

# Wichita County USD 467 Health, Human Development and Human Sexuality Curriculum

- I. **The students will be able to describe some effective techniques in dealing with the following life management skills: (social studies teacher-Project Alert materials)**
  - A. Ways to develop a positive self-esteem
  - B. Definition of abstinence and immediate and future benefits for teens who abstain from sexual activity. (taught by the science teacher)
  - C. Abstinence from harmful behaviors
  - D. Techniques to develop strong refusal skills
  - E. Ways to communicate with others effectively
  - F. Ways to manage feelings and emotions appropriately
  - G. Techniques to deal with bullying personalities
  - H. Communication with parents or a trusted adult to help with confusing issues
  - I. Positive and negative aspects of a decision and its consequences
  - J. Short and long term goals
  - K. Stress factors in one's life
  - L. Effects of stress
  - M. Coping with stress
  - N. Respect for others-peers, adults, family, and selves
- II. **The student will identify the following appropriate actions for dealing with abuse, violence, and exploitation: (One class period-science teacher-health textbook)**
  - A. Reporting, prevention strategies, surviving and getting help for abuse, violence or exploitation
  - B. Teenagers can be sexually abused, coerced, or harassed by other teenagers or adults
  - C. Peer pressure lines and media influence (social studies teacher-Project Alert materials)
- III. **The students will demonstrate an understanding of the following basic first aid methods: (One class period-PE Teacher)**
  - A. Proper procedures for handling bodily fluids
  - B. Emergency assistance procedures
  - C. Choking
  - D. Burns
  - E. Lacerations

## 7<sup>th</sup> GRADE

- 1) **The students will define the following changes of adolescence: (Two class periods-science teacher-health book)**
  - a) Puberty begins and ends at different ages for different people
  - b) Emotional, physical, social and mental changes due to the changes occurring during this time of adolescence
  - c) Interests and talents that develop during this time of change
  - d) Appropriate personal and group responsibilities for this changing period of development
- 2) **The student will identify the following aspects of the human reproductive system: (Five Days-science teacher-science textbook) (Boys and girls taught separately)**
  - a) Structure and functions of the male system.
  - b) Structure and functions of the female system.
  - c) The fertilization process
  - d) Developmental growth of a baby from conception to birth

## 8<sup>th</sup> GRADE

- 1) **The students will recognize the following consequences and responsibilities of teenage pregnancy: (One class period-Science teacher-"Right Choice-Abstinence" video)**
  - a) Interruption of schooling, employment plans, social and family life as a result of teenage pregnancy
  - b) Financial consequences of teenage pregnancy

**Teachers Responsible: Science and Social Studies**

**Materials used: Science and Health textbook, Project Alert materials**

## 9<sup>th</sup> GRADE

- 1) The student will demonstrate the following good decision-making skills to develop healthy social behavior:  
(Two weeks)**
  - a) Effective communication skills.
  - b) Healthy relationships for the following areas: Family, peers, dating, professionals, and teachers.
  - c) Effective refusal techniques for the following areas: Relationships, drugs, alcohol, tobacco, and violence.
  
- 2) The student will demonstrate the following good decision-makings skills to develop good nutrition and exercise habits:  
(Two weeks)**
  - a) Effective exercising principles.
  - b) Definition and identification of aerobic and anaerobic exercise.
  - c) Eating disorders, including obesity, anorexia, and bulimia.
  - d) Balanced diet.
  - e) Cardiovascular disease.
  - f) Food labels.
  - g) Drugs, alcohol and tobacco.
  
- 3) The student will demonstrate an understanding of the following aspects of human growth and development:  
(Four weeks)**
  - a) Study of the following body systems: Digestive, circulatory, nervous, skeletal, reproductive, endocrine, and respiratory systems.
  - b) Study of the following maturation processes: Physical, social, mental, emotional, and spiritual processes.
  
- 4) The student will demonstrate the following good decision-making skills toward a positive mental health:  
(Two weeks)**
  - a) Self-esteem.
  - b) Appropriate expression of feelings.
  - c) Goal setting in the following areas: Personal, social, educational, career.
  - d) Identification of positive and negative stress.
  - e) Ways to manage stress.
  - f) Mental Disorders.
  - g) Ways to seek help for depression.
  - h) Prevention of suicide.
  - i) Identification of helpful resources.
  
- 5) The student will demonstrate the following good decision-making skills in human sexuality development:  
(Three Weeks)**
  - a) Respect and responsibility towards self and others.
  - b) Relationships in the following areas: Healthy vs. destructive relationships, infatuation vs. love, dating, refusal skills.
  - c) Definition of sexual abstinence.
  - d) Identification of immediate and future benefits of abstinence.
  - e) "Safe Sex" myths.
  - f) Issues for teen pregnancy in the following areas: Legal, financial, emotional and social issues.
  - g) HIV and AIDS.
  - h) Other STD's.
  - i) Ineffectiveness of common prevention methods.

Dear Parent(s) or Guardian(s),

**RE: USD #467-Health, Human Development and Human Sexuality Curriculum**

Attached you will find a curriculum that was adopted by the Health, Human Growth and Sexuality committee and the Board of Education of USD #467 on May 4, 1998. The sheet describes what each grade, 7<sup>th</sup> through 9<sup>th</sup>, will learn each year. This curriculum was significantly updated by a committee of site council members, certified staff, and the school health team from a May 16, 1988 curriculum which was revised in May 1994. Changes were adopted by the Board of Education of USD #467 on May 4, 1998.

The purpose of this curriculum is to develop a positive attitude about health, human development, and human sexuality. The emphasis throughout this program is to strive toward becoming healthy, responsible and caring adults. Our desire is to support the family unit and develop the responsibilities of the student to themselves as well as their responsibilities to the family and society. Our intent is to supplement the efforts of the parents.

If you have questions about the materials to be used, you may make an appointment to examine the materials at the school. All human sexuality materials must be reviewed by the student's parent/guardian before the student can be signed out of any human sexuality objectives. Human sexuality objectives are marked in the curriculum with an asterisk (\*). These are only taught in grades five through nine. Any objectives that are not human sexuality objectives or sexually transmitted disease objectives are considered part of the essential health and human development program and therefore should not be considered for opting students out. We believe parents are the foremost human sexuality/family educators, and the purpose of our curriculum is to supplement the efforts of parents. We encourage you to ask your child about the objectives being taught and to communicate your own thoughts.

If after reviewing the material, you have an objection concerning any of the human sexuality topics at your student's grade level please respond in writing to the principal. Your student will then be given an alternate assignment such as a research activity which will be determined by the teacher, parent, and principal. Upon completion of the project, your student will receive appropriate credit for the work.

Please complete the bottom section of this letter and return it to the school. If you have any questions or comments, feel free to call the school. Thank you for your continued support.

Sincerely,

Unified School District #467

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**Wichita County High School**

\_\_\_\_\_  
(Student's Name)

\_\_\_\_\_ I give consent for my child to participate in the human sexuality objectives (grades 5 through 9 only) that were adopted by the Board of Education of USD #467.

\_\_\_\_\_ I would like to review materials that will be used to teach the human sexuality objectives before deciding on consent. Please have the teacher contact me.

\_\_\_\_\_ I do not give consent for my child to participate in the human sexuality objectives (grades 5 through 9 only) that were adopted by the Board of Education of USD #467.

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

**SIGNATURE IS GOOD FOR 7<sup>TH</sup>, 8<sup>TH</sup>, AND 9<sup>TH</sup> GRADE YEAR**