

# Human Growth and Development - Grades 3-5

## Course Outcome Summary

### **Information**

**Credits**

0

**Organization**

Hartford Area School District Consortium

### **Mission/Description**

Our mission is to develop within our students healthy for daily living skills. Quality health education motivates individuals to take an active role in protecting, maintaining, and improving their health through critical thinking, decision making, and problem solving.

### **Core Abilities**

Develop a code of social behavior through appropriate interactions.

Practice health and safety habits.

Assume responsibility.

Demonstrate work ethic/commitments.

Develop interpersonal skills.

Exhibit leadership skills.

Assume responsibility for conflict resolution.

Apply reasoning and problem solving strategies.

Demonstrate gathering/research.

Utilize technology.

### **Competencies, Linked Standards, Objectives and Performance Standards**

1. **Realize each person has a responsibility with regard to family living and his/her sexuality.**

***Properties***

*Domain: Affective*

*Level: Valuing*

*Difficulty: Medium*

*Importance: Important*

### **Linked External Standards**

WI.HE.G.4.3: Identify community organizations that advocate for healthy individuals, families, schools, and communities

### **Performance Standards**

*Your performance will be successful when:*

- o you will discuss in small groups the pros and cons of open communication amongst family members.
- o you will as a class make a chart of the pros and cons.
- o you will apply appropriate open communication in daily activities.
- o you will participate in classroom discussions on how and why family member roles have changed in your own family.
- o you will participate in discussions about how your values, standards and goals affect your relationships.
- o you will role play techniques to resist peer pressure.
- o you define in written form self-discipline and the role it plays in life.
- o you will show respect towards others on a daily basis.
- o you will complete a self evaluation on your ability to get along with others.
- o you will complete a plan to work on areas of weaknesses identified in the evaluation.

### **Learning objectives**

- a. Recognize the importance of open communication among family members.
- b. Recognize that roles of family members may change for a variety of reasons.
- c. Recognize how values, standards and goals which have been accepted as one's own guide relationships between people (Include consideration of: equality, honest, respect, responsibility, integrity, promise-keeping, self-control, social justice, obedience and respect for authority.
- d. Realize self-discipline is needed to withstand pressure contrary to one's values and standards.
- e. Act with respect toward others: bodies, belongings, feelings and differences.
- f. Respect individual's rights to privacy.
- g. Identify actions which help or hinder his/her ability to get along with others (communication skills, aggression, respect, etc.)

## **2. Use accurate terminology to explain the structure and function of the human reproductive system and organs. (Boys and girls together dependent upon the maturity of the students.)**

### **Properties**

*Domain: Cognitive*

*Level: Application*

*Difficulty: Medium*

*Importance: Essential*

### **Linked External Standards**

WI.HE.A.4.5: Describe the basic structure and functions of the human body system

WI.HE.D.4.1: Identify valid health information, products, and services

WI.HE.D.4.2: Demonstrate the ability to locate resources from home, school, and community that provide valid health information

**Performance Standards**

*Your performance will be successful when:*

- o you will use appropriate terminology for body parts in oral and written form at all times.

**Learning objectives**

- a. Define (girls) anus, bladder, breasts, cervix, estrogen, ovum, fallopian tubes, labia, menarche, menstruation, ovary, pubic hair, progesterone, urethra, uterus, vagina, vulva.
- b. Define (boys) anus, bladder, circumcision, ejaculate, erection, foreskin, penis, vas deferens, pubic hair, scrotum, semen, seminal vesicle, testicle, urethra, prostate gland.
- c. Describe the nature of menstruation and its relation to ovulation and conception (girls).
- d. Discuss the nature of nocturnal emissions, sperm production, and ejaculation (boys).
- e. Explain the nature of sperm development (boys).

**3. Identify the physical, emotional, and social changes which occur as one reaches puberty. (Girls and boys together dependent upon the maturity of the students.)**

**Properties**

*Domain: Cognitive*

*Level: Analysis*

*Difficulty: High*

*Importance: Essential*

**Linked External Standards**

WI.HE.A.4.1: Identify positive mental, emotional, social and physical factors that influence health

**Performance Standards**

*Your performance will be successful when:*

- o you will label physical changes that occur in both the male and female bodies during puberty.
- o you will participate in discussion around how and why personal health habits must increase during puberty.
- o you will participate in discussions about types of emotional changes that occur during puberty and why.
- o you will define puberty and explain when it occurs in oral and or written form.
- o you will list in written form how and why physical changes may affect social and emotional development.
- o you will brainstorm how social relationships with peers change during puberty.

**Learning objectives**

- a. Become aware of the physical changes that occur as they reach puberty (voice, acne, body odor, pubic and underarm hair, hormones, genital development, oily hair, coordination).
- b. Recognize that personal health habits must increase as individual's grow and develop (personal cleanliness, rest, eating, exercise, stress, etc.).

- c. Recognize mood changes and emotional reactions one might experience during puberty and (embarrassment, insecurity, elation, depression, etc.).
- d. Recognize that individuals will experience puberty at different times.
- e. Recognize how physical changes may affect social and emotional development.
- f. Discuss how social relationships with peers change during puberty.
- g. Take greater responsibility in caring for his/her body and making decisions regarding his/her health and appearance.

**4. Identify how wholesome boy-girl relationships contribute to positive social development.**

***Properties***

*Domain: Cognitive*

*Level: Analysis*

*Difficulty: Medium*

*Importance: Important*

***Linked External Standards***

WI.HE.F.4.3: Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others

WI.HE.F.4.4: Describe and demonstrate attentive-listening skills to build and maintain healthy relationships

WI.HE.F.4.5: Identify possible causes of conflict

WI.HE.F.4.6: Identify and demonstrate healthy ways to resolve conflict

***Performance Standards***

*Your performance will be successful when:*

- o you will list in written form benefits to having love, affection and friendships present in your life.
- o you will define sexual attitudes in oral and or written form.
- o you will list the positive and negative factors that influence sexual attitudes.
- o you will discuss respect for one's self, rights to privacy, manners, and modesty.
- o you will role play solutions to potential problem situations regarding the above.
- o you will participate in discussions regarding friendships with both genders.

***Learning objectives***

- a. Recognize the need for love, affection and friendships.
- b. Identify positive and negative factors that influence sexual attitudes.
- c. Recognize that boys and girls usually desire to adopt patterns and behaviors in keeping with sex roles in the culture.
- d. Recognize that growth and respect for one's self, right of privacy, proper manners and modesty should improve with maturity.
- e. Identify some problem relationship situations and ways to deal with them.
- f. Be aware that one can express affection to the same sex and that friendships are acceptable with the opposite sex.

**5. Recognize the impact of HIV/AIDS on society and one's self.**

***Linked External Standards***

- WI.HE.B.4.1: Identify responsible health behaviors
- WI.HE.B.4.3: Compare the relative risk of various behaviors
- WI.HE.B.4.6: Demonstrate ways to avoid and reduce threatening situations
- WI.HE.C.4.1: Demonstrate the ability to apply a decision-making process to health issues

***Performance Standards***

*Your performance will be successful when:*

- o you will describe in written form the action of the HIV/AIDS virus and the media messages regarding HIV/AIDS.
- o you will list in written form known risk behaviors associated with the spread of HIV.
- o you will describe in written form how HIV destroys the immune system.

***Learning objectives***

- a. Describe the action of the HIV/AIDS virus.
- b. Discuss media messages about HIV/AIDS.
- c. Recognize the surest way to prevent HIV/AIDS is to avoid the known risk behaviors associated with the spread of the disease.
- d. Recognize that the HIV/AIDS virus destroys the human immune system.
- e. Use current research regarding HIV/AIDS when discussing the topic.
- f. Recognize basic health concepts of how our immune system works.
- g. Discuss the differences between communicable and noncommunicable diseases.

**6. Identify the stages of the life cycle from birth to death.**

***Performance Standards***

*Your performance will be successful when:*

- o you will participate in discussion about the life cycle of all living things.
- o you will draw a diagram representing the human life cycle.

***Learning objectives***

- a. Recognize that all living things go through a life cycle from birth to death.
- b. Recognize the human life cycle as it progresses: egg cell, prenatal, birth, baby, toddler, child, teenager, young adult, middle aged, senior, death.
- c. Recognize that not all humans complete all stages of the life cycle.

**7. Identify different ways that living things reproduce.**

***Linked External Standards***

- WI.HE.A.4.5: Describe the basic structure and functions of the human body system

### **Performance Standards**

*Your performance will be successful when:*

- o you will compare and contrast incubation or gestation periods for animals and humans.

### **Learning objectives**

- a. Recognize that in order for family life to continue, living things must mate and reproduce.
- b. Identify that fertilization is the union of a cell from the male and an egg cell from the female.
- c. Recognize that incubation or gestation periods for animals and humans vary.

## **8. Discuss different ways animals and humans care for their young.**

### **Linked External Standards**

WI.HE.F.4.3: Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others

### **Performance Standards**

*Your performance will be successful when:*

- o you will compare and contrast the needs of human babies and animal babies.
- o you will compare and contrast how various animals care for their young and how humans care for their young.

### **Learning objectives**

- a. Recognize the needs of human babies are different than the needs of animal babies.
- b. Recognize human babies are dependent on adults for a long time.
- c. Identify how different animals care for their young.
- d. Identify how humans care for their young.

## **9. Discuss the contributions, rights, responsibilities and privileges of each family member.**

### **Linked External Standards**

WI.HE.A.4.2: Describe how family, school, and community environments influence personal health

WI.HE.C.4.4: Set a personal health goal and track progress toward achievement

WI.HE.C.4.5: Analyze how behaviors may have both good and bad consequences

WI.HE.F.4.3: Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others

### **Performance Standards**

*Your performance will be successful when:*

- o you will list several responsibilities of a parent in written form.
- o you will participate in discussions concerning the role of a family and its individual members.

### **Learning objectives**

- a. Comprehend that parenthood is a responsibility.

- b. Recognize that the family is a nurturing unit which fosters the fullest development of and respect for each family member.
- c. Recognize various roles of family members and how these roles sometimes change.
- d. Recognize the different ways individual families fulfill these roles.