

Sixth Grade HG&D Strands and Current Outcomes	Sixth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Instruction for males and females will be taught apart for grades 3-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Describe the anatomy and function of the male and female reproductive system. (LC)	I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)		X				RC-2a2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		X				RC-2a2
Describe physical, emotional, and social changes of puberty. (LC)	I can describe the physical, social and emotional changes of adolescence. (PD.8.CC.1)		X				RC-2a2
Differentiate between healthy and unhealthy self-image. (SE)	I can analyze how friends and families can influence my self-concept and body image. (PD.8.INF.1)		X				RC-2a9
	I can identify medically-accurate sources of information about puberty and adolescent development. (PD.8.INF.1)		X				RC-2a2
Describe skills to deal with issues of acceptance. (DM)	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)			X			RC-2a7, RC-2c
Demonstrate strategies for dealing with abusive, coercive, manipulative, and harassing behavior (adult to child and student to student). (AP/I)	I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1)	X					RC-2f
	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2f
Demonstrate effective and assertive communication techniques and self-advocacy skills (e.g. as it pertains to various types of harassment, or bullying (student-to-student and how to seek help). (R)	I can identify trusted adults that I can go to if I know someone who is being teased, bullied, harassed, or abused. (PS.8.AI.1)	X					RC-2f

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	I can describe how to treat others with dignity and respect and how to respond when someone is being bullied or harassed. (PS.8.SM.1) (PS.8.SM.2)	X					RC-2f
Recognize high risk situations and use strategies to respond in a healthy way. (DM)	I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1)					X	RC-2c
	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					X	RC-2a7
Identify characteristics of positive and negative peer relationships. (R)	I can analyze the ways in which friends and family can influence relationships. (HR.8.INF.1)					X	RC-2c
	I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)					X	RC-2c
	I can identify and express boundaries in relationships, including social media. (HR.8.IC.2)					X	RC-2c
	I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)					X	RC-2a7
	I can communicate respectfully with all people. (ID.8.ADV.1)				X		RC-2a7, RC-2c
Exhibit self-control and self-discipline through understanding and monitoring their own thoughts, behavior and emotions. (SE)	I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)				X		RC-2a7, RC-2c

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	I can identify my body's physical responses to strong emotions and evaluate ways to deal with them. (CASEL.SE.1)				X		LD
Describe the process of human conception and birth. (LC)			X				
Implement the steps of a decision-making model; identify a problem exists; brainstorm ideas for resolution; weigh pros and cons of each proposed resolution; implement and evaluate the choice made. (DM)				X			
	I can apply a decision making model to deal responsibly with daily academic and social situations (i.e. conflict, peer pressure, uncomfortable and/or confrontational situations). (CASEL.DM.2)			X			LD
Identify behaviors associated with an unhealthy self-image (anorexia, bulimia, self-harm) in contrast to health self-image (body weight). (R)						X	
Develop the ability to resolve conflicts with others (negotiation and refusal). (R)						X	
Analyze the impact of peer pressure on an individual and group. (R)						X	
Identify the concepts of friendships and dating. (R)						X	
	I can identify the feelings and perspective of others during group discussions. (CASEL.R.1)					X	LD

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	I can identify, demonstrate and apply active listening strategies to show care and concern to others. (CASEL.R.1)					X	LD
	I can describe ways to accept and offer constructive criticism. (CASEL.R.3)					X	LD
	I can identify ways to resolve interpersonal conflicts in constructive ways. (CASEL.R.4)					X	LD

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	I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)		x				RC-2a2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		x				RC-2a2
	I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1)		x				RC-2a2
	I can explain that sexual abstinence is the the only certain way to prevent pregnancy and sexually transmitted infections. (PR.8.CC.2)		x				RC-2a5, RQ-2mc, RQ-2md
	I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1)		x				RQ-2md, RQ-2me, RQ-2mh
	I can identify trusted adults and/or medically accurate resources to answer questions about pregnancy prevention and reproductive health care. (PR.8.AI.1)		x	x			RC-2a1
Describe physical, emotional, and social changes of puberty. (LC)	I can describe the physical, social, cognitive and emotional changes of adolescence. (PD.8.CC.1)		x				RC-2a2
	I can analyze how media society and culture can influence my self-concept and body image. (PD.8.INF.1)		x				RC-2a9

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	I can identify medically-accurate sources of information about puberty, adolescent development and human growth and development. (PD.8.INF.1)		X				RC-2a2
	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)			X			RC-2a7, RC-2c
Identify harassing situations and demonstrate strategies to deal with them. (AP/I)	I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1)	X					RC-2f
Identify sources of assistance if physically, verbally, emotionally, or sexually abused. Reinforce that abuse is not the child's fault. (AP/I)	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2f
	I can identify trusted adults that I can go to if I know someone who is being teased, bullied, harassed, or abused. (PS.8.AI.1)	X					RC-2f
	I can describe how to treat others with dignity and respect and how to respond when someone is being bullied or harassed. (PS.8.SM.1) (PS.8.SM.2)	X					RC-2f
Explain that sexual activity by or with minors is illegal. (AP/I)	I can explain that sexual activity by or with minors is illegal. (AP/I)	X					RQ-2mg
Explain the transmission and prevention of STI's and their health consequences. (LC)	I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1)		X				RC-2a11, RQ-2mi
	I can identify risks associated with sexual behavior. (SH.8.CC.2)		X				RC-2a5, RQ-2md
	I can explain medically-accurate information about STI's. (SH.8.AI.1)		X				RC-2a11, RQ-2mi

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	I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1)					x	RC-2c
	I can describe the potential impacts of power differences such as age, status, or position within relationships. (H.R.8.CC.2)					x	RC-2c
Identify the criteria for acceptable dating behavior. (SE)	I can analyze the similarities and differences between friendships and romantic relationships. (HR.8.CC3)					x	RC-2c
	I can identify age appropriate social interactions and behaviors between male and female peers. (HR.8.CC.4)					x	RC-2a7, RC-2c
Recognize harmful situations that can occur including those associated with the use of technology (e.g. chat rooms, instant messenger). (AP/I)	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					x	RC-2a7
	I can analyze the ways in which friends, family, media, society, and culture can influence relationships. (HR.8.INF.1)					X	RC-2a9
	I can identify positive and negative impacts of technology on friendships and relationships. (HR.8.INF.2)					X	RC-2c
	I can develop a plan to stay safe, legal and respectful when using social media. (HR.8.GS.1)					X	RC-2a7
	I can explain the criteria for evaluating the health of a relationship. (HR.8.SM.1)					X	RC-2c

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	I can describe strategies to use technology safely, legally and respectfully. (HR.8.SM.2)					X	RC-2a7, RQ-2mh
	I can describe stereotyping and its negative impact on others. (CASEL.R.1)					X	LD
	I can evaluate ways I accept and offer constructive criticism. (CASEL.R.2)					X	LD
	I can identify ways to resolve interpersonal conflicts in constructive ways. (CASEL.R.3)					X	LD
	I can communicate respectfully with all people. (ID.8.ADV.1)				X		RC-2a7, RC-2c
	I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)				X		RC-2a7, RC-2c
Define and give examples of delayed gratification. (DM)	I can define and give examples of delayed gratification. (DM-LD)			X			RC-2a7
Identify the relationships among decision making, self-control, and delayed gratification with examples. (DM)				X			
	I can apply a decision making model to deal responsibly with daily academic and social situations (ie. conflict, peer pressure, uncomfortable and/or confrontational situations). (CASEL.DM.2)			X			LD
Identify positive self-talk techniques and skills and explain benefits of positive self-talk (as relates to self-esteem-confidence) (SE)	I can identify positive self-talk techniques and skills and explain benefits of positive self-talk (as relates to self-esteem-confidence) (SE-LD)				X		RC-2c

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Explain how a positive attitude builds and maintain self-esteem and confidence. (SE)					X		
Explain how self-talk influences the development of a healthy or unhealthy self-image. (SE)					X		
Explain how negative self-talk leads to destructive behaviors (e.g. bulimia, anorexia, self-mutilation, sexual high risk behaviors). (SE)					X		
	I can describe my body's physical responses to strong emotions and evaluate ways to deal with them. (CASEL.SE.1)				X		LD
	I can identify the magnitude of my problem and determine productive ways to cope when faced with challenging situations. (CASEL.SE.1)				X		LD
Define physical, verbal, emotional, and sexual abuse and the defining characteristics of each. (AP/I)		X					
	I can understand the impact of alcohol and drugs on decision-making. (SH.8.INF.1)		X				RC-2a8

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Explain that sexual activity by or with minors is illegal. (AP/I)	I can explain that sexual activity by or with minors is illegal. (AP/I)	X					RQ-2mg
Describe the anatomy and function of the male and female reproductive system. (LC)	I can describe male and female reproductive systems and their functions. (AP.8.CC.1)		X				RC-2a2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		X				RC-2a2
	I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1)		X				RC-2a2
Identify the physical, social, and emotional benefits and challenges of abstinence for both males and females. Identify the ramifications of teen sexual activity and teen pregnancy for both male and females. (LC)	I can explain that sexual abstinence is the the only certain way to prevent pregnancy and sexually transmitted infections. (PR.8.CC.2)		X				RC-2a5, RQ-2mc, RQ-2md
	I can identify trusted adults and/or medically accurate resources to answer questions about reproductive health. (PR.8.AI.1)		X				RC-2a1
Outline the general stages of fetal development from conception to birth and the birth process. (LC)	I can outline stages of fetal development from conception to birth and the birth process (PR.8.CC.5, PR.AI.1)		X				RC-2a2, RQ-2mf
	I can identify the consequences, including physical and emotional consequences, of decisions regarding sexual health. (PR.8.DM.1)		X	X			RQ-2md, RQ-2me, RQ-2mh
	I can describe the physical changes of adolescence. (PD.8.CC.1)		X				RC-2a2

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	I can identify medically-accurate sources of information about puberty, adolescent development and sexuality. (PD.8.INF.1)		X				RC-2a2
	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)		X				RC-2a7, RC-2c
Identify the physical, social, emotional ramifications of STI's. (LC)	I can define sexually transmitted infection (STI's), their prevention and their transmission. (SH.8.CC.1)		X				RC-2a11, RQ-2mi
	I can identify risks associated with sexual behavior. (SH.8.CC.2)		X				RC-2a5, RQ-2md
Identify and understand HIV/AIDs, its transmission and disease progression, and its emotional and social impact on the individual and society. (LC)	I can describe the signs, symptoms and potential impact of STI's and HIV. (SH.8.CC.3)		X				RC-2a5, RQ-2mi
	I can understand the impact of alcohol and drugs on decision-making. (SH.8.INF.1)		X				RC-2a8
	I can explain medically-accurate information about STI's. (SH.8.AI.1)		X				RC-2a11, RQ-2mi
	I can describe strategies to use technology safely, legally and respectfully. (HR.8.SM.2)					X	RC-2a7
	I can identify negative depictions of differences among people. (CASEL.R.2)					X	LD

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	I can describe how a lack of understanding of social and cultural differences can contribute to intolerance and evaluate ways of overcoming a lack of understanding of those differences. (CASEL.R.2)					X	LD
	I can identify the relationships among decision making, self-control, and delayed gratification with examples. (DM-LD)			X			RC-2a7
	I can describe factors of sexual stereotyping and discrimination toward others. (ID.8.IC.1)				X		RC-2c
	I can identify positive self-talk techniques and skills and explain benefits of positive self-talk (as relates to self-esteem-confidence) (SE-LD)				X		RC-2c
	I can explain how a positive attitude builds and maintain self-esteem and confidence. (SE-LD)				X		RC-2c
	I can explain how self-talk influences the development of a healthy or unhealthy self-image. (SE-LD)				X		RC-2c
	I can explain how negative self-talk can lead to destructive behaviors (e.g. bulimia, anorexia, self-mutilation, sexual high risk behaviors, drug use, alcohol use). (SE)				X		RC-2c, RC-2a8

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	I can identify my body's physical and emotional reactions to strong emotions, upsetting situations or stress and evaluate ways to deal with them. (CASEL.SE.1)				X		LD
	I can identify strategies to motivate myself to greater performance through changing how I think and react to challenging situations. (CASEL.SE.1)				X		LD
Identify means of pregnancy and STI prevention, including abstinence. Identify why abstinence is your only responsible choice. (LC)			X				

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Review the anatomy and function of the male and female reproductive system.	I can identify and describe the major parts and functions of male and female reproductive systems. (AP.12.CC.1)		X					RC-2a2
	I can identify health screenings and habits for keeping sexual and reproductive organs healthy. (WI.HE.7.4.B2)						X	RC-2a7
	I can explain the different human sexual response cycles and the role of hormonal changes in the body. (AP.12.CC.1)		X					RC-2a2
	I can describe the signs of pregnancy, prenatal practices and the birth process. (PR.12.CC.4) (PR.12.CC.5)		X					RC-2a10, RQ-2mf
Identify the available methods of birth control, including abstinence. (LC)	I can justify abstinence as the safest, most effective method of protection from disease and pregnancy. (PR.12.CC.1, PR.12.DM.1)		X					RC-2a5, RQ-2mc, RQ-2md
	I can compare and contrast different methods of contraception and their effectiveness in preventing pregnancy and sexually transmitted infections. (PR.12.CC.1, PR.12.DM.1)		X					RC-2a7, RQ-2md
	I can identify the physical and emotional consequences of decisions when choosing abstinence, protected sexual intercourse, and/or unprotected sexual intercourse. (PR.12.DM.1)		X					RC-2a5, RQ-2md, RQ-2me

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Identify the various STD's including HIV, HbV and HPV. (LC)	I can identify the symptoms and treatment of STI's. (SH.12.CC.1)		X					RC-2a11, RQ-2mi
Identify the differences in treatment, whether the STD's are curable or treatable. (LC)	I can explain how to access local STI testing and treatment. (SH.12.A1.1)		X					RC-2A11, RQ-2mi
	I can analyze factors that influence condom use and other safer sex decisions (SH.12.INF.1)		X					RC-2a7
	I can evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STI's, including HIV (SH.12.CC.2)		X					RC-2a11, RQ-2md
Identify and describe the components of assertive communication and refusal skills as related to sexual responsibility. (R)	I can describe skills to communicate with a partner about prevention of STI's. (SH.12.CC.2) (SH.12.IC.1)		X					RC-2a7, RQ-2mi
Review the general stages of fetal development including birth. (LC)	I can review the general stages of fetal development including birth. (LC-LD)		X					RQ-2mf
Identify the physical, social and emotional benefits and challenges of abstinence and the ramifications of teen sexual activity and teen pregnancy for both males and females. (LC)	I can identify the physical, social and emotional benefits and challenges of abstinence and the ramifications of teen sexual activity and teen pregnancy for both males and females. (LC-LD)		X					RC-2e, RQ-2mc, RQ-2md
Describe the different kinds of relationships and how they develop and change. (R)	I can determine characteristics of a healthy relationships and recognize signs of an unhealthy relationship. (HR.12.CC.1)					X		RC-2c

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can analyze how the media influences one's belief about a healthy sexual relationship. (HR.12.INF.1)					X		RC-2a9
	I can demonstrate effective strategies to avoid or end an unhealthy relationship (HR.12.IC.1)					X		RC-2c
Identify and describe the components of assertive communication and refusal skills as related to sexual responsibility. (R)	I can demonstrate effective ways to communicate personal boundaries and respect boundaries set by others as they relate to intimacy and sexual behavior. (HR.12.IC.2) (HR.12.SM.1) (HR.12.CC.2)					X		RC-2a7, RC-2c
	I can define sexual consent and explain physical and emotional implications for sexual decision making. (HR.12.CC.3)					X		RC-2a7
	I can describe strategies to use technology safely, legally and respectfully. (HR.8.SM.2)					X		RC-2a7
Demonstrate strategies to deal with assault. (AP/I)	I can understand the conditions involved in giving and recognizing consent. (HR.12.CC.3)					X		RC-2a7
Identify and describe components of successful marriages and components that lead to risk in marriage. (R)	I can identify and describe socioeconomic and parental components of successful marriages and components that lead to risk in marriage. (R-LD)					X		RQ-2me

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify strategies to prevent assault. (AP/I)	I can compare and contrast bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and understand consequences. (PS.12.CC.1)	X						RC-2f, RQ-2mg, RQ-2mh
Identify resources for victim aftermath. (AP/I)	I can explore the role of social media in shaping views and attitudes toward bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (PS.12.INF.2)	X						RC-2a9
Identify and describe the relationship between self esteem, decision making, and sexual responsibility and sexual orientation.	I can identify ways to seek medical, mental, and legal professionals for help and support. (PS.12.AI.1) (PS.12.IC.1) (PS.12.IC.2)	X						RC-2d
	I can advocate and support a survivor and encourage safe environments. (PS.12.ADV.1)	X						RC-2c
Apply a process for making decisions to various situations. (DM)	I can apply a process for making decisions to various situations. (DM-LD)			X				RC-2a7
Identify the personal, societal, legal, and economic ramifications of teen sexual activity and pregnancy. (LC)			X					
Identify the resources and options available in the event of teen pregnancy. (LC)			X					
Distinguish between bacterial, viral parasitic and fungal STD's. (LC)			X					

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify the ways that STD's can be transmitted and prevented. (LC)			X					
List and describe three types of decisions people often need to deal with. (DM)				X				
Describe the changes that occur in family relationships during the lifespan of the family. (R)						X		
Describe the different kinds of relationships and how they develop and change. (R)						X		
Identify the effects of contracting an STD could have on self, spouse, family, friends and community. (R)						X		
	I can evaluate stereotyping and its effects on the victim and perpetrator. (CASEL.R.2)					X		LD
	I can analyze my perception of cultural variation, and how it affects my interactions with others. (CASEL.R.2)					X		LD
	I can describe my body's physical and emotional reactions to strong emotions, upsetting situations or stress and evaluate ways to deal with them. (CASEL.SE.1)				X			LD
	I can identify strategies to motivate myself to greater performance through changing how I think and react to challenging situations. (CASEL.SE.1)				X			LD

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can explain that sexual activity by or with minors is illegal	X						LD
	I can understand the impact of alcohol and drugs on sexual decision-making. (SH.8.INF.1)		X					RC-2a8

K 1 2 3 4 5 6 7 8 10

(2) Subjects. A school board may provide an instructional program in human growth and development in grades kindergarten to 12. If the school board elects to provide an instructional program under this section, when the school board establishes the curriculum for the instructional program, the school board shall make determinations as to whether and, if so, for what subjects covered in the curriculum the pupils shall be separated by gender. If an instructional program is provided, the following instructional program is recommended:

(a) Present medically accurate information to pupils and, when age-appropriate, address the following topics:

1. The importance of communication about sexuality between the pupil and the pupil's parents or guardians.

X X

2. Reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation.

X X X X X X X X X X

5. The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent.

X X X

7. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.

X X X X X X X X X

8. How alcohol and drug use affect responsible decision making.

X

9. The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality.

X X X X X X X X

10. Adoption resources, prenatal care, and postnatal supports.

X

11. The nature and treatment of sexually transmitted infections.

X X X

(c) Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships.

X X X X X X X X X

	K	1	2	3	4	5	6	7	8	10
(d) Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.										X
(e) Address the positive connection between marriage and parenting.										X
(f) Present information about avoiding stereotyping and bullying, including how to refrain from making inappropriate remarks, avoiding engaging in inappropriate physical or sexual behaviors, and how to recognize, rebuff, and report any unwanted or inappropriate remarks or physical or sexual behaviors.	X	X	X	X	X	X	X	X	X	X
(2m) Required subjects. If a school board provides instruction in any of the areas under sub. (2) (a), the school board shall ensure that instruction conforms to s. 118.13 (1) and that the following is provided, when age appropriate, in the same course and during the same year:										
(c) Presents abstinence from sexual activity as the preferred choice of behavior for unmarried pupils.							X	X	X	
(d) Emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome.							X	X	X	
(e) Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children.							X	X	X	
(f) Explains pregnancy, prenatal development, and childbirth.								X	X	
(g) Explains the criminal penalties under ch. 948 for engaging in sexual activities involving a child.							X	X	X	

(h) Explains the sex offender registration requirements under s. 301.45. Instruction under this paragraph shall include who is required to report under s. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under s. 301.45.

(i) Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.

K	1	2	3	4	5	6	7	8	10
						X	X	X	
						X	X	X	