

STOUGHTON AREA SCHOOL DISTRICT



Human Growth and Development MISSION STATEMENT (Inclusive for Grades K-12)

Human Growth and Development is one part
of the District's health curriculum.

Stoughton's human growth and development curriculum is based on abstinence* and is designed to help students 1) understand their growth, development, and sexuality; 2) develop a positive self-concept, and 3) acquire factual knowledge, skills, attitudes and values that result in behavior that contributes to the well-being of the individual in connection with their family as they develop strategies for responsible decision-making.

**A human growth and development curriculum based on abstinence emphasizes the value of abstinence but also includes information on contraceptives at specified grade levels.*

Human Growth and Development is taught during the school year at appropriate times in the instructional program. So you can discuss these topics with your child prior to class discussion, the objectives are provided to you.

Approved by the Stoughton School Board
Date: March 2011

Mid-Triennial Curriculum reviewed June 2012 per DPI expectations.

Introduction

A Partnership with Parents/Guardians

The instruction of students in Human Growth and Development is a partnership. The school's role is to factually teach human growth and development; the parent's role is to share factual information, and explain and infuse family values. The goal of the partnership is to facilitate communication between parents, students and the school.

- Every three years the Stoughton School Board is required by state law to appoint an advisory committee composed of parents, teachers, school administrators, school board members, students, healthcare professionals, members of the clergy and other residents of the school district.
- Annually, parents will be provided an outline of the human growth and development curriculum used in their child's grade level. Parents will be invited to preview all instructional materials well before information is presented in class. Materials shall be made available upon request.
- Parents may exempt their child from all or part of the human growth and development curriculum. If a student is exempted, he/she will be held accountable for an alternative study of health topics.
- Forms will be sent annually to parents 1) encouraging them to discuss the information with their child, 2) asking them to write, email or call if their child should not be included. Parents are urged to read the curriculum, talk to the teacher and view the materials before making this decision.
- Call school office if you would like a copy.

Definitions ⁴

The 2009 NEA publication cited below provides definitions of terms that may be unfamiliar to some readers. They are shared here as a resource for staff and families.

These are the standard definitions used K-12. They are modified according to grade level.

Abstinence: Abstinence is avoiding harmful behaviors including any sexual activity. **Bisexual:** A person who is attracted to men and women.

Gay: A homosexual person; can refer to both men and women but more often refers to men.

GLBTQ: Acronym for gay, lesbian, bisexual, transgender, and questioning.

Heterosexism: The conscious or unconscious treatment of gay or lesbian people or issues as if they were inferior or non-existent.

Heterosexual: a person who is attracted to those of the opposite sex. The colloquial equivalent is "straight." **Homophobia:** Irrational fear of gay men or lesbians.

Homosexual: A person who is attracted to those of the same sex. The colloquial equivalent is "gay." **Lesbian:** A homosexual woman.

Masturbation: Masturbation is touching or rubbing any of your own body's sex organs because it feels good. **Questioning:** A youth or adult who is uncertain about, or exploring, his or her sexual orientation.

Sexual Contact: Sexual contact is generally defined as intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person.

Sexual Intercourse: Sexual intercourse means that you are having sex with a partner. Sexual intercourse is vaginal, anal, or oral.

Sexual Prejudice: Attitudes and beliefs reflecting negative assumptions and stereotypes about sexual orientation and gender identity.

STI: Sexually Transmitted Infection

Transgender: An umbrella term for people whose gender presentation or identity is different from their biological sex for example, a biological male who appears or identifies at least in some respects as female, or a biological female who appears or identifies in at least some respects as a male. Transsexuals are transgender people who have typically undergone medial or surgical treatment to reflect their gender identity.

4 National Education Association. A report on the status of gay, lesbian, bisexual and transgender people in education: Stepping out of the closet, into the light. Washington, D.C.: 2009, 64.

Guidelines for Staff and Outside Resource Persons Grades K-3

Staff and outside resource persons follow guidelines for answering student questions on sensitive topics. Even though specific objectives are not taught in your child's grade, questions may still arise. These guidelines will help you understand how staff and outside resource persons handle these sensitive topics.

Guidelines for Responding to Questions about Sexually Transmitted Infections (STI's)

- Define STI's simply as diseases that some people get. Students should be told that young children rarely get them and that they do not need to worry about playing with children whose parents have STI's with those few children who do have them.
- Answer questions directly and simply, responses should be limited to questions asked.
- Encourage children to talk with their parents if they have additional questions.
- Share with parents that age appropriate materials are available to parents at the school and/or Stoughton Public Library.

Guidelines for Responding to Questions about Sexual Intercourse

- Encourage children to talk with their parents if they have questions.
- Encourage parents to discuss sexual intercourse with their children as questions arise.

Guidelines for Responding to Questions about Gender Identity (Transgender)

- Explain that a person may be born a boy but feel in his head that he is a girl. A person may be born a girl but feel in her head that she is a boy.
- Say that the word we use for this is "transgender."

Kindergarten Human Growth and Development Objectives

Personal Health Human Sexuality

- Discuss the importance of taking care of your body.
- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Discuss that living organisms come from other living organisms.
- Discuss that the body has many different parts.
- Identify differences between the body of a boy and the body of a girl.
- Discuss that a boy grows to become a man and may become a father.
- Discuss that a girl grows to become a woman and may become a mother.
- Discuss that a baby develops inside its mother.
- Discuss why a baby needs family members to care for it with special attention to supporting baby's head and neck.
- Discuss why family members need each other for support, encouragement and protection.

So that students will...

- Have a good self-concept about being a girl/boy.
- Take care of their body.
- Share feelings with family members if the family has a new baby.
- Show respect for self and others.

Injury Prevention and Safety

- Discuss that all people have the right to be loved, to be safe, to be believed, and to be respected.
- Recite name, address and phone number to a trusted adult.
- Discuss and review what to do if they are lost.
- Recite the names of people who can help in case of an accident.
- Discuss that strangers and others they know can be harmful.
- Identify five important people who can be trusted.
- Discuss which body parts are private for a girl.
- Discuss which body parts are private for a boy.
- Discuss that an unsafe touch/action can come from a stranger or a person you know.
- Identify examples of safe touch and unsafe or unwanted touch/action.
- Discuss what to do should an unsafe or unwanted touch/action occur.
- Identify responsible persons with whom (s)he can talk about an unsafe touch/action.
- Discuss and practice how to answer the telephone.
- Discuss the dangers of getting into a car with strangers.
- Define what an emergency is.
- Discuss internet safety.
- Identify crisis prevention resources, help lines or 911.

So that students will...

- Identify five important people who can be trusted,
- Say "No" should anyone attempt to give an unsafe or unwanted touch.
- Yell and run away if an unsafe or unwanted touch/action occurs.
- Understand that private parts are what are covered by a swimsuit.
- Recognize an unsafe or unwanted touch/action.
- Tell the five important people if an unsafe or unwanted touch occurs and keep telling until action is taken.
- Recognize dangerous and emergency situations.
- Call 9-1-1 in an emergency situation.
- Answer the telephone in a safe way.

Prevention and Control of Disease

- Discuss what germs are.
- Identify ways germs are spread (contact with body fluids and lack of personal hygiene).
- Identify ways the body fights germs (nutrition, sleep, hygiene).
- Discuss why it is important to have vaccines to stay healthy.
- Discuss reasons for not sharing hats, combs, clothes, and beverage containers.
- Discuss that some illnesses are caused by germs.
- Discuss that some illnesses may be spread through blood, saliva, and other body fluids.
- Discuss how to help a friend or family member who is seriously ill.
- Discuss appropriate barriers for blood, saliva, and body fluids.
- Discuss the importance of personal hygiene.

So that students will...

- Wash their hands before eating, after using the bathroom, and after blowing their nose.
- Talk to their parents and/or teachers if they have questions about people who are seriously ill.
- Recognize that people who are sick need our love, care, and support.
- Not touch someone else's blood; tell an adult.
- Practice good hygiene.

1st Grade Human Growth and Development Objectives

Personal Health - Human Sexuality

- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Discuss that each person is unique and has individual needs.
- Discuss that boys' and girls' bodies grow.
- Discuss why a boy/girl should understand and be comfortable with his/her body.
- Discuss the importance of taking care of your body.
- Identify the unique needs of a baby. Discuss head and neck specifics of babies.
- Discuss why family members need each other for support, encouragement and protection.

So that students will...

- Have a good self-concept about being a girl/boy.
- Take care of their body.
- Show respect for self and others.
- Share feelings with others.

Injury Prevention and Safety

- Identify five important people who can be trusted.
- Discuss that all children have the right to be loved, to be safe, to be believed, and to be respected.
- Discuss the dangers of getting into a car with strangers.
- Identify body parts that are private for a girl and those that are private for a boy.
- Discuss the difference between a safe touch and an unsafe or unwanted touch/action.
- Discuss that an unsafe touch/action can come from a stranger or a person you know.
- Discuss saying "No" to an unsafe or unwanted touch/action.
- Discuss what to do should an unsafe touch/action occur.
- Discuss internet safety.
- Discuss and practice how to answer the telephone safely.
- Identify crisis prevention resources, help lines or 911.

So that students will...

- Protect their right to privacy.
- Say "No" should anyone attempt to give an unsafe or unwanted touch.
- Yell and run away if an unsafe touch/action occurs.
- Tell their trusted people if an unsafe touch/action occurs and keep telling them until action is taken.
- Recognize dangerous and emergency situations.
- Dial 9-1-1 in an emergency situation.
- Discuss and demonstrate how to answer the telephone in a safe way, not revealing to callers information that will put them in an unsafe situation.

Prevention and Control of Disease

- Discuss what germs are.
- Identify ways germs are spread (contact with body fluids and lack of personal hygiene).
- Identify ways the body fights germs (nutrition, sleep, hygiene).
- Discuss why it is important to have vaccines to stay healthy.
- Discuss reasons for not sharing hats, combs, clothes, and beverage containers.
- Discuss that some illnesses are caused by germs.
- Discuss that some illnesses may be spread through blood, saliva, and other body fluids.
- Discuss appropriate barriers for blood, saliva and body fluids.
- Discuss how to help a friend or family member who is seriously ill.
- Discuss the importance of personal hygiene.

So that students will...

- Wash their hands before eating, after using the bathroom, and after blowing their nose.
- Talk to their parents and/or teachers if they have questions about people who are seriously ill.
- Recognize that people who are sick need our love, care, and support.
- Not touch someone else's blood; tell an adult.
- Practice good hygiene

2nd Grade Human Growth and Development Objectives

Personal Health Human Sexuality

- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Discuss that human beings grow and develop inside their mothers.
- Discuss why a boy/girl should understand and be comfortable with his/her body.
- Identify actions to keep one's body healthy.
- Discuss why family members need each other for support, encouragement, and protection.

So that students will...

- Have a good self-concept about being a girl/boy.
- Feel good about changes in their body.
- Take actions to keep their body healthy.
- Show respect for self and others.
- Understand it is good to seek answers about feelings and body changes.

Injury Prevention and Safety

- Identify five important people who can be trusted.
- Discuss that all people have the right to be loved, to be safe, to be believed, and to be respected.
- Discuss that an unsafe touch/action can come from a stranger or person you know.
- Identify parts of the body that are considered private.
- Distinguish between good and bad touches/actions.
- Discuss what to do should a bad touch occur.
- Define child abuse and identify ways to get help should child abuse occur.
- Discuss and practice how to answer the telephone safely.
- Discuss internet safety.
- Identify crisis prevention resources, help lines or 911.

So that students will...

- Say "No" should anyone attempt to give an unsafe or unwanted touch.
- Yell and run away if an unsafe touch/action occurs.
- Know who their five trusted people are.
- Tell their trusted people if an unsafe touch/action or child abuse occurs.
- Keep telling their five safe people until action is taken.
- Recognize dangerous and emergency situations.
- Call 9-1-1 in an emergency situation.
- Answer the telephone and door in a safe way, not revealing to callers information that will put them in an unsafe situation.
- Keep doors locked.

Prevention and Control of Disease

- Discuss the relationship between germs and disease.
- Suggest ways to prevent illness.
- Define what a germ is.
- Discuss that there are different kinds of germs.
- Describe ways that germs may be spread (contact with body fluids and lack of personal hygiene).
- Discuss that cells in the body fight germs.
- Discuss that vaccines help the body to fight germs.
- Discuss that some illnesses may be spread through blood, saliva, and other body fluids.
- Discuss appropriate barriers for blood, saliva and body fluids.
- Discuss how to help a friend or family member who is seriously ill.
- Discuss the importance of personal hygiene.

So that students will...

- Wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Not spread germs when they are ill.
- Talk to their parents and/or teachers with questions about people who are seriously ill.
- Recognize that people who are sick need our love, care, and support.
- Not touch someone else's blood; tell an adult.
- Practice good hygiene.

3rd Grade Human Growth and Development Objectives

Personal Health Human Sexuality

- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth. Discuss actions to keep the body healthy.
- Discuss why family members need each other for support, encouragement, and protection. Discuss good personal hygiene.

So that students will...

- Have a good self-concept about being a girl/boy.
- Feel good about changes in their body.
- Choose behaviors that keep their body healthy.
- Show respect for self and others.
- Practice good personal hygiene.
- Understand it is good to seek answers about feelings and body changes.

Injury Prevention and Safety

- Identify at least five important people who can be trusted.
- Discuss that all people have the right to be loved, to be safe, to be believed, and to be respected.
- Discuss that an unsafe touch/action can come from a stranger or person you know.
- Recognize the need to seek adult help in emergency situations.
- Identify parts of the body that are considered private.
- Distinguish between safe and unsafe touches/actions.
- Describe actions that may be taken should an unsafe touch/action occur.
- Define child abuse and identify ways of getting help should child abuse occur.
- Discuss and practice how to answer the telephone safely.
- Discuss appropriate behavior around strangers.
- Discuss internet safety.
- Identify crisis prevention resources, help lines or 911.

So that students will...

- Say "no" should anyone attempt to give an unsafe or unwanted touch.
- Yell and run away if an unsafe touch/action occurs.
- Tell a trusted adult should a bad touch or action occur.
- Tell a trusted adult if child abuse occurs.
- Answer the telephone and door in a safe way, not revealing to callers information that will put them in an unsafe situation.
- Act in safe ways around strangers.
- Recognize a dangerous and emergency situation.
- Call 9-1-1 in an emergency situation.
- Keep doors locked when home alone.

Prevention and Control of Disease

- Discuss the relationship between germs and disease.
- Suggest ways to prevent illness.
- Define what a germ is.
- Describe ways that germs may be spread (e.g. contact with body fluids and lack of personal hygiene).
- Discuss that antibodies in blood help protect the body from illness.
- Discuss that vaccines help the body to fight germs.
- Discuss that some illnesses may be spread through blood, saliva, and other body fluids.
- Discuss the appropriate barriers for blood, saliva and body fluids.
- Discuss how to help a friend or family member who is seriously ill.
- Discuss the importance of personal hygiene.

So that students will...

- Wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Not spread germs when they are ill.
- Talk to their parents and/or teachers with questions about people who are seriously ill.
- Recognize that people who are sick need our love, care, and support.
- Not touch someone else's blood, saliva and body fluids; tell an adult.
- Practice good hygiene.

Guidelines for Students, Staff and Outside Resource Persons Grades 4-12

Student Guidelines

Students have many different kinds of questions about human growth and development. The following student guidelines help students to ask their questions in a safe environment.

- Students may write questions and put them into a question box to give them to the teacher prior to the answer session. This gives the instructor the opportunity to consider appropriate responses to students' questions.
- Questions will be answered simply and factually.
- If students ask questions reflecting personal, sexual values, they will be referred to their parents/guardians/trusted adults.
- Not every question asked by students needs to be answered; the teacher will use professional judgment.
- Questions regarding the sexual experiences of any particular person will not be answered.
- Correct terminology for slang terms will be provided whenever appropriate.

Guidelines for Staff and Outside Resource Persons

Staff and outside resource persons also follow guidelines for answering student questions on the sensitive topics of contraception, abortion, masturbation, and sexual orientation. Even though specific objectives are not taught in your child's grade, questions may still arise. These guidelines will help you understand how staff and outside resource persons handle these sensitive topics.

Guidelines for responding to questions about contraception:

- Convey an overriding message that the only 100 percent safe method of birth control is abstinence. Information on contraception will be simple and factual.
- Convey a clear message that it is important for those students already sexually active to modify their behavior.
- Explain that family values and beliefs may vary on this issue. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about contraception.

Guidelines for responding to questions about abortion:

- Emphasize that the practice of abstinence eliminates the possibility of pregnancy.
- Explain that abortion is legal in Wisconsin, but is a controversial issue.
- Explain the emotional, psychological and physical effects of abortion.
- Explain that family values and beliefs may vary on this issue. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about abortion.
- Use contraception if they decide to become sexually active.

Guidelines for responding to questions about masturbation:

- Give a definition of the term.
- Explain that some people masturbate; some people do not.
- Help students understand that attitudes toward masturbation may be a part of family values and beliefs and opinions often vary. Students will be encouraged to talk to parents/guardians/trusted adults in order to help them develop their own values and beliefs about masturbation.

Guidelines for responding to questions about sexual orientation:

- Encourage abstinence for all students.
- Explain that as people grow up, they have different feelings at different times. Students may find that at some points in their lives they prefer to spend time with friends from their own gender. This does not identify a person's sexual orientation.
- Explain that you cannot tell a person's sexual orientation by his/her appearance or any other external indicators.
- Explain it is not right to judge another person, use derogatory language, hate, or become violent toward an individual because he or she is not like them.
- Help students understand that attitudes toward sexual orientation may be a part of family values and beliefs, and opinions often vary. Students will be encouraged to talk to parents/guardians/trusted adults in order to help them develop their own values and beliefs about sexual orientation.

Guidelines for answering Grade 4-12 questions about sexual intercourse:

- Encourage abstinence for all students.
- Define sexual intercourse.
- Sexual intercourse can result in pregnancy and sexually transmitted infections.
- Answer questions directly and simply. Response should be limited to questions asked.
- Explain that family values and beliefs may vary on this issue. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about sexual intercourse.

Guidelines for answering Grade 4-12 questions about gender identity (transgender):

- Younger students: Explain that a person may be born a boy but feel in his head that he is a girl. A person may be born a girl but feel in her head that she is a boy.
- Older students: Explain that the term transgender refers to people whose gender presentation or identity is different from their biological sex for example, a biological male who appears or identifies at least in some respects as female, or a biological female who appears or identifies in a least some respects as male.
- Explain that a person's gender identity (who they think themselves as being) is different from their sexual identity (to whom they're attracted outside of themselves).

4th Grade Human Growth and Development Objectives

Personal Health Human Sexuality

- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Describe the changes that occur during puberty in girls.
- Explain the function of the female reproductive organs and their role in conception.
- Discuss menstruation and the menstrual cycle.
- Explain the proper use and disposal of menstrual health products.
- Describe the changes that occur during puberty in boys.
- Discuss circumcision and male hygiene.
- Explain the function of the male reproductive organs and their role in conception.
- Discuss why family members need each other for support, encouragement and protection.
- Discuss methods of personal hygiene.

So that students will...

- Discuss concerns about puberty and reproduction with a parent/guardian/trusted adult.
- Keep their body healthy by practicing good health care.
- Show respect for self and others.
- Practice good personal hygiene.
- Understand it is good to seek answers about feelings and body changes.

Injury Prevention and Safety

- Discuss that an unsafe touch/action can come from any person; a stranger or a person you know.
- Recognize the need to seek adult help in emergency situations.
- Identify the ways people can be abused (physical, emotional, sexual, verbal, and neglect).
- Explain actions that may be taken should child abuse occur.
- Identify help that is available to children who are abused.
- Identify ways to stay safe when alone.
- Define and identify bullying and harassment policies, and prevention measures.
- Discuss prescription and non-prescription drug policies at school.
- Discuss alcohol, prescription drugs, and other illegal drugs and their dangers
- Discuss internet, email and cell phone safe practices.
- Practice an emergency telephone call to ask for help and explain location.
- Identify crisis prevention resources, help lines or 911 to be directed to a help line.

So that students will...

- Tell a trusted adult if child abuse occurs.
- Keep doors locked when home alone.
- Recognize a dangerous or emergency situation.
- Avoid being alone in uncomfortable situations with an adult who frightens them.
- Call 9-1-1 in an emergency situation.
- Answer the telephone and door in a safe way, not revealing to callers information that will put them in an unsafe situation.

Prevention and Control of Disease

- Describe different ways diseases are transmitted.
- Describe the role of the immune system in protecting the body against disease.
- Discuss ways that communicable diseases can be prevented.
- Explain that some diseases are spread by blood.

So that students will...

- Wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Avoid touching someone else's blood; tell adult, use a barrier.
- Not share a needle or sharp object.

5th Grade Human Growth and Development Objectives

Personal Health Human Sexuality

- Define abstinence and identify the positive outcomes of abstinence.
- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Describe the changes that occur during puberty in girls.
- Identify the female reproductive organs and discuss their functions.
- Describe menstruation and the menstrual cycle.
- Explain the proper use and disposal of menstrual health products.
- Describe the changes that occur in boys during puberty.
- Identify the male reproductive organs and discuss their functions.
- Discuss circumcision and male hygiene.
- Define sexual intercourse and the process of fertilization.
- Explain that sexual intercourse can result in pregnancy and disease and can alter life goals.
- Discuss the responsibilities of parenthood.
- Discuss why family members need each other for support, encouragement and protection.
- Discuss methods of personal hygiene.

So that students will...

- Practice abstinence.
- Appreciate the uniqueness of their own body.
- Discuss concerns about puberty and reproduction with a parent/guardian/trusted adult.
- Understand the proper use and disposal of menstrual products.
- Practice good hygiene to protect themselves and others.
- Show respect for self and others.
- Understand the relationship between intimacy and sexual intercourse.

Injury Prevention and Safety

- Recognize that strangers and others you know can be harmful.
- Recognize the need to seek adult help in emergency situations.
- Identify the ways people can be abused (physical, emotional, sexual, verbal, and neglect).
- Describe ways a person may be affected by abuse.
- Discuss actions that may be taken when abuse occurs.
- Identify sources of help available when abuse occurs.
- Identify sources of help for those who abuse others.
- Define and identify bullying and harassment policies, and prevention measures.
- Discuss prescription and non-prescription drug policies at school.
- Discuss alcohol, prescription drugs, and other illegal drugs and their dangers.
- Identify safe internet, email, social networking, and cell phone practices.
- Discuss ways to stay safe when alone.
- Identify safety rules for using the phone.
- Practice an emergency telephone call to ask for help and explain location.
- Identify safety procedures for entering the home when parents are away.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Identify crisis prevention resources, help lines or 911 to be directed to a help line.

So that students will...

- Tell a trusted adult should abuse occur.
- Keep doors locked when home alone.
- Not allow anyone inside the house when home alone.
- Call 9-1-1 or the police in an emergency situation.
- Not share personal information when using the phone/internet.
- Avoid sexually explicit and violent behavior.

Prevention and Control of Disease

- Explain that you should wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Do not share food, drink, or personal hygiene items.
- Explain how sexually transmitted infections are transmitted.
- Describe that sexually transmitted infections are caused by microorganisms such as bacteria and viruses.
- Explain that practicing abstinence reduces the spread of sexually transmitted infections.
- Explain how infections are transmitted through exposure to blood and other body fluids (e.g. sexual intercourse, body piercing, sharing a needle, body carving, designing a tattoo, and injecting illegal drugs).
- Describe the impact of HIV infection on the immune system and the ability of the body to protect itself from disease.
- Discuss the progression of HIV/AIDS.
- Discuss ways that sexually transmitted infections including HIV/Hepatitis/HPV occur.
- Describe personal and social factors that motivate healthy behavior.

So that students will...

- Practice abstinence.
- Share concerns about sexually transmitted infections and AIDS with parents/guardians/trusted adults.
- Not share a needle or sharp object.
- Practice good hygiene to protect themselves and others from infection.
- Avoid touching someone else's blood.

6th Grade Human Growth and Development Objectives

Personal Health Human Sexuality

- Define abstinence and identify the positive outcomes of abstinence.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Describe the changes that occur in girls during puberty.
- Practice health habits that promote positive growth and development.
- Discuss the physiology of the menstrual cycle.
- Explain the proper use and disposal of menstrual health products.
- Describe the changes that occur in boys during puberty.
- Describe the functions of the male reproductive organs.
- Discuss circumcision and male hygiene.
- Explain sperm production.
- Explain how erection and ejaculation occur.
- Define sexual intercourse.
- Describe the process of fertilization.
- Describe the development of the fertilized egg, embryo, and fetus.
- Summarize the process of labor,
- Discuss the birth process.
- Discuss that there are a variety of methods of contraception, stressing failure rates and negative side effects.
- Discuss why family members need each other for support, encouragement and protection.
- Discuss the physical and psychological risks associated with sexual activity.
- Define masturbation.

So that students will...

- Practice abstinence and recognize that abstinence is the only safe method of preventing pregnancy and sexually transmitted diseases.
- Have regular medical checkups.
- Practice health habits that promote growth and development.
- Appreciate the uniqueness of their own body.
- Appreciate and understand that changes occurring in their body during puberty.
- Show respect for self and others.
- Appreciate the miracle of life and the birth process.
- Discuss concerns about puberty, pregnancy and the birth process with a parent/guardian/trusted adult.

Injury Prevention and Safety

- Identify the ways people can be abused (physical, emotional, sexual, verbal, and neglect).
- Discuss emotional abuse and its impact on a child.
- Discuss neglect and its impact on a child.
- Discuss sexual abuse and incest and its impact on a child.
- Describe actions a child may take if sexual abuse occurs.
- Identify community resources that are available to children who are abused.
- Identify sources of help available to adults who abuse children.
- Define and identify bullying and prevention measures.

- Discuss prescription and non-prescription drug policies at school.
- Discuss alcohol, prescription drugs, and other illegal drugs and their dangers.
- Identify safe internet, email, social networking, and cell phone practices.
- Identify safety procedures for entering the home when parents are away.
- Discuss ways to stay safe in the home when parents are away.
- Identify safety rules when away from the home.
- Practice an emergency telephone call to ask for help and explain location.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Identify crisis prevention resources, help lines of 911 to be directed to a help line.

So that students will...

- Tell a trusted adult should abuse occur.
- Avoid being alone with adults who frighten them.
- Keep doors locked and not let anyone inside when home alone.
- Call 9-1-1 or the police in an emergency situation.
- Never share their personal information when using the phone or the internet.
- Avoid persons who try to approach them when away from home.
- Avoid sexually explicit and violent behavior.

Prevention and Control of Disease

- Explain that you should wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Do not share food, drink, or personal hygiene items.
- Discuss the transmission of sexually transmitted infections.
- Explain how the immune system protects the body against disease.
- Explain how infection with HIV diminishes the ability of the immune system to fight disease.
- Explain how infections are transmitted through exposure to blood and other body fluids (e.g. sexual activity, body piercing, sharing a needle, body carving, designing a tattoo, injecting illegal drugs).
- Identify abstinence as the safest way to avoid contracting sexually transmitted infections including HIV/Hepatitis/HPV.
- Identify ways of preventing and reducing the risks of contracting sexually transmitted infections such as HIV/Hepatitis/HPV.
- Describe ways sexually transmitted infections including HIV/Hepatitis/HPV occur.
- Explain how a diagnosis of sexually transmitted infections including HIV infection is made.

So that students will...

- Practice abstinence.
- Discuss concerns about sexually transmitted infections with parents or other trusted adults.
- Not share a needle or sharp object.
- Practice good hygiene to protect themselves and others from infection.
- Avoid touching someone else's blood.

7th Grade Human Growth and Development Objectives

Personal Health Human Sexuality

- Define abstinence and identify the positive outcomes of abstinence.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Describe the structure and function of the male and female reproductive system.
- Describe the changes that occur in males and females during puberty.
- Discuss the role of hormones in the development of male and female secondary sex characteristics.
- Explain how and why an erection occurs.
- Describe the process of ejaculation and explain why nocturnal emissions may occur.
- Explain why circumcision is performed and the importance of careful cleaning under the foreskin for uncircumcised males.
- Discuss the importance of testicular self-examination and breast exams.
- Identify menstrual conditions such as absence of menstruation and pain with menstruation.
- Discuss the age of onset and effects of menopause.
- Discuss diseases and disorders of the female and male reproductive organs.
- Discuss the importance of regular pelvic examinations.
- Discuss the size of sexual organs is not related to their function.
- Define sexual orientation.
- Explain human sexuality as normal and essential to total wellbeing.
- Define and discuss Shaken Baby Syndrome.
- Define masturbation.
- Discuss the process of conception/fertilization.
- Discuss how multiple births may occur.
- Discuss the inheritance of parental characteristics.
- Discuss the signs of pregnancy.
- Describe the development of the embryo and fetus.
- Discuss the importance of prenatal care.
- Identify behaviors that are healthful and harmful to the pregnant female and/or developing fetus.
- Describe the process of labor and childbirth.
- Discuss causes of infertility in males and females.
- Identify alternate methods of fertilization.
- Define miscarriage.
- Identify methods of contraception stressing failure rates and negative side effects.
- Discuss the physical and psychological risks associated with sexual activity.

So that students will...

- Practice abstinence and recognize that abstinence is the only safe method of preventing pregnancy and sexually transmitted diseases.
- Maintain proper genital hygiene.
- Discuss concerns about growth and development with their parents/guardians or other trusted adults.
- Have a healthy attitude about the changes occurring during puberty.
- Show respect for self and others.
- Understand the responsibilities of parenthood.
- Realize the consequences of their choices.
- Discuss with their parents/guardians/trusted adults contraception use and guidelines for sexual behavior.

Injury Prevention and Safety

- Introduce the topic of suicide prevention.
- Provide a definition and examples of sexual harassment.
- Describe the difference between healthy flirtation and sexual harassment.
- Identify guidelines to follow should sexual harassment occur.
- Define and discuss child sexual abuse.
- Identify guidelines to follow should child sexual abuse occur.
- Provide a definition of sexual assault.
- Identify guidelines to reduce the likelihood of being sexually assaulted.
- Provide a definition of acquaintance rape.
- Identify guidelines to avoid acquaintance rape.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Identify safe internet, email, social networking, and cell phone practices.
- Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
- Discuss why family members need each other for support, encouragement and protection.
- Provide a definition and examples of bullying.
- Define and identify bullying and prevention measures.

So that students will...

- Firmly resist and report sexual harassment, bullying, and child abuse to an appropriate person.
- Understand guidelines to reduce the likelihood of being sexually assaulted.
- Set clear limits for sexual behavior and share these limits with acquaintances and dates.
- Stop sexual advances when a partner says "No" or resists.
- Avoid sexually explicit and violent behavior.
- Use extreme caution when sharing personal information.

Prevention and Control of Disease

- Explain that you should wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Do not share food, drink, or personal hygiene items.
- Explain that practicing abstinence is the only way to completely avoid sexually transmitted infections.
- Explain ways sexually transmitted infections, HIV/Hepatitis may be transmitted.
- Explain how a baby may be infected with a sexually transmitted infection during pregnancy and delivery.
- Discuss the risk behaviors, signs and symptoms, and treatment of sexually transmitted infections including HIV and Hepatitis.
- Describe how HIV destroys the human immune system making the infected person susceptible to opportunistic infection.
- Explain that the latex condom reduces but does not eliminate the risk of sexually transmitted infections.
- Identify life skills an HIV-infected person may practice to help keep his/her immune system healthy.

So that students will...

- Practice abstinence.
- Discuss with their parents/guardians/trusted adults concerns about sexually transmitted infections.
- Not share a needle or sharp object.
- Recognize that people who are sick need our love, care and support.

8th Grade Human Growth and Development Objectives

Personal Health Human Sexuality

- Define abstinence and identify the positive outcomes of abstinence.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Explain human sexuality as normal and essential to total well-being.
- Discuss the process of responsible decision-making.
- Identify alternative choices and consequences during the decision-making process.
- Identify ways to assertively say "no" to pressure.
- Discuss the physical, psychological and social health problems associated with teenage pregnancy.
- Identify a pregnant teenager's choices including adoption.
- Describe typical reactions of teenage fathers.
- Describe the needs of a newborn baby.
- Explain the responsibilities of being parents.
- Discuss gender identity.
- Discuss different types of family structures.
- Discuss why family members need each other for support, encouragement and protection.
- Identify factors that individuals can use to determine their suitability for parenthood.
- Discuss the importance of bonding between family members and the new baby.
- Discuss the physical and psychological risks associated with sexual activity.
- Review methods of contraception, stressing failure rates and negative side effects.

So that students will...

- Practice abstinence and recognize that abstinence is the only safe method of preventing pregnancy and sexually transmitted diseases.
- Discuss family standards for decision-making with their parents/guardians/trusted adults.
- Develop life goals.
- Use the decision-making process in making responsible choices.
- Be able to resist pressure in an assertive manner.
- Show respect for self and others.

Injury Prevention and Safety

- Define sexual assault.
- Describe the difference between healthy flirtation and sexual harassment.
- Describe what to do if sexual harassment and/or assault occur.
- Discuss sexual assault and identify ways to avoid being sexually assaulted.
- Explain reasons why sexual assault and acquaintance rape should be reported.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Identify warning signs of suicide, helping strategies, and suicide prevention resources.
- Define and identify bullying and prevention measures.
- Identify safe internet, email, social networking, and cell phone practices.
- Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.

So that students will...

- Firmly resist and report sexual harassment, bullying, and child abuse to an appropriate person.
- Firmly resist sexual activity when pressured.
- Understand guidelines to reduce the likelihood of being sexually assaulted.
- Set clear guidelines and communicate these guidelines to dates and acquaintances.
- Report sexual assault and sexual assault attempts.
- Seek medical attention should sexual assault occur.
- Avoid sexually explicit and violent behavior.
- Identify signs, resources, and helping strategies related to suicide prevention.

Prevention and Control of Disease

- Explain that you should wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Do not share food, drink, or personal hygiene items.
- Discuss the risk behaviors, signs and symptoms, and treatment of sexually transmitted infections including HIV/Hepatitis/HPV.
- Explain how a sexually transmitted infection may be avoided by practicing abstinence.
- Describe risk behaviors and risk situations for HIV/Hepatitis infection.
- Discuss standard precautions that prevent contact with body fluids.

So that students will...

- Practice abstinence and recognize that abstinence is the only safe method of preventing pregnancy and sexually transmitted diseases.
- Discuss concerns about sexually transmitted infections with their guardians or other trusted adults.
- Never share a needle or sharp object.
- Recognize that people who are sick need our love, care and support.
- Use standard precautions.

9th – 12th Grade Human Growth and Development Objectives

Personal Health Human Sexuality

- Define abstinence and identify the positive outcomes of abstinence.
- Discuss human sexuality as normal and essential to total well-being.
- Discuss the process of responsible decision-making.
- Identify and practice ways to assertively say "no" to pressure.
- Discuss different family structures.
- Discuss why family members need each other for support, encouragement and protection.
- Discuss the relationships between dating and marriage.
- Identify the sequence of events which show, in general, the development of the human organism from conception through adulthood.
- Explain the role of hormones in the development of secondary sex characteristics.
- Define sexual orientation and gender identity.
- Describe the structure and function of the male and female reproductive systems.
- Discuss the menstrual cycle.
- Discuss the diseases and disorders of the female and male reproductive organs.
- Describe procedures used in a pelvic examination.
- Explain the importance of breast self-examination in the early detection of breast cancer.
- Discuss the importance of testicular self-examination in the early detection of testicular cancer.
- Describe the process of conception.
- Identify and discuss causes of infertility in males and females.
- Explain how pregnancy is determined.
- Discuss factors that promote a healthy pregnancy.
- Identify the major causes of birth defects.
- Discuss miscarriage and why it occurs.
- Describe how multiple births may occur.
- Explain that a baby's sex is determined by the sex chromosome it receives.
- Explain how an ectopic pregnancy occurs and its implications.
- Explain how birth defects may be detected during pregnancy.
- Define and describe the implications of premature birth.
- Describe the events taking place during the three stages of labor.
- Describe the needs of a newborn baby.
- Discuss consequences of Shaken Baby Syndrome.
- Identify the responsibilities and consequences of sexual relationships.
- Identify considerations for choosing birth control including abstinence.
- Discuss methods of contraception; stress failure rates and possible negative side effects.
- Identify a pregnant teenager's choices including adoption.
- Discuss the physical, psychological and social health problems associated with teenage pregnancy.
- Discuss the process of labor and delivery.
- Identify the role and responsibility of teen fathers and teen mothers.
- Discuss the physical and psychological risks associated with sexual activity.

So that students will...

- Practice abstinence and recognize that abstinence is the only safe method of preventing pregnancy and sexually transmitted diseases.
- Explain human sexuality as normal and essential to total well-being.
- Understand the importance of testicular and breast self-examination on a monthly basis.
- Understand the proper use of feminine hygiene products.
- Have regular checkups to ensure good health.
- Discuss with their parents/guardians/trusted adults contraceptive use and guidelines for sexual behavior.
- Use information about contraceptives to make responsible decisions at the appropriate times.
- Show respect for self and others.

Injury Prevention and Safety

- Examine the relationship between sexual assault and violence.
- Describe the difference between healthy flirtation and sexual harassment.
- Identify guidelines to follow should sexual abuse and/or harassment occur.
- Define sexual assault.
- Identify reasons why sexual assault is often unreported.
- Discuss date and acquaintance rape and the communication problems often associated with it.
- Identify guidelines to follow to protect against date and acquaintance rape.
- Explain why it is important to report sexual assault and seek medical attention promptly.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Define and identify bullying and prevention measures.
- Identify safe internet, email, social networking, and cell phone practices.
- Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.

So that students will...

- Firmly resist sexual harassment.
- Document and report sexual harassment to an appropriate person.
- Follow guidelines to protect them from abuse.
- Report sexual abuse.
- Follow guidelines to reduce the likelihood of being sexually assaulted.
- Set limits for sexual behavior and communicate these to dates and acquaintances.
- Report sexual assault/acquaintance rape and seek prompt medical treatment.
- Recognize violent and inappropriate sexual behavior.
- Avoid sexually explicit and violent behavior.

Prevention and Control of Disease

- Explain that you should wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Do not share food, drink, or personal hygiene items.
- Identify agencies that treat communicable diseases or chronic disorders and describe their referral procedures.
- Explain how pathogens that cause sexually transmitted infections are transmitted during sexual intercourse.
- Explain how a baby may be infected with a sexually transmitted infection during pregnancy or vaginal delivery.

- Discuss the risk behaviors, signs and symptoms, and treatment of sexually transmitted infections including HIV/Hepatitis.
- Differentiate between the terms HIV and AIDS.
- Explain how the immune system helps to protect the body from disease.
- Discuss the spread of HIV infection, Hepatitis infection and sexually transmitted infections in the United States and the world.
- Discuss the tests used to determine HIV infection, Hepatitis infection and sexually transmitted infections.
- Identify opportunistic infections commonly associated with AIDS.
- Discuss standard precautions that prevent contact with body fluids.

So that students will...

- Practice abstinence and recognize that abstinence is the only safe method of preventing pregnancy and sexually transmitted diseases.
- Discuss concerns about sexually transmitted infections with their parents/guardians/trusted adults.
- Discuss concerns about sexually transmitted infections with their girlfriends/boyfriends.
- Never share a needle or sharp object.
- Recognize that the latex condom reduces but does not eliminate the risk of sexually transmitted infection.
- Use standard precautions.

A Special Thanks to the Members of the 2010-2011 Advisory Committee

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