Board of School Trustees

Deanna L. Wright, District A
Chris Garvey, District B
Linda E. Young, District C
Larry P. Mason, District D
Terri Janison, District E
Carolyn J. Edwards, District F
Sheila R. Moulton, District G

Superintendent of Schools

Dr. Walt Rulffes
ACKNOWLEDGEMENTS

Curriculum and Professional Development Division
Dr. Brenda Larsen-Mitchell, Executive Director
Mary Pike, Director of Science, Health, and Foreign Language
David A. Miller, Coordinator, K-12 Science and Health
Shannon La Neve, K-12 Health Project Facilitator

Revision Task Force
Kyrynn Cooper-Sanders Anthony Nunez
D Iverson Anita Onstead
Hadassa Lefkowitz Kathy Richter
Suzanne Mathews Christopher Sivels
Marcia McElhenie Stacy Skinner
Stella Meneses Julie Waterhouse

Sex Education Advisory Committee
Sheila R. Moulton, Board Member Liaison
Anna Serra-Radford, Chairperson Angela Reed
Dr. Dana Forte Rabbi Moishe Rodman
Michael Jarnegan Linda Tannenbaum
Jacqueline Key Jill Warren
# Table of Contents

A. Introduction .................................................................................................................. 1  
B. Nevada Revised Statute (NRS) 389.065 ...................................................................... 2  
C. Clark County School District Regulation 6123 .......................................................... 3  
D. Using the Teaching Unit ............................................................................................ 5  
E. Unit of Instruction Grade Five Female Lesson .......................................................... 9  
   Lesson 1 Grade Five Female Lesson ........................................................................... 14  
   Lesson 2 Grade Five Lesson ....................................................................................... 15  
   Unit of Instruction Grade Five Male Lesson ............................................................... 16  
   Lesson 1 Grade Five Male Lesson ............................................................................. 20  
   Lesson 2 Grade Five Lesson ....................................................................................... 21  
F. Appendices ................................................................................................................. 22
Introduction

Young people are naturally curious about the physical and emotional changes related to puberty. They have questions about their changing bodies and are generally receptive to information about growth patterns and rates of development. Students need information which is accurate and reliable. They need reassurance that the “time of change” is truly on an individual basis. It is important to relate changes of adolescence with personal responsibility for health and appearance. This unit of instruction focuses on the male and female reproductive system, puberty, and HIV/AIDS education.

Communication between parents/guardians and students about these sensitive topics is strongly encouraged in order to promote meaningful discussion at school and home.
Instruction on acquired immune deficiency syndrome, human reproductive system, related communicable diseases and sexual responsibility.

1. The board of trustees of a school district shall establish a course or unit of a course of:
   (a) Factual instruction concerning acquired immune deficiency syndrome; and
   (b) Instruction on the human reproductive system, related communicable diseases and sexual responsibility.

2. Each board of trustees shall appoint an advisory committee consisting of:
   (a) Five parents of children who attend schools in the district; and
   (b) Four representatives, one from each of four of the following professions or occupations:
       - Medicine or nursing;
       - Counseling;
       - Religion;
       - Pupils who attend schools in the district; or
       - Teaching.

This committee shall advise the district concerning the content of and materials to be used in a course of instruction established pursuant to this section, and the recommended ages of the pupils to whom the course is offered. The final decision on these matters must be that of the board of trustees.

3. The subjects of the courses may be taught only by a teacher or school nurse whose qualifications have been previously approved by the board of trustees.

4. The parent or guardian of each pupil to whom a course is offered must first be furnished written notice that the course will be offered. The notice must be given in the usual manner used by the local district to transmit written material to parents, and must contain a form for the signature of the parent or guardian of the pupil consenting to his attendance. Upon receipt of the written consent of the parent or guardian, the pupil may attend the course. If the written consent of the parent or guardian is not received, he must be excused from such attendance without any penalty as to credits or academic standing. Any course offered pursuant to this section is not a requirement for graduation.

5. All instructional materials to be used in a course must be available for inspection by parents or guardians of pupils at reasonable times and locations before the course is taught, and appropriate written notice of the availability of the material must be furnished to all parents and guardians.

(Added to NRS by 1979, 836; A 1987, 1734)
CLARK COUNTY SCHOOL DISTRICT REGULATION 6123

INSTRUCTION IN THE HUMAN REPRODUCTIVE SYSTEM, RELATED COMMUNICABLE DISEASES, SEXUAL RESPONSIBILITY, AND ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

I. The Board of School Trustees authorizes the establishment of units of instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome.

A. Recognizing the sensitive nature of this area of instruction, the Board shall appoint an advisory committee consisting of:

1. Five parents of children who attend schools in the Clark County School District.

2. Four representatives, one from each of four of the following professions or occupations:
   a. Medicine or nursing.
   b. Counseling.
   c. Religion.
   d. Pupils who attend school in the district, or
   e. Teaching.

3. A male and female student will be appointed as non-voting members to serve as a resource to the committee.

B. This committee shall advise the Superintendent, who shall advise the Board concerning the content of and materials to be used in the units of instruction and the recommended grade levels for which the instruction is offered. The final decision on these matters will be made by the Board.

C. The concepts and topics for each grade or course are contained in the district’s Sex Education Operational Guide for K-12 Curriculum Development. Teaching units will be prepared and instruction will be based within specific guidelines contained in this document.

D. All instructional materials used in classroom presentations must be reviewed by the Sex Education Advisory Committee and approved by the Superintendent, and
then presented to the Board for approval. New materials or those not previously approved may be submitted to the Instructional Division for appropriate action.

E. The subjects of the units of instruction may be taught only by a teacher or school nurse whose qualifications have been previously approved by the Superintendent and the Board.

F. The parent or guardian of each student to whom the units of instruction are offered must first be furnished written notice that the instruction will be offered. The notice must be given in the usual manner used by the district to transmit written material to parents and must contain a form for the signature of the parent or guardian of the student consenting to the student's attendance. Upon receipt of the written consent of the parent or guardian, the student may attend the instruction. Any student who does not have written consent must be excused from such attendance without any penalty as to credits or academic standing.

G. All instructional materials to be used in the units of instruction must be available for inspection by parents or guardians of students at reasonable times and locations prior to the actual instruction. Appropriate written notice of the availability of the material must be furnished to all parents and guardians.

Legal Reference: NRS Section 389.065 Courses of Study
Review Responsibility: Instructional Division
Adopted: [6123: 8/13/81]
Revised: 9/24/81; 10/9/90; 3/24/92
Pol Gov Rev: 6/28/01
Using the Teaching Unit

A. Purpose

The material in this unit of instruction on the male and female reproductive systems, puberty, and HIV/AIDS education provides students with basic information about their changing bodies, personal responsibilities, and hygiene.

B. Unit of Instruction

This unit of instruction has been approved by the Sex Education Advisory Committee and the Board of School Trustees and must be taught to fifth grade boys and girls (separately) and completed by the end of May. *The Sex Education Operational Guide for K-12 Curriculum Development* states that the *Fifth Grade Growth and Development Unit of Instruction* may be taught only by the school nurse and/or classroom teacher designated as the instructor(s) for this unit. It is recommended that a school nurse and classroom teacher or two classroom teachers be present in the room during all lessons. **Please note that substitute teachers may not provide instruction on the Fifth Grade Human Growth and Development Unit of Instruction.**

Topics include: puberty, male and female reproductive systems, and HIV/AIDS education. The program for both fifth grade girls and boys provides information about physical and emotional changes during puberty and related personal responsibilities for health and appearance. There are two sections of the growth and development unit of instruction for both boys and girls. The first section is a scripted anatomy lesson titled *Puberty and Human Reproductive System Discussion* and includes a video titled “Always Changing” which will aid teachers/nurses in the discussion of the male and female reproductive systems, puberty, and hygiene. The scripted discussion will occur prior to the video which is referenced in lesson one. The “Always Changing” materials referenced in the first lesson may be ordered or downloaded by the school nurse (See Appendix J). The second section is comprised of a lesson on HIV/AIDS and disease prevention and includes a PowerPoint. **Please note that both fifth grade boys and girls should get instruction in all lessons. Remember that boys and girls must be taught separately.**
C. Appendices

The appendices contain teaching aids, glossary of terms, sample parent/guardian permission letter, and parent/guardian informational handouts. The terms that are highlighted throughout the document are terms from the glossary which should be emphasized by the teacher/nurse throughout the growth and development unit of instruction.

D. Parent/Guardian Approval/Required Permission Slip

According to district policy, students must have parent/guardian approval to attend this program. All teaching materials are made available for parent/guardian review. Procedures need to be established at each school to facilitate parental involvement. It is suggested that permission letters be color coded according to gender to facilitate distribution and collection. Permission letters should also be reproduced on school letterhead (See Appendix A). A parent/guardian of a fourth grade student may also request that their child meet with the school nurse on an individual basis.

E. Role of the School Nurse/Teacher

- Communicate with administrators and teachers regarding the starting time, specific lessons, and progress of the program.
- Provide parent/guardian with an opportunity to preview all materials that students will study.
- Communicate with students and parents/guardians emphasizing the importance of a signed permission form to participate in the program. All forms will be maintained at the school site for the remainder of the year.
- Make arrangements in advance for alternative assignments for students not participating in the program.
- Ensure that sensitivity is extended to every student’s values as well as ethnic, cultural, and religious backgrounds.
- Have knowledge of District approved materials.
- Encourage student self-acceptance and positive self-concept.
- Answer questions appropriately as well as recognizing and handling inappropriate questions.
- Become familiar with and utilize the guidelines in the Sex Education Operational Guide.
- Avoid sharing personal experience or providing opinions.
• Order/download “Always Changing” materials needed for instruction (See Appendix J).
• Go to CCSD’s Approved Sex Education Materials Database at: https://secure2.ccsd.net/a/asem/Login to search for approved materials which are age appropriate for instruction in puberty, the human reproductive systems, and HIV/AIDS education.

There may be students who need individualized instruction regarding the male and female reproductive systems, puberty, and hygiene before the end of May based on their changing bodies. Please refer these students to the school nurse for further instruction.

G. Optimum Presentation Guidelines

Number of Students: A maximum of thirty students per class.


Parent/Guardian Permission Forms: It is suggested that the parent/guardian permission form be photocopied on official school letterhead (See Appendix A). Also, there is a material review sheet provided for the parent/guardian of a student who wishes to preview instructional materials (See Appendix B). Hand out the parent/guardian permission form and material review sheets 2 weeks prior to the scheduled instruction date.

Timeline: Complete instruction by the end of May. Please understand the school nurse/classroom teacher and site administrator may choose a different time frame to meet the needs of the student population.

**Both the timeline and pacing guide is “suggested” for the growth and development unit of instruction. Please use your professional discretion.**

**It is recommended that boys and girls receive instruction on both male and female anatomy, puberty, and hygiene.**
Pacing Guide: Female

Lesson 1 Anatomy –
  • Discussion of puberty and female reproductive system –
    o 45 minutes
  • Video - *Always Changing About You*
    o Girl Version - 21 minutes OR
    o Coed Version – 32 minutes

Lesson 2 HIV/AIDS -
  • *HIV/AIDS – A Communicable Disease* PowerPoint
    o 45 minutes

Pacing Guide: Male

Lesson 1 Anatomy –
  • Discussion of puberty and male reproductive system –
    o 45 minutes
  • Video - *Always Changing About You*
    o Boy Version - 18 minutes OR
    o Coed Version – 32 minutes

Lesson 2 HIV/AIDS -
  • *HIV/AIDS – A Communicable Disease* PowerPoint
    o 45 minutes
Unit of Instruction
Grade Five: Female Lesson

Lesson One: Puberty and Human Reproductive System Discussion
**Modify script depending on the audience.**

Always Changing

Ever since you were born your body has been growing and changing. Now that you have reached fifth grade you need to learn about the changes a girl’s body goes through as she grows from a child to a woman. This time in a girl’s life is called puberty or adolescence. The exact age that these changes take place differs for everyone, just as you all learned to walk at a different time. Each individual grows and changes at her own rate.

Puberty

Your parents, friends, and teachers will soon notice that you are growing taller and that you weigh more than you did. When you begin to notice these physical changes, it means that you are entering a phase in your life that is called puberty. This means that sometime between now and when you are 18 years old, you will change from a girl to a woman. The exact age that these changes take place is different for everyone. Each individual grows and changes at her own rate.

**If the discussion arises – remind students to be responsible with their bodies. Students need to understand although they may be physically able to have children this does not mean they are mentally and emotionally ready to become a parent.

Do Boys Change?

Boys at this age experience growth and physical changes also, but they are different than your physical changes. Changes in boys are usually less visible than in girls (see Appendix F).

Pituitary Gland and Hormones

There is a small but very important gland located at the base of your brain called the pituitary gland. This gland regulates your growth. During puberty this pituitary gland manufactures hormones that circulate through your blood stream to all parts of the body. A hormone is a special chemical that affects body functions.
Secondary Sex Characteristics

The influence of the hormone estrogen causes obvious body changes. These body changes are called secondary sex characteristics. You will notice various changes in your body some time between the ages of 9-16. One of the first changes you will notice is general body growth. Feminine features are beginning to happen to your body like breast development and the rounding of your hips and thighs. You are growing taller and weigh more than you did before. Pimples may appear on your face; this is called acne. Acne can be helped by keeping your skin clean, washing it at least two or three times every day, and by eating a well balanced diet. You will notice these changes one to two years before you start a menstrual period (See appendix D). These changes include:

1. Increased height and weight  4. Appearance of pubic and underarm hair
2. Breast development  5. Increased oil production in hair and face
3. Rounding of hips and thighs  6. Increased perspiration

Internal Reproductive Organs

The same hormones which brought about the secondary sex characteristics also cause changes inside your body. In your lower abdomen are your female reproductive organs. The female reproductive system includes the ovaries, fallopian tubes, uterus, and vagina. These special organs in a woman’s body make it possible to have babies (see Appendix D).

1. **Ovaries** – Place your hands on your hips, with your fingers slanting forward. The ovaries are located under your second finger. Each ovary contains 400,000 egg cells. Each ovary is about the size of an almond or the approximate size of the first section of a person’s thumb.

2. **Uterus** – To locate your uterus, place the heel of one hand on your navel with fingers extending straight down. Under the second and third finger is the uterus. The uterus is pear shaped and about the size of your fist.

Menstrual Cycle

The hormones produced by the pituitary gland reach the ovaries and cause one of the egg cells inside the ovaries to develop fully and leave the ovary. When this happens, a girl begins to menstruate. This will happen sometime between the age of nine and sixteen. When the egg cell leaves the ovary, it finds its way to the nearby opening in the fallopian tube. The egg travels through the fallopian tube (about seven days). If it is not fertilized (meets with a special male cell for reproduction) in the first 48 hours, it continues to
travel until it comes to the uterus. At this time, the uterus has a thick lining of blood and tissue, the endometrium, which has been getting ready to nourish a fertilized egg cell to grow a baby (see Appendix D).

When the egg cells are not fertilized, the endometrium, is not needed and is shed. This is the menstrual flow which is often called the monthly period. The menstrual flow includes excess blood and tissue from the uterus which is passed through the vagina. This happens about once each month.

The menstrual flow is different for each girl. It takes four to seven days for the endometrium to be shed. These days are called menstruation or a monthly period. Some girls may experience cramps; others may not. A menstrual cramp is an unpleasant sensation in the abdominal area. Exercise, a warm bath, and/or warmth applied to the abdominal area frequently relieve the cramps. If these simple measures are ineffective, ask your parent/guardian or family doctor regarding other remedies. PMS stands for premenstrual syndrome. In simpler terms, it is a collection of symptoms that occur prior to the monthly cycle. These symptoms can include both physical and emotional changes (Show Always Changing Video at this time).

**You may want to discuss the importance of caring for the female reproductive system. Introduce the term gynecologist as a doctor who specializes in the female reproductive system.

Marking of Calendar

Once your menstrual flow begins, it is a good idea to mark a calendar. Gradually a pattern will emerge. It is a good idea to keep a record.

Personal Hygiene

The menstrual flow is absorbed on a sanitary napkin or tampon. There are many types of sanitary napkins and tampons. These items are made of absorbent material to promote personal hygiene and protect clothing. The first time you menstruate you will want to use a sanitary napkin. Your parent/guardian should discuss a sanitary product to have on hand for use when you start menstruating.

Hygiene Tips For Girls

1. After using the bathroom, wipe from front to back.

2. Wash hands after using the toilet and when changing a sanitary napkin.
3. Be sure to change sanitary napkins often and dispose of sanitary napkins properly.

4. You may need to bathe or shower more often during menstruation.

5. Keeping physically active may decrease cramping that may occur during menstruation.

Good Health Habits

To keep your body healthy you need to stay physically active and eat the right kinds of food. You need a balanced diet: Please refer to MyPlate found at http://www.choosemyplate.gov/food-groups/ and the What’s on your Plate worksheet found at http://www.choosemyplate.gov/downloads/mini_poster_English_final.pdf. Let’s review what a balanced diet consists of:

**Grains**
Make at least half your grains whole grains. 6 ounce equivalents – 1 ounce equivalent is about 1 slice of bread, 1 cup of dry cereal, or ½ cup of cooked rice, pasta, or cereal.

**Vegetables**
Color your plate with all kinds of great tasting veggies. 2 ½ cups – Choose from dark green, orange, starchy, dry beans and peas, or other veggies.

**Fruits**
Make most choices fruit, not juice. 1 ½ cups of various fruits.

**Milk**
Choose fat-free or low-fat most often. 3 cups – 1 cup of yogurt or 1 ½ ounces of cheese = 1 cup of milk.

**Meat and Beans**
Choose lean meats, such as chicken or turkey. Vary your choices – more fish, beans, peas, nuts, and seeds. 5 ounce equivalents – 1 ounce equivalent is 1 ounce of meat, chicken, turkey, or fish, 1 egg, 1 Tsp. peanut butter, ½ ounce of nuts, or ¼ cup of dry beans.

Some foods do not fit into any group. These “extras” are fats or sugars – limit your intake of these.
Physical Activity

You may also want to build more physical activity into your daily routine at home and school. At least 60 minutes of moderate to vigorous activity a day is recommended.

Emotional Ups and Downs

Those hormones which bring about certain physical changes also bring with them a variety of emotional feelings. It takes time for the hormone level to become balanced. A person may notice a fluctuation in emotions throughout the day. It is good to know this doesn’t last; it is a normal part of growing up.

Seek Out the Correct Information

People who do not understand their body and how it works may tell you stories that are not factual. Now that you have the correct information and know correct body terms, you need not fear what you are told by those less informed. Your parents/guardians, teacher, counselor, and school nurse can help you get the correct facts if you are concerned.

You will need to continue learning about yourself. There is much more to know. Be sure to discuss what you learned with your parent/guardian. If you are at school, you may discuss any of the above topics with your school nurse or classroom teacher.

Lesson Two: HIV and AIDS Education

To The Instructor:

An HIV/AIDS PowerPoint has been developed to teach HIV/AIDS and how it affects the immune system. The PowerPoint can be found within in Interact™ by going to: Ed Link>Curriculum and Prof Dev>CPD Health and Physical Education>CPD Health>Sex Education Information>Email titled, “Fifth Grade Growth and Development Unit of Instruction”.

13
**LESSON 1: Grade Five Female Lesson**

**CONCEPT:** Human Growth and Development  
**SUBCONCEPT:** Anatomy

**Learner Outcome:** The student will identify the parts of the female reproductive system.

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>VOCABULARY</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| 1. Give each student a copy of Appendix H to go over with parent/guardian at home prior to the anatomy lesson. | Fallopian Tubes | See Appendix H – Communicating with Your Young Adolescent About Human Development – Parent/Guardian (H)  
   - Have students take home the sheet and discuss with their parent/guardian prior to teaching the Growth and Development Unit. Only distribute handouts to students that have returned signed parent permission forms. |
|   | Egg cell |   |
|   | Ovary |   |
|   | Uterus |   |
|   | Vagina |   |
|   | Urethra |   |
| 2. Start the Puberty and Human Reproductive System Discussion. |   |   |
|   a. Define bold terms for students (Appendix C). |   | See Appendix C – Glossary of Terms  
   - Have students follow along with the discussion on puberty and the reproductive system.  
   - Have students define terms. |
| 3. Show and discuss *Always Changing About You* PowerPoint or Video. |   | See Appendix F – Changing Worksheet (H)  
   - Have students fill out the worksheet and hand back to their teacher for pre-assessment of what students want to know. |
| 4. Discuss functions of each vocabulary word from handout – Refer to Appendix D. |   |   |
| 5. Field any questions associated with video, PowerPoint or handout. |   | See Appendix D - Anatomy Worksheet (H)  
   - Have students label the worksheet.  
   - Review the answer sheet (Appendix D). |

**APPROVED CCSD SEX EDUCATION RESOURCES:**  
Media Suggestion: *Always Changing About You* – PowerPoint or Video  
LESSON 2: Grade Five Lesson (same for boys and girls)

CONCEPT: HIV/AIDS

SUBCONCEPT: Disease Prevention

Learner Outcome: The student will describe how the immune system fights and protects against germs.

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>VOCABULARY</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
- Show video embedded in the PowerPoint |
| Pathogen  
Bacteria  
Virus  
Communicable Disease |
| - Have students follow along and discuss the information in the PowerPoint.  
- Have students watch video. |
| 2. Field any questions associated with the information. |
| HIV  
AIDS  
Risky Behaviors  
Bodily Fluids |
| - Have students answer the review questions in the PowerPoint.  
- Have students write down definitions of vocabulary words. |
| 3. Review vocabulary words. |

APPROVED CCSD SEX EDUCATION RESOURCES:
Media Suggestion: *HIV/AIDS – A Communicable Disease* PowerPoint
Lesson One: Puberty and Human Reproductive System Discussion

Always Changing

Ever since you were born your body has been growing and changing. Now that you have reached fifth grade you need to learn about the changes a boy’s body goes through as he grows from a boy to a man. This time in a boy’s life is called puberty or adolescence. The exact age that these changes take place differs for everyone, just as you all learned to walk at a different time. Each individual grows and changes at his own rate.

Puberty

Your parents, friends, and teachers will soon notice that you are growing taller and that you weigh more than you did. When you begin to notice these physical changes, it means that you are entering a phase in your life that is called puberty. This means that sometime between now and when you are 18 years old, you will change from a boy to a man. The exact age that these changes take place is different for everyone. Each individual grows and changes at his own rate.

**If the discussion arises – remind students to be responsible with their bodies. Students need to understand although they may be physically able to have children this does not mean they are mentally and emotionally ready to become a parent.**

Do Girls Change?

Girls at this same age experience growth and physical changes also, but they are different than your physical changes. They will experience changes that help them grow to become women and be able to become mothers. Changes in girls are usually more visible than in boys (see Appendix F).

Pituitary Glands and Hormones

The pituitary gland is a little gland found at the base of the brain that triggers physical changes that occur during puberty. This gland begins to manufacture a hormone that circulates through your blood stream to all parts of the body. A hormone is a special
chemical that affects body functions. Remember, puberty is a slow process that may start soon and may not finish until your late teens. Puberty changes are different with every person.

External Reproductive Organs

Each boy has two testicles; they are found in a sac called the scrotum on the outside of the body. These are the male sex glands. The testicles send out hormones that cause changes to occur that help you mature into a man. The testicles also produce a hormone called testosterone which causes physical and emotional changes. The penis is the other external reproductive organ found on a male’s body (see Appendix E).

Secondary Sex Characteristics

The influence of the hormone testosterone causes obvious body changes. These body changes are called secondary sex characteristics. One of the first changes you notice is general body growth. Masculine features are beginning to happen to your body like broader shoulders and an increase in muscle mass. You are growing taller and weigh more than you did before. Your voice may change and become deeper. Pimples may appear on your face; this is called acne. Acne can be helped by keeping your skin clean, washing it at least two or three times every day, and by eating a well balanced diet. Hair will eventually grow under your arms and on the pubic area. You may even see a few hairs begin to grow on your chest and arms. These are secondary sex characteristics that you will acquire as you grow to be a man (See appendix F).

1. Increased height and weight  4. Appearance of pubic and underarm hair
2. Shoulders become more broad  5. Increased oil production in hair and face
3. Voice deepens  6. Increased perspiration

Other changes now occur throughout the male reproductive system. When the male sex organs begin to grow, it is a strong indication of maturity from boy to man. The penis begins to enlarge; the scrotum enlarges as it grows to hold the enlarging testicles. When the testicles are fully grown, they will be able to manufacture sperm cells and hormones.

Once the testicles grow, they can produce hormones and sperm cells. Sperm cells are very tiny and microscopic. They have a head that contains chromosomes and genes and a long tail which makes them move. If a sperm cell joins with a female egg cell, fertilization occurs. Sperm cells are found in fluid called semen and can leave the body through the penis (see Appendix E and Show Always Changing Video at this time).
Hygiene Tips for Boys

1. Be sure to put on clean underwear and socks daily.

2. Wash hands after using the toilet.

3. Apply deodorant on a daily basis.

4. You may need to bathe or shower more often.

Good Health Habits

To keep your body healthy you need to stay physically active and eat the right kinds of food. You need a balanced diet: Please refer to MyPlate found at http://www.choosemyplate.gov/food-groups/ and the What’s on your Plate worksheet found at http://www.choosemyplate.gov/downloads/mini_poster_English_final.pdf. Let’s review what a balanced diet consists of:

Grains
Make at least half your grains whole grains. 6 ounce equivalents – 1 ounce equivalent is about 1 slice of bread, 1 cup of dry cereal, or ½ cup of cooked rice, pasta, or cereal.

Vegetables
Color your plate with all kinds of great tasting veggies. 2 ½ cups – Choose from dark green, orange, starchy, dry beans and peas, or other veggies.

Fruits
Make most choices fruit, not juice. 1 ½ cups of various fruits.

Milk
Choose fat-free or low-fat most often. 3 cups – 1 cup of yogurt or 1 ½ ounces of cheese = 1 cup of milk.
Meat and Beans

Choose lean meats, such as chicken or turkey. Vary your choices – more fish, beans, peas, nuts, and seeds. 5 ounce equivalents – 1 ounce equivalent is 1 ounce of meat, chicken, turkey, or fish, 1 egg, 1 Tsp. peanut butter, ½ ounce of nuts, or ¼ cup of dry beans.

Some foods do not fit into any group. These “extras” may be mainly fat or sugar – limit your intake of these.

Physical Activity
You may also want to build more physical activity into your daily routine at home and school. At least 60 minutes of moderate to vigorous activity is recommended.

Emotional Ups and Downs

Those hormones which bring about certain physical changes also bring with them a variety of emotional feelings. It takes time for the hormone level to become balanced. A person may notice a fluctuation in emotions throughout the day. It is good to know this doesn’t last; it is a normal part of growing up.

Seek Out the Correct Information

People who do not understand their body and how it works may tell you stories that are not factual. Now that you have the correct information and know correct body terms, you need not fear what you are told by those less informed. Your parents/guardians, teacher, counselor, and school nurse can help you get the correct facts if you are concerned.

You will need to continue learning about yourself. There is much more to know. Be sure to discuss what you learned with your parent/guardian. If you are at school, you may discuss any of the above topics with your school nurse or classroom teacher.

Lesson Two: HIV and AIDS Education

To The Instructor:
An HIV/AIDS PowerPoint has been developed to teach HIV/AIDS and how it affects the immune system. The PowerPoint can be found within in Interact™ by going to: Ed Link>Curriculum and Prof Dev>CPD Health and Physical Education>CPD Health>Sex Education Information>Email titled “Fifth Grade Growth and Development Unit of Instruction.”
LESSON 1: Grade Five Male Lesson

CONCEPT: Human Growth and Development

SUBCONCEPT: Anatomy

**Learner Outcome:** The student will identify the parts of the male reproductive system.

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>VOCABULARY</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Give each student a copy of <strong>Appendix H</strong> to go over with parent/guardian at home prior to the anatomy lesson.</td>
<td>Penis, Bladder, Urethra, Testicle, Scrotum, Sperm Cell</td>
<td>See Appendix H – Communicating with Your Young Adolescent About Human Development – Parent/Guardian (H)</td>
</tr>
<tr>
<td>7. Start the Puberty and Human Reproductive System Discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Define bold terms for students (Appendix C).</td>
<td></td>
<td>Only distribute handouts to students that have returned signed parent permission forms.</td>
</tr>
<tr>
<td>8. Show and discuss <em>Always Changing About You</em> Video.</td>
<td></td>
<td>See Appendix C – Glossary of Terms</td>
</tr>
<tr>
<td>9. Discuss functions of each vocabulary word from handout – Refer to Appendix E.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Field any questions associated with video or handout.</td>
<td></td>
<td>See Appendix F – Changing Worksheet (H)</td>
</tr>
</tbody>
</table>

**APPROVED CCSD SEX EDUCATION RESOURCES:**

Media Suggestion: *Always Changing About You* – Video

LESSON 2: Grade Five Lesson (same for boys and girls)

CONCEPT: HIV/AIDS education

SUBCONCEPT: Disease Prevention

Learner Outcome: The student will describe how the immune system fights and protects against germs.

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>VOCABULARY</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Show PowerPoint: <em>HIV/AIDS – A Communicable Disease.</em></td>
<td>Pathogen, Bacteria, Virus, Communicable Disease, HIV, AIDS</td>
<td>• Have students follow along and discuss the information in the PowerPoint. • Have students watch video.</td>
</tr>
<tr>
<td>• Show video within the PowerPoint.</td>
<td><strong>Risky Behaviors</strong></td>
<td></td>
</tr>
<tr>
<td>2. Field any questions associated with information.</td>
<td>Disease, HIV</td>
<td>• Have students answer the review questions in the PowerPoint.</td>
</tr>
<tr>
<td>3. Review vocabulary words.</td>
<td>AIDS, Risky Behaviors</td>
<td>• Have students write down definitions of vocabulary words.</td>
</tr>
</tbody>
</table>

APPROVED CCSD SEX EDUCATION RESOURCES:
Film Suggestion: *HIV/AIDS – A Communicable Disease* PowerPoint
APPENDICES

A. Parent/Guardian Permission Slip – (Parent/Guardian) - **REQUIRED**

B. Parent/Guardian Materials Review Form – (Parent/Guardian)

C. Glossary of Terms – (Nurse/Teacher)

D. Female Anatomy Worksheet – (All Students)

E. Male Anatomy Worksheet – (All Students)

F. Changing – Male and Female – (All Students)

G. Growth and Development Checklist – (Parent/Guardian) **Only distribute handouts to students that have returned signed parent permission forms.**

H. Communicating With Your Young Adolescent About Human Development – (Parent/Guardian) **Only distribute handouts to students that have returned signed parent permission forms.**

I. Kids Health Parent/Guardian Resources – (Parent/Guardian) **Only distribute handouts to students that have returned signed parent permission forms.**

J. How to Access the “Always Changing” Website by Proctor and Gamble – (Nurse/Teacher)
Dear Parent or Guardian:

In compliance with Nevada law (NRS.389.065), schools are required to obtain permission from a parent or guardian of students who attend class during the time that instruction may include topics about the human reproductive systems and HIV/AIDS education. This year, we will be covering the introductory unit on this subject for fifth grade girls and boys on _______________.

If you approve of your son/daughter attending this introductory growth and development class, please sign the permission form below on the appropriate line and return it to school by _______________.

Please note: Boys and girls will be taught separately during this time, but each group will receive instruction on male and female anatomy, puberty, and hygiene.

Sincerely,

___________________________________   ______________________________
Site Administrator               School Nurse

----------------------------------------------------------------------------------------------------------------------------------

PLEASE RETURN TO SCHOOL BEFORE _______________ (date)

Student’s Name_________________________  Room_________________________

_____ I approve of my son/daughter attending the class during the period of instruction as explained above.

_____ I do NOT wish to have my son/daughter attending the class during the period of instruction as outlined above. I understand that an appropriate educational alternative will be provided for my son/daughter during the period of instruction indicated above.

_______________________________________  ______________________________
Parent / Guardian Signature      Date
Apéndice A
Unidad de Crecimiento y Desarrollo del Quinto Grado
(school logo)

Estimado Padre o Tutor:

De acuerdo con la ley de Nevada (NRS.389.065), se exige que las escuelas obtengan el permiso del padre o tutor de los estudiantes que asistan a la clase durante el horario en el cual la instrucción pudiera incluir temas educativos sobre los sistemas de la reproducción humana y el VIH/SIDA. Este año, repasaremos la unidad preliminar sobre este tema para las niñas y los niños de quinto grado el ________________.

Si usted está de acuerdo con que su hijo/a asista a esta clase preliminar de crecimiento y desarrollo, por favor firme el formulario de permiso que sigue a continuación en la línea adecuada y regréselo a la escuela a más tardar ________________.

Atención: Los niños y las niñas serán instruidos por separado durante este tiempo, pero cada grupo recibirá enseñanza sobre la anatomía masculina y femenina, pubertad e higiene.

Atentamente,

___________________________________  ______________________________
Administrador Encargado           Enfermero Escolar

--------------------------------------------------------------------------------

POR FAVOR ENTREGUE A LA ESCUELA ANTES DEL ____________________________
(fecha)

Nombre del Estudiante_______________________   Salón_________________________

_____ Estoy de acuerdo en que mi hijo/a asista a la clase durante el periodo de instrucción como se explicó anteriormente.

_____ NO estoy de acuerdo en que mi hijo/a asista a la clase durante el periodo de instrucción como se ha descrito anteriormente. Entiendo que se proporcionará a mi hijo/a una alternativa educativa adecuada durante el periodo de instrucción descrito anteriormente.

_______________________________________ ______________________________
Firma del Padre/Tutor       Fecha
Appendix B

Attention Parents/Guardians of 5th Grade Students

The growth and development and HIV/AIDS education materials are available for parent/guardian review.

Date: _________________________
Time: ________________________  Room: _______________

ANY QUESTIONS CAN BE DIRECTED TO

_____________________________  ______________________
Principal               Phone

-- ------------------------------------------------------

Attention Parents/Guardians of 5th Grade Students

The growth and development and HIV/AIDS education materials are available for parent/guardian review.

Date: _________________________
Time: ________________________  Room: _______________

ANY QUESTIONS CAN BE DIRECTED TO

_____________________________  ______________________
Principal               Phone
Los materiales educativos de crecimiento y desarrollo y VIH/SIDA se encuentran disponibles para el repaso de los padres/tutores.

Fecha: _________________________
Hora: ________________________  Salón: _______________

CUALQUIER PREGUNTA PUEDE SER DIRIGIDA A

_____________________________  ______________________
Director     Teléfono

Atención Padres/Tutores de Estudiantes del 5º grado
Appendix C

Glossary of Terms

Adolescence – The years from age twelve or thirteen to eighteen.

AIDS – Acquired immunodeficiency syndrome.

Chromosomes (kro’mo-sohms) – Genetic structures that carry hereditary messages from parents to children.

Egg Cell – A tiny single cell that contains genetic material necessary to create a baby.

Endocrine System – The body system that produces hormones to control body activities, such as growth.

Endometrium (en-do-me’tree-um) – The lining of the uterus that supports a fetus during pregnancy. During menstruation, the lining is passed out of the body as menstrual flow.

Estrogen (es’troh-jen) – A female hormone, produced by the ovaries, that is responsible for many of the pubertal changes in girls.

Fallopian Tubes (fah-lo’pee-an) – The female reproductive tubes from the ovaries to the uterus through which the egg cell pass.

Fertilization – The joining of an egg cell and sperm cell.

Fetus – A developing human being after the first eight weeks of development.

Genes – Structures that make up chromosomes and that contain coded messages that direct the way the body grows and develops.

Gland – An organ that releases a chemical into the body.

Growth Spurt – A period of rapid growth in height that occurs during adolescence.

Gynecologist (gahy-ni-kol-uh-jist) – A doctor specializing in female reproductive health.
Heredity – Traits transmitted from parents to child.

HIV – Human immunodeficiency virus.

Hormones – Chemicals that direct body activities; produced by the endocrine glands.

Menstrual Flow (men’stroo-al) – The blood and tissue discharge during menstruation.

Menstrual Period – The time when menstruation is taking place; usually lasts between four to seven days.

Menstrual Protection – Sanitary pads and tampons used during the menstrual period to absorb the menstrual flow.

Menstruation (men-stroo-a’shun) – The normal process in females by which the unfertilized egg and the lining of the uterus are shed.

Ovary (oh’vah-ree) – A female sex gland that produces an egg cell.

Ovulation (oh-vyoo-lay’shun) – The release of a mature egg from an ovary.

Penis (pee’nis) – The external male reproductive organ.

Pituitary Gland (pih-too’ih-tar-ree) – The endocrine gland that makes hormones that control the rest of the endocrine system.

Pregnancy (preg’nan-see) – The time of embryonic and fetal development.

Primary Sex Characteristics – The changes necessary to prepare girls’ and boys’ bodies for reproduction.

Puberty (pyoo’ber-tee) – The period of physical development during which boys and girls become capable of human reproduction.

Reproduction (re-pro-duk’shun) – The production of offspring.

Reproductive System – The male and female organs involved in reproduction.

Scrotum (skro’tum) – A muscular pouch at the base of the penis on the male in which the testicles are enclosed.
Semen (see’men) – A mixture of sperm cells and other fluids expelled from the penis.

Sperm Cell – The male sex cells produced in the testicles.

Testicles (tes’tih-culs) – The male reproductive glands that produce sperm.

Testosterone (tes-tos’ter-own) – The male hormone that is responsible for many of the pubertal changes in males.

Urethra (yoo-ree’thrah) – The tube through which urine is expelled from the bladder in females and males. In males, semen is expelled through this tube during ejaculation.

Uterus (yoo’ter-us) – The female organ that has a thick muscular wall; fertilized egg cells attach to the lining during pregnancy. This organ is also called the womb and holds a developing fetus.

Vagina (vah-ji’nah) – The passageway in a female’s body that connects the uterus with the outside genitals.
Anatomy Worksheet
Female

Please fill in the blanks on the drawing with the word(s) that describe each part of the body shown here.

egg cell       fallopian tube
ovary          vagina
uterus         urethra (not shown)
Please fill in the blanks on the drawing with the word(s) that describe each part of the body shown here.

- egg cell
- fallopian tube
- ovary
- vagina
- uterus
- urethra (not shown)
Anatomy Worksheet
Male

Please fill in the blanks on the drawing with the word that describes each part of the body shown here.

penis
bladder
urethra
testicle
scrotum
Please fill in the blanks on the drawing with the word that describes each part of the body shown here.

- penis
- bladder
- urethra
- testicle
- scrotum
## Changing

Puberty is a time of change. It is a time when your body will begin to mature and become more like an adult. Put a check mark next to the topics listed below that you would like to learn more about. Write down any specific questions you may have about these topics.

<table>
<thead>
<tr>
<th>CHECK HERE</th>
<th>TOPICS I WOULD LIKE TO KNOW MORE ABOUT</th>
<th>QUESTIONS I HAVE ABOUT THIS TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How a girl’s body changes during puberty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How a boy’s body changes during puberty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The reproductive system – correct terms and functions of organs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hormones – what they are and how they affect growth and development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Menstruation – what it is, how it happens</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taking care of my body, how to look and feel my best</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nutrition – ideas for healthy eating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exercise – ideas for being physically fit and in shape</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feelings – how feelings about myself, my friends and my parents are changing</td>
<td></td>
</tr>
</tbody>
</table>
**GROWTH & DEVELOPMENT CHECKLIST (for parents/guardians)**

Here is a list of the physical changes you can expect your adolescent to experience. Please note: *Changes are not necessarily listed in the order they will take place. Every adolescent has an individual pattern of growth.*

### GIRLS

First signs of change can appear anytime between the ages of 8 and 13, with the process continuing through the middle to late teens.

- Breasts begin to develop as small bumps or “buds”
- Increased height and weight
- Increased size of hands and feet
- Change in body proportion (waist becomes narrower in relation to hips)
- Pubic hair begins with a few coarse straight hairs
- Underarm hair appears
- First menstrual period usually occurs
- Body hair on legs and forearms appear

### BOYS

First signs of change can appear anytime between the ages of 9 and 13, with the process continuing through the middle to late teens.

- Testicles begin to enlarge, as does the scrotum, which also becomes coarser and darker
- Penis enlarges
- Increased height and weight
- Increased size of hands and feet
- Change in body proportion (shoulders become wider in relation to hips)
- Pubic hair begins with a few coarse, straight hairs
- Underarm hair appears
- Body hair on legs and forearms appear
- Facial hair appears
- Voice begins to change
LISTA DE CONTROL PARA EL CRECIMIENTO Y DESARROLLO (para padres/tutores)

Aquí se encuentra una lista de cambios que usted puede esperar que su adolecente experimente. Tenga en cuenta: Los cambios no están necesariamente enumerados en el orden que ocurrirán. Cada adolecente tiene un patrón de crecimiento individual.

NIÑAS

Las primeras señales de cambio pueden surgir en cualquier momento entre las edades de 8 a 13 años, y el proceso continúa durante mediados hasta el final de la adolescencia.
- Los pechos comienzan a desarrollar pequeñas protuberancias o “brotes”
- Aumento de estatura y peso
- Aumento del tamaño de las manos y pies
- Cambio en la proporción del cuerpo (la cintura se reduce en relación a las caderas)
- El vello púbico comienza con algunos vellos gruesos lacios
- Aparecen vellos en las axilas
- Usualmente se presenta el primer periodo mensual
- Aparece vello en el cuerpo y los antebrazos

NIÑOS

Las primeras señales de cambio pueden surgir en cualquier momento entre las edades de 9 a 13 años, y el proceso continúa durante mediados hasta el final de la adolescencia.
- Los testículos comienzan a agrandarse, al igual que el escroto, el cual también se engrosa y oscurece
- El pene se agranda
- Aumento de estatura y peso
- Aumento del tamaño de las manos y pies
- Cambio en la proporción del cuerpo (los hombros se ensanchan en relación con las caderas)
- El vello púbico comienza con algunos vellos gruesos lacios
- Aparecen vellos en las axilas
- Aparece vello en el cuerpo y los antebrazos
- Aparece vello facial
- La voz comienza a cambiar
Communicating With Your Young Adolescent About Human Development

**Be a Good Model.** Young people learn more from what you do than from what you tell them to do. Practice what you preach about caring, responsibility, intimacy, and honesty.

**Be Informed.** Young adolescents will ask questions about body changes, about interest in the opposite sex, and about sexuality in general. While it is normal to not have all the answers, it is important to know where to find them! Please refer to Appendix I for more answers.

**Help Young Adolescents Feel Good About Themselves.**
- Be generous with sincere praise.
- Accept questions and comments of all types; provide answers without ridiculing your young adolescent.
- Help young people discover what they can do well.

**Help Your Young Person Make Choices.** Provide young people with ways to be both independent and responsible. Remember that young adolescents still need structure, limits, adult guidance, and support, along with opportunities to make choices on their own.

**Be Willing to Discuss What You Think About Sexuality.** Be honest and straightforward about your values (what you think is right and wrong), but avoid lecturing or demanding that your children agree with you. Lectures and threats usually prevent meaningful communication, convey lack of respect, and tempt rebellion.

**Be Prepared for Disagreements.** Your young teen will question what you believe to be right and wrong about sexuality. This is normal. Be open in discussing your attitudes about human growth and development. Listen to disagreements, but be firm about your beliefs. Be honest about the values you hope they will hold on to.

**Be Direct.** Without preaching or name-calling, tell them about the sexual message they may give in the way they behave, dress, or talk.

**Remember You are Important to Your Child.** What you believe is right and wrong is important to your young adolescent.

Comunicándose Con Su Joven Adolecente Sobre el Desarrollo Humano

Sea un Buen Modelo. Las personas jóvenes aprenden más de lo que usted hace que de lo que usted les dice. Practique lo que proclama en cuanto al afecto, responsabilidad, intimidad y honestidad.

Infórmese. Los adolescentes jóvenes harán preguntas sobre los cambios en el cuerpo, sobre interés en el sexo opuesto, y sobre la sexualidad en general. Mientras que es normal el no tener todas las respuestas, ¿es importante saber dónde encontrarlas! Por favor refiérase al Apéndice I para más respuestas.

Ayude a los Adolescentes Jóvenes a Sentirse Bien Sobre Si Mismos.
- Sea generoso con halagos sinceros.
- Acepte preguntas y comentarios de todo tipo; proporcione respuestas sin ridiculizar a su adolecente joven.
- Ayude a las personas jóvenes a descubrir lo que pueden hacer bien.

Ayude a Su Joven a Tomar Buenas Decisiones. Proporcione a los jóvenes maneras para que sean ambos independientes y responsables. Recuerde que los Adolescentes jóvenes aún necesitan estructura, límites, guía de un adulto, y apoyo, junto con las oportunidades de tomar decisiones por sí mismos.

Esté Dispuesto a Hablar Sobre lo Que Usted Piensa En Cuanto a la Sexualidad. Sea honesto y directo sobre sus valores (lo que usted piensa que está bien y mal), pero evite sermonear o exigir que sus hijos estén de acuerdo con usted. Los sermones y amenazas usualmente impiden la comunicación significativa, trasmiten una falta de respeto, e inducen a la rebeldía.

Esté Preparado para los Desacuerdos. Su joven cuestionará lo que usted cree que es correcto e incorrecto sobre la sexualidad. Esto es normal. Sea abierto al hablar sobre sus actitudes en cuanto al crecimiento y desarrollo humano. Escuche los desacuerdos, pero sea firme con sus creencias. Sea honesto sobre los valores que usted espera que ellos conserven.

Sea Directo. Sin darles un sermón o insultarles, hable sobre el mensaje sexual que podrían trasmitir según la manera en que se comportan, visten, o hablan.

Recuerde Que Usted Es Importante Para Su Hijo. Lo que usted piensa que está bien o mal, es importante para su joven adolecente.

Kids Health Parent/Guardian Resources

Talking to Your Child About Puberty -
http://kidshealth.org/parent/growth/growing/talk_about_puberty.html

A Parent’s Guide to Surviving the Teen Years -
http://kidshealth.org/parent/emotions/behavior/adolescence.html

Female Reproductive System -
http://kidshealth.org/parent/general/body_basics/female_reproductive_system.html

Male Reproductive System -
http://kidshealth.org/parent/general/body_basics/male_reproductive.html

Questions and Answers About Sex -
http://kidshealth.org/parent/emotions/feelings/sex.html

Sexual Development -

Talking to Your Child About Menstruation -
http://kidshealth.org/parent/positive/talk/talk_about_menstruation.html

Understanding Puberty -
http://kidshealth.org/parent/growth/growing/understanding_puberty.html
Appendix J

How to Access the “Always Changing” Website by Procter and Gamble

1. Please check the approved database for approved copyright dates of the “Always Changing” materials.

2. Go to the website: http://www.pgschoolprograms.com/programs.php?pid=1

3. Click on “Order Now” to purchase a hard copy of the DVD, *Always Changing*. Schools are limited to one copy per site. Label the video with the school’s name and location number.

4. Click on “Student Kits” to access the *Girl’s Guide* and *Boys’ Guide*. 
5. Click on “Videos” to access videos online via the Internet. Scroll down to view the Always Changing – Girls, Always Changing – Boys, or Always Changing – co-ed video.

![Videos](image)

6. Click on the Downloadable Materials.

This is a good resource for nurses/teachers to use with girls who start their period.