



# ***School District of New Holstein***

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Lori Verhagen, Director of Curriculum and Instruction

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Dear Parent or Guardian:

It is important that our students have knowledge about human growth and development to understand and foster optimal health and well-being. As such, the New Holstein School District provides instructional programs/opportunities in grades 4-year-old kindergarten through tenth grade that are medically accurate and age appropriate. It is important that parents and guardians be the primary source for information and education in order for students to make responsible decisions which fit with both student and parent/guardian personal values, and our schools provide supplemental learning to assist those efforts.

The learning objectives for all students grades 4K through tenth grade and optional course offerings and objectives in grades nine through twelve can be found below for your review. Your child's grade 4K-10 teacher and/or school counselor will provide opportunities during the school year for your child to learn the objectives. When specific topics that may be more sensitive in nature, such as puberty, protective behaviors, or sexual abuse are taught, the teacher or counselor will notify you in advance so that you can have the opportunity to preview any videos or resources. Videos related to the physical and emotional changes that occur with puberty are used in grades 4 and 5. We encourage you to take time with your child to discuss the video together after it is shown in class. This discussion provides another opportunity for you to share your values and expectations and to understand your child's perspectives.

If you have any questions or concerns about what your child will be learning, please talk with your child's teacher or counselor. If you prefer that your child not participate in human growth and development instruction, the request must be made in writing to the school principal in advance and an alternative educational opportunity will be provided for your child during that time. Students whose parents exempt them from instruction related to human growth and development will still receive instruction on other health-related topics such as basic hygiene and sanitation, the effects of controlled substances and alcohol and the proper care of the body. Instruction is also provided for elementary students on effective means by which students may recognize, avoid, prevent and halt physically or psychologically abusive or intrusive situations, such as child abuse, child enticement, and sexual abuse.

If you would like more information about the district's health or human growth and development curriculum, or the instructional materials, please contact me at (920) 898-5115.

Sincerely,  
Lori Verhagen  
Director of Curriculum and Instruction

New Holstein School District  
Human Growth and Development Program  
Learning Objectives

4 Year Old Kindergarten	<ul style="list-style-type: none"> <li>• Describe the characteristics of a friend.</li> <li>• Identify healthy ways for friends to express feelings to each other.</li> </ul>
5 Year Old Kindergarten	<ul style="list-style-type: none"> <li>• Describe the characteristics of a friend</li> <li>• Identify healthy ways for friends to express feelings to each other</li> <li>• Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched</li> <li>• Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched</li> <li>• Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable.</li> <li>• Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable</li> </ul>
First Grade	<ul style="list-style-type: none"> <li>• Explain what bullying and teasing are</li> <li>• Explain why bullying and teasing are wrong</li> <li>• Identify parents and other trusted adults they can tell if they are being bullied or teased</li> <li>• Demonstrate how to respond if someone is bullying or teasing them</li> </ul>
Second Grade	<ul style="list-style-type: none"> <li>• Describe differences and similarities in how boys and girls may be expected to act</li> <li>• Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act</li> <li>• Identify different kinds of family structures</li> <li>• Demonstrate ways to show respect for different types of families</li> </ul>
Third Grade	<ul style="list-style-type: none"> <li>• Define teasing, harassment and bullying and explain why they are wrong</li> <li>• Explain why people tease, harass or bully others</li> <li>• Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied</li> <li>• Demonstrate ways to communicate about how one is being treated</li> <li>• Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied</li> <li>• Persuade others to take action when someone else is being teased, harassed or bullied</li> </ul>
Fourth Grade	<ul style="list-style-type: none"> <li>• Explain the physical, social and emotional changes that occur during puberty and adolescence</li> <li>• Identify medically accurate information and resources about puberty and personal hygiene</li> <li>• Explain ways to manage the physical and emotional changes associated with puberty</li> <li>• Explain how the timing of puberty and adolescent development varies</li> </ul>

	<p>considerably and can still be healthy</p> <ul style="list-style-type: none"> <li>• Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues</li> <li>• Describe how puberty prepares human bodies for the potential to reproduce</li> </ul>
Fifth Grade	<ul style="list-style-type: none"> <li>• Describe the characteristics of healthy relationships</li> <li>• Identify parents and other trusted adults they can talk to about relationships</li> <li>• Define sexual harassment and sexual abuse</li> <li>• Identify parents or other trusted adults they can tell if they are being sexually harassed</li> <li>• Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)</li> <li>• Compare positive and negative ways friends and peers can influence relationships</li> <li>• Demonstrate positive ways to communicate differences of opinion while maintaining relationships</li> <li>• Demonstrate ways to treat others with dignity and respect – Healthy Relationships</li> </ul>
Sixth Grade	<ul style="list-style-type: none"> <li>• Analyze the ways in which friends, family, media, society and culture can influence relationships</li> <li>• Describe the potential impacts of power differences such as age, status or position within relationships</li> <li>• Analyze the similarities and differences between friendships and romantic relationships</li> <li>• Demonstrate communication skills that foster healthy relationships</li> <li>• Describe a range of ways people express affection within various types of relationships</li> <li>• Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others</li> <li>• Analyze the impact of technology and social media on friendships and relationships</li> <li>• Effective skills to negotiate agreements about the use of technology in relationships</li> <li>• Develop a plan to stay safe when using social media</li> <li>• Describe strategies to use social media safely, legally and respectfully</li> </ul>
Seventh Grade	<ul style="list-style-type: none"> <li>• Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched</li> <li>• Explain why a person who has been raped or sexually assaulted is not at fault</li> <li>• Know the physical, mental/emotional, and social growth that takes place during adolescence</li> <li>• Identify the parts and functions of the male reproductive system</li> <li>• Identify the most common disorders that can affect the male reproductive system</li> <li>• Know proper care of the male reproductive system</li> <li>• Identify the parts and functions of the female reproductive system</li> <li>• Explain the process of menstruation</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify the most common disorders that can affect the female reproductive system</li> <li>• Know proper care of the female reproductive system</li> <li>• Know how the body is organized from its smallest parts, cells, to complex body systems and describe the stages in human development before birth</li> <li>• Identify the stages of adulthood and the milestones that many achieve along the way.</li> </ul>
Eighth Grade	<ul style="list-style-type: none"> <li>• Differentiate between gender identity, gender expression and sexual orientation and analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.</li> <li>• Access accurate information about gender identity, gender expression and sexual orientation.</li> <li>• Develop a plan to promote dignity and respect for all people in the school community. Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</li> <li>• Explain the range of gender roles.</li> <li>• Identify common STDs and the problems they cause.</li> <li>• State how to protect themselves from STDs.</li> <li>• Explain why abstinence is the best way to avoid getting an STD.</li> <li>• Define HIV and AIDS, explain how people become infected with HIV and develop AIDS, and describe how to avoid getting HIV and AIDS.</li> </ul>
Grades 9-12	<p><b>Grade 9/10</b></p> <ul style="list-style-type: none"> <li>• Understand responsibility and consequences of sexual activity.</li> <li>• State how to protect themselves from STDs and unwanted pregnancy.</li> <li>• Able to access resources and know definitions of sexual assault and appropriate boundaries.</li> <li>• Know consequences of social media on social and emotional well-being, as well as legality and safety related to content of posting.</li> </ul> <p>*These courses are elective offerings for high school students.</p> <p><b>*Teen and Family Relations, grades 9-12</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast different birth control methods and discuss how each one works.</li> <li>• Identify the different types of STD's and explain how each affects the body</li> <li>• Analyze dating relationships and differentiate between healthy and unhealthy.</li> </ul> <p><b>*Child Development, grades 10-12</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast different birth control methods and discuss how each one works.</li> <li>• Analyze the right time to have a baby and the costs of raising a child.</li> <li>• Discuss the importance of eating a healthy diet prior to pregnancy.</li> <li>• Explain the dangers of drug use and drinking during pregnancy.</li> <li>• Describe the signs of pregnancy.</li> <li>• Identify pregnancy terminology</li> </ul>