



**Whitefish Bay School District Human Growth and
Development Education 4th Grade Curriculum Outline**
Updated 2019

- I. With the classroom teacher and/or the school counselor(s)
The students will recognize their own social & emotional development by:
 - A. Comparing and examining certain emotions that change during puberty.
 - B. Discussing and assessing their respect for self and others.
 - C. Examining their own understanding and acceptance of a multicultural and diverse society with regard to: African Americans, Asian Americans, Caucasians, Hispanics, Native Americans, and persons with disabilities.
 - D. Reviewing the importance of the acceptance and understanding of ones personal growth patterns.
 - E. Applying the decision making model to situations.

- II. With the District Medical Provider
The students will demonstrate an understanding of physical growth & development by:
 - A. Defining puberty
 - B. Examining the interaction of physical, emotional and social development.
 - C. Comparing the similarities of male and female growth.
 - D. Identifying body parts and systems affected by puberty.
 - E. Explaining the changes in females.
 - F. Explaining the changes in males.

- III. With the school counselor(s)
The students will review & extend their knowledge of child abuse by:
 - A. Defining types of abuse: physical, mental/emotional, and sexual.
 - B. Identifying ways to respond to potential danger which may prevent abuse.
 - C. Recognizing & explaining the difference between abuse and discipline.
 - D. Discussing different approaches to use in reporting abuse.
 - E. Identifying supportive help in the home, school and community.
 - F. Recognizing & examining rights which are protected by law.

* Gender separated for questions and answers

**Human Growth and Development
4th Grade Level Sensitive Issues within the Curriculum**

Grade level topic is...	Introduced	Developed (Introduced in 3 rd grade)
Intercourse- School personnel will...		
1. teach how one identified unwanted attention and touch and what to do about it		X
2. encourage students to discuss with parents the questions outside of the teaching scope.		X
The school will <u>not</u> take a position on... - whether intercourse outside of marriage (e.g. premarital, extramarital) is right or wrong - sexual acts beyond the scope of the curriculum.		
Birth Control- School personnel will...		
1. teach the reproductive systems, male and female.	X	
2. encourage students to discuss with parents the questions outside of the teaching scope.		X
The school will <u>not</u> take a position on... - religious, moral, or political stands.		
Sexual Orientation, Gender Identity, and Gender Expression- School personnel will...		
1. factually define sexual orientation, gender identity and gender expression.	A basic explanation of the following objective may be given in Grade 4 if a question or incident arises.	
2. distinguish between curiosity, affection, friendships of the same gender as different from a life commitment to homosexuality.	A basic explanation of the following objective may be given in Grade 4 if a question or incident arises.	
3. clear up misunderstandings and myths regarding sexual orientation, gender identity, and gender expression.	A basic explanation of the following objective may be given in Grade 4 if a question or incident arises.	
4. identify the need for respect and support of all individuals, in connection with applicable civil rights/nondiscrimination laws and as related to this topic.	X	
5. encourage students to address with parents the questions outside of the teaching scope.		X
The school will <u>not</u> take a position on... - religious, moral, or political stands.		
Masturbation – School personnel will...		
1. encourage students to discuss with parents the questions outside of the teaching scope		X
The school will <u>not</u> take a position on... - religious or moral stands.		
Abortion – School personnel will...		
1. encourage students to discuss with parents the questions outside of the teaching scope		X
The school will <u>not</u> take a position on... - religious, moral, or political stands.		