

Dear Parent(s) or Guardian(s),

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

On the back you will find a 9th Grade curriculum that was adopted by the Health, Human Growth and Sexuality committee and the Board of Education of USD #467 on May 4, 1998. 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.

If your student is in the 5th Grade or higher, 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

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 _____

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

Teachers Responsible: Freshman Health Teacher

Materials used: Health Textbook