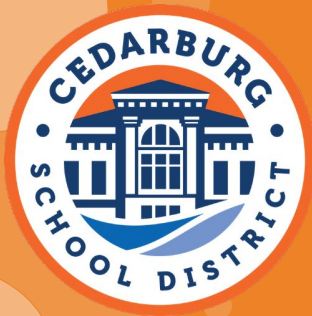




Human Growth & Development

Webster Middle School
2024-25



HGD Mission Statement!

The Cedarburg School District Human Growth and Development curriculum will support the family's role as the primary educator, reflect the values of the community, and encourage students to develop healthy behaviors based on responsible decision making.

Goals

Goal 1

To promote respect for self and others as the fundamental basis for decision making about human growth and development

Goal 4

To address issues, questions, and concerns about personal sexual development and feelings.

Goal 2

To promote respect for parental values and encourage communication between students and their parents/guardians or other trusted responsible adults.

Goal 5

To develop an understanding that sexuality is an integral component of one's physical, psychological, social and emotional development.

Goal 3

To provide accurate current information about human growth and development.

Goal 6

To promote the development of a positive personal standard of behavior based on family, religious, educational and interpersonal experiences.



The School District of Cedarburg emphasizes and encourages abstinence as the best way to promote emotional health, positive social relationships, and a healthy understanding of sexuality among children. It is the only 100% effective method of preventing pregnancy and the most effective method of preventing sexually transmitted disease.

- **Be sensitive to other people's feelings & differences.**
- **Respect what other people say; no put-downs**
- **There are no "dumb" questions.**
- **It is all right to "pass" (not answer a question).**
- **Keep discussion and questions away from personal level (no individual stories)**
- **Keep confidential all comments made by other students.**
- **Use scientific terms rather than slang.**



**Too embarrassed
to ask a question?
Write it down!**



The Question Box

At the end of each class period EVERY student will receive a note card. If you have a question that pertains to what we are learning write it on the card. If you do not have a question. Write about something you learned today. Do not sign your name.

The background is a light blue color with various organic, bubble-like shapes in orange, red, yellow, and teal. A large white circle is centered on the page, containing the text. In the top left corner, there is an orange circle with the number '1' inside it.

1

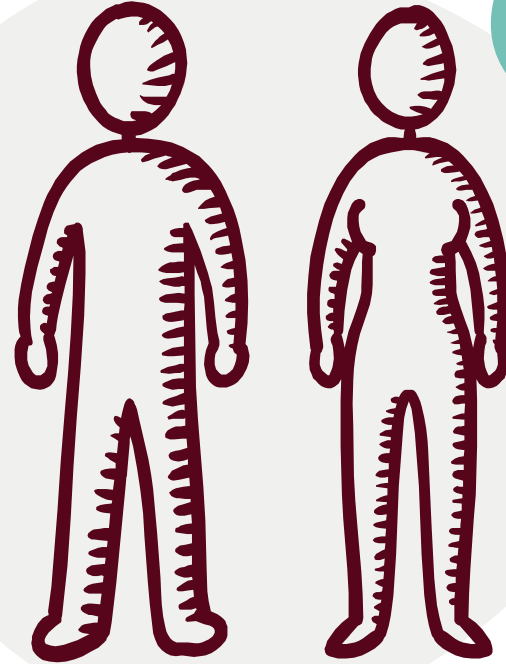
Day 1 of 6

The Endocrine System

Mixed Gender Classroom

Day 1 Agenda

1. Introduction of HDG
 - a. Mission Statement
 - b. Goals
 - c. Rules & Procedures
2. Daily Learning Targets
3. Notes and Lecture
4. Reading & Worksheet
5. Question Box



Learning Targets - Day 1

- **Identify the organs of the endocrine system and understand their function.**
- **Discuss hormones and the role they play in our body.**
- **Explain the differences between puberty and adolescence**
- **Compare and contrast the changes that males and females go through during puberty**

Changes during adolescence take place because of hormones produced in the body's endocrine system.

Let's Read!

Science
Explorer

P.
244-249

Complete:
Adolescence: A
Time of Change
Worksheet

Physical Changes

(Same for Males and Females)

- **Sweat and oil glands become more active**
 - **Acne**
 - **Increase in Perspiration (Sweat)**
- **Hair Growth**
 - **Pubic Hair**
 - **Underarm Hair**

Hygiene is Important!

Showering or bathing regularly

Wearing clean clothes and
underclothes

Physical Changes

- **Increased levels of female hormones:**

- **Development of Breasts**
- **Increase in body fat**
- **Wider hips**
- **Formation of mature eggs**
- **Beginning of menstrual cycle**

- **Increased levels of male hormones:**

- **Facial Hair & Deeper Voice**
- **Muscle Development**
- **Broader Shoulders**
- **Production of Sperm Cells**
- **Enlargement of External Genitals**

Mental/Emotional Changes

- **Begin to identify your own values and beliefs**
- **Become more self-aware**
- **Stronger emotions**
- **Mood Swings**



Mental Health is Important!

It helps to talk about your feelings with trusted friends or adults.

Social Changes

- **Become more independent**
- **Take on more responsibility**
- **Friendship changes**

Choose Friends Wisely!

Choose people that support
you and influence you in a
positive way.

Make Good Choices!

Question Box



- **Take a note card.**
- **If you have a question that pertains to what we are learning write it on the card.**
- **If you do not have a question. Write about something you learned today.**
- **No Names!!**

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2

Day 2 of 6

Male and Female Reproductive Systems

Mixed Gender Classroom

Day 2 Agenda

1. **Reminder of Rules & Procedures**
2. **Daily Learning Targets**
3. **Question Box** - answers from yesterday
4. **Review:** Puberty and adolescence
5. **Notes:** Label male and female reproductive systems
6. **Question Box** - submit your questions
7. **Reading & Worksheet**

Learning Targets - Day 2

- **Compare and contrast the changes that males and females go through during puberty**
- **Identify the male and female reproductive organs and their functions relating to puberty**
- **Describe the events that occur during the female menstrual cycle**

Answers from yesterday's Question Box



NOTES

- *Male and Female Reproductive System Parts and Function*
- *Female Menstrual Cycle*



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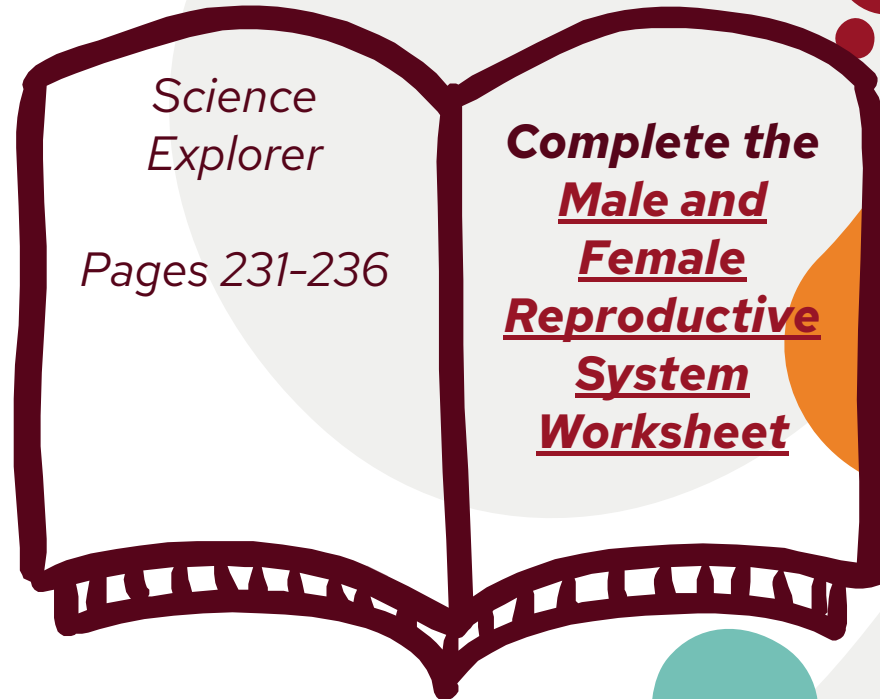


The Question Box

At the end of each class period EVERY student will receive a note card. If you have a question that pertains to what we are learning write it on the card. If you do not have a question. Write about something you learned today. Do not sign your name.

There are some big differences
between males and females.

Let's Read!



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3

Day 3 of 6

Pregnancy, Birth and Childhood

Mixed Gender Classroom

Day 3 Agenda

1. **Reminder of Rules & Procedures**
2. **Question Box** - answers from yesterday
3. **Review:** Male and Female Reproductive Systems
4. **Video:** *"Fetal Development -- A Nine Month Journey"*
5. **Notes:**
 - a. Stages of Fetal Development
 - b. The Birth Process
 - c. Effect of drugs taken during pregnancy on developing babies
 - d. Fraternal & Identical Twins
6. **Question Box** - submit your questions
7. **Reading & Worksheet**

Learning Targets - Day 3

- **Identify the stages of human development that occur before birth**
- **Describe what happens during childbirth**
- **Understand the difference between identical and fraternal twins**

Answers from yesterday's Question Box



The background is white with various colorful shapes and illustrations. On the left, there are several overlapping circles in shades of orange, yellow, and red. On the right, there are more circles in blue, orange, and yellow, along with a large orange pill-shaped shape. In the top right corner, there are three hand-drawn style illustrations: a teal rocket ship, a planet with orange rings, and a yellow star. The text is centered on the left side of the image.

VIDEO

***Fetal Development
-- A Nine Month
Journey***

NOTES

- *Stages of Fetal Development*
- *The Birth Process*
- *Effect of drugs on developing baby*



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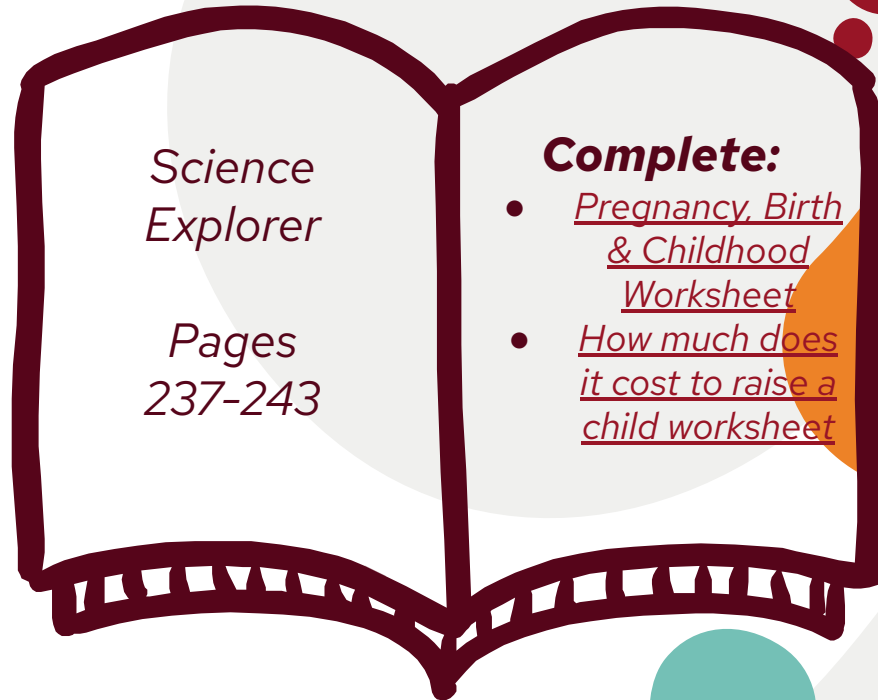


The Question Box

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There are specific stages during pregnancy, birth and childhood.

Let's Read!



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4

Day 4 of 6

Introduction to Heredity and Traits

Mixed Gender Classroom

Day 4 Agenda

1. **Reminder of Rules & Procedures**
2. **Question Box** - answers from yesterday
3. **Review:** Pregnancy, Birth & Childhood
4. **Notes:** Heredity and genetic traits
5. **Activity:** Monster Traits
6. **Question Box** - submit your questions

Answers from yesterday's Question Box



Learning Targets - Day 4

- **Define what heredity is**
- **Explain why a person's set of traits is so unique.**
- **Understand the difference between dominant and recessive traits**

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to ask a question?
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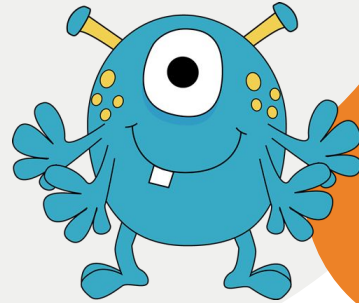
The Question Box

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Your traits make you unique!

Let's
Practice!

Design a
monster based
on the
inherited
traits!



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5

Day 5 of 6

Choosing the Best Way (Part 1)

Mixed Gender Classroom

Day 5 Agenda

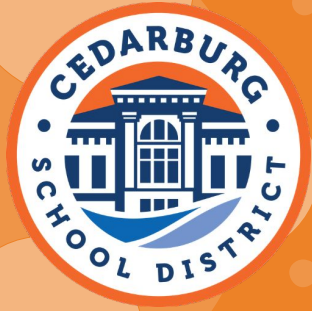
1. **Reminder of Rules & Procedures**
2. **Question Box** - answers from yesterday
3. **Review:** Heredity and Traits
4. **Lesson 1:** Deciding on Your Future
5. **Lesson 2:** Figuring Out Friendships
6. **Lesson 3:** Avoiding Unhealthy Relationships
7. **Question Box** - submit your questions
8. **Complete Lesson Quizzes**

Answers from yesterday's Question Box



Learning Targets - Day 5

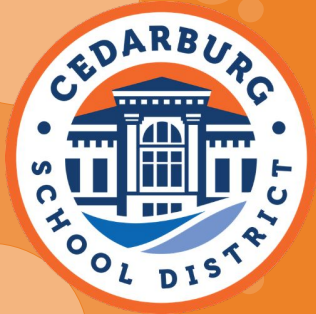
- Learn the decision-making process and practice it
- Discover the value of goal setting and set personal goals
- Determine the qualities of a good friend
- Discuss the character trait of respect
- Recognize and define sexual harassment
- Learn how to prevent sexual abuse
- Identify emotional needs
- Discover ways to build self-esteem
- Consider and evaluate the risks of teen sex



Harassment - *aggressive pressure or intimidation*

Forms of Harassment:

- Traits of sex (including transgender status, change of sex or gender identity), sexual orientation
- Race, color, national origin, religion, creed, ancestry
- Marital or parental status
- Physical, mental, emotional or learning disability



CSD Policy on Harassment

No form of harassment will be tolerated in CSD and the School Board will take all necessary and appropriate actions to eliminate it.

Choosing the Best Way

For more information regarding these lessons please visit the office to review the district approved *Choosing the Best Way* Curriculum.

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6

Day 6 of 6

Choosing the Best Way (Part 2)

Mixed Gender Classroom

Day 6 Agenda

1. **Reminder of Rules & Procedures**
2. **Question Box** - answers from yesterday
3. **Review:** Choosing the Best Way Lessons 1, 2 and 3
4. **Lesson 4:** Identifying the Risks
5. **Lesson 5:** Choosing the Best WAY
6. **Lesson 6:** Learning How to Say "No"
7. **Question Box** - submit your questions
8. **Complete Lesson Quizzes**

Answers from yesterday's Question Box



Learning Targets - Day 6

- Recognize and define sexual harassment
- Learn how to prevent sexual abuse
- Identify emotional needs
- Discover ways to build self-esteem
- Consider and evaluate the risks of teen sex
- Learn how to set personal boundaries
- Practice how to respond to peer pressure

Choosing the Best Way

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Thanks!