

Human Growth and Development - Grades 3-5

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

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.