Development

Graphic aspects of whole person with terminology



Relationships

- Currently in 7th grade students identify different types of relationships.
 - What is a relationship? Family, friends, partner, etc..
 - Why do people need/want romantic relationships?
- Additions to our Human Growth and Development Units
 - Respect of diversity in regard to attraction and relationship
 - Common orientation terminology

Sexuality Terminology

Sexual Orientation - romantic and sexual attraction to people of one's same and/or other genders.

Heterosexual

Homosexual - lesbian, gay

Bisexual

Transgender

Districts Across Wisconsin with Units of Study

according to the return survey information from C & I Departments

Lake Mills -4th

Oregon - 5th

Edgerton - 6th

MCPASD - 6th

Mt. Horeb Area School District- 7th

Stoughton Area - 7th

Menomonee Falls - 7th

West Bend - 8th

School District of Jefferson - 8th

Greendale - 8th

Merton Community School District - 8th

Racine Unified - 9th

Hamilton SD - 9th

School District of Cambridge - 9th

Kettle Moraine - 9th

Albany School District 9th

Waterford Union High School - 9th

Lake Geneva/Genoa City- 10th grade (Elective Only)

Reedsburg Area High School - 10th

Discussion

Using 3x5 color cards- answer the following:

1. Specific questions of what is going to be taught (green)
2. Any specific concerns of what we are covering
3. Any things you feel should be further added when teaching this topic

Teachers collect and prepare to share

Advisory recommendation

5 = green light

3 = yellow light

fist = red light

Gender

- Currently in 7th grade students are identifying primary and secondary sexual characteristics with both genders.
 - Primary: Function and anatomy of both reproductive organs
 - Secondary: Changes that occur during puberty
 - Reflection on gender stereotypes
- Additions to our Human Growth and Development Units
 - How can one be respectful to other diversity in regard to gender?
 - What is gender identity?
 - What is gender expression?

Gender

- Additions to our Human Growth and Development Units
 - What is gender identity?
 - An individual's inner sense of their gender. Most people develop a gender identity that corresponds to their biological sex, but some do not.
 - What is gender expression?
 - The manner in which people outwardly expresses their gender.

Districts Across Wisconsin with Units of Study

according to the return survey information from C & I Departments

Oregon - 5th

Edgerton - 6th

Wauwatosa School District - 6th

School District of Cambridge - 7th

Menomonee Falls - 7th

Mt. Horeb Area School District - 7th

Stoughton Area - 7th

Yorkville School - 7th

Greendale - 8th

MCPASD - 8th

Merton Community School District - 8th

West Bend - 8th

Albany School District - 9th

Hamilton SD - 9th

School District of Jefferson - 9th

Kettle Moraine - 9th

Lake Mills - 9th

Racine Unified - 9th

Waterford Union High School - 9th

Reedsburg Area High School - 10th

Discussion and consensus

Using 3x5 color cards- answer the following:

1. Specific questions of what is going to be taught (green)
2. Any specific concerns of what we are covering
3. Any things you feel should be further added when teaching this topic

Teachers collect and prepare to share

Advisory recommendation

green light

yellow light

red light

If we didn't finish - resume Feb. 9th at 5:00-6:30 at Fox River.

Thank you for coming
