

**School District  
Of  
Washburn**

**Human Growth and Development**

**Model Curriculum**

**Revised 2013-2014**

**118.019 Human growth and development instruction.**

**(1) PURPOSE.** The purpose of this section is to foster a partnership between parents of pupils attending schools in the school district and the schools in the school district to promote the optimal health and well-being of the pupils. The provisions of this section are in addition to, and do not supplant, the requirements under ss. [118.01 \(2\) \(d\) 2. c.](#) and [8.](#) and [118.13 \(1\)](#), which are critical to maintaining the physical and psychological health of each pupil.

**(1m) DEFINITIONS.** In this section:

**(a)** "Age-appropriate" means suitable to a particular age group of pupils based on their developing cognitive and emotional capacity and consistent with adolescent development and community standards.

**(b)** "Medically accurate information" means information that is scientifically-based and published, where appropriate, in peer-reviewed journals and textbooks.

**(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.

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

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.

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

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

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

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

11. The nature and treatment of sexually transmitted infections.

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

**(d)** Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.

**(e)** Address the positive connection between marriage and parenting.

**(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.

**(2d) NONDISCRIMINATION.** An instructional program under this section shall use instructional methods and materials that, consistent with s. [118.13 \(1\)](#), do not discriminate against a pupil based upon the pupil's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active pupils or children with disabilities. Nothing in this subsection shall be construed to prohibit a school board from approving an instructional program under this section that includes instruction on abstinence from sexual activity or that is abstinence-centered.

**(2m) REQUIRED SUBJECTS.** If a school board provides instruction in any of the areas under sub. [\(2\)](#), 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.

**(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.

**(e)** Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children.

**(f)** Explains pregnancy, prenatal development, and childbirth.

**(g)** Explains the criminal penalties under ch. [948](#) for engaging in sexual activities involving a child.

**(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.

**(2s) PROVISION OF INSTRUCTION.** Subject to s. [120.13 \(37m\)](#), nothing in this section prohibits a school district from providing instruction under this section, in whole or in part, to pupils while the pupils are separated from members of the opposite sex.

**(3) DISTRIBUTION OF CURRICULUM TO PARENTS; NOTICE.** Each school board that provides an instructional program in human growth and development shall annually provide the parents or guardians of each pupil enrolled in the school district with an outline of the human growth and development curriculum used in the pupil's grade level, information regarding how the parent or guardian may inspect the complete curriculum and instructional materials, an explanation of the exemption under sub. [\(4\)](#), and a statement that pupils exempted from instruction under this section will still receive instruction in the subjects under s. [118.01 \(2\) \(d\) 2. c.](#), unless exempted, and s. [118.01 \(2\) \(d\) 8](#). The school board shall make the complete human growth and development curriculum and all instructional materials available for inspection by a parent or guardian upon his or her request at any time, including prior to their use in the classroom.

**(4) EXEMPTION FOR INDIVIDUAL PUPILS.** No pupil may be required to take instruction in human growth and development or in the specific subjects under subs. [\(2\)](#) and [\(2m\)](#) if the pupil's parent or guardian files with the teacher or school principal a written request that the pupil be exempted.

**(5) ADVISORY COMMITTEE.** In any school district that offers a human growth and development curriculum, the school board shall appoint an ad hoc advisory committee whose role is to advise the school board on the design and implementation of the human growth and development curriculum and to review the curriculum. Parents, teachers, school administrators, pupils, health care professionals, members of the clergy, and other residents of the school district shall comprise the committee. No one category of member shall constitute more than one-fifth of the membership of the committee, except that parents may comprise more than one-fifth of the membership of the committee. No more than one quarter of the members of the committee may be made up of employees of the school district or their spouses or members of the school board or their spouses.

**SCHOOL DISTRICT OF WASHBURN**  
**HUMAN GROWTH AND DEVELOPMENT**  
**MISSION STATEMENT**

Human Growth and Development is included as an important part of the Washburn educational program. It is not an isolated special facet of education, but rather integrated, correlated and articulated into the total school curriculum, from kindergarten through grade 12, when it is relevant to other interests and experiences of students.

In order to be effective, our Human Growth and Development program has been thoughtfully planned at the local school district level. Active, constructive, grass roots collaboration of parents, teachers, students, and community leaders and groups has been utilized to refine the plan.

Our school-based program supplements, but not supplants, the responsibility of the family for the education of youth regarding human growth and development.

The Washburn School District provides a curriculum that promotes positive self concepts, healthy interpersonal relationships, and responsible decision-making. The curriculum helps students examine their own attitudes and behaviors and builds decision-making skills to promote emotional maturity and encourage students to make responsible decisions about their own sexuality.

**SCHOOL DISTRICT OF WASHBURN**  
**HUMAN GROWTH & DEVELOPMENT CURRICULUM GOALS**

- To integrate human growth and development concepts into subject areas across the curricula.
- To provide accurate and comprehensive knowledge and skills that will positively affect student attitudes and behaviors.
- To stay in compliance with the current state statutes in Human Growth and Development. (Statute 118.019)
- To reinforce and promote healthy lifestyles and consequently improve social health.
- To encourage collaborative efforts among families, schools and communities in promoting the positive growth and development of youth.

Ideally, the outcome will be children and youth who are well informed and skilled in understanding themselves and others and who can make wise and responsible decisions regarding their lives.

These results will not occur quickly. The goals are broad and the outcomes long-range. The schools are not solely responsible for the solution of social problems. Education is an excellent vehicle for change, but it shares that responsibility with families and society at large. The challenges to educators and other leaders are to share the most accurate information as well as encourage and model healthy attitudes and behaviors.

Dear Parent(s)/Guardian(s):

The School District of Washburn offers a Human Growth and Development Curriculum approved by our Board of Education. The goal of the Curriculum is to promote accurate and comprehensive knowledge in the area of human growth and development. Enclosed is the outline of our district's Human Growth and Development Curriculum for your child's grade.

The curriculum is designed to support and enhance communication between pupils and their parents and provide pupils with the knowledge, skills, and support necessary to make healthy decisions now and throughout their lifetimes, including decisions about sexual behavior. The topics in the curriculum will be taught in a developmentally appropriate manner for each grade level.

The law also provides parents with the opportunity to exempt their child from participation in the Human Growth and Development Program. If you do not wish to have your child participate in the program, it is necessary to inform, in writing, either the school principal or the teacher. You also have the option of exempting your child from a specific area of instruction by initializing the individual area on the outline and returning a copy of the outline to the building principal. If you have questions or would like to view the complete curriculum and instruction materials, feel free to contact your child's teacher or principal.

## **School District of Washburn Human Growth and Development Curriculum**

### **Kindergarten**

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

- Children will realize that all animals reproduce their own kind.

**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. (2f)**

- Children will be able to differentiate between appropriate, inappropriate, and confusing touch and secrets.
- Children will realize that their gender does not limit what they are capable of doing or feeling.

**Explains pregnancy, prenatal development, and childbirth. (2m) (f)**

- Children are introduced to the concept that babies develop in a special place inside the mother.

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

- Children will demonstrate increased independence in everyday living.
- Children will recognize a need for rules, cooperation, and respect.
- Children will be aware of various feelings and explore appropriate and inappropriate ways of expressing these feelings.
- Children will know that expression of feelings is normal and healthy.

**Address self esteem and personal responsibility, positive interpersonal skills, and healthy relationships. (2c)**

- Children will explore how people are alike and different and be able to demonstrate an appreciation of their likenesses and differences
- Children will explore ways to facilitate meaningful relationships with significant people in their lives.
- Children will work at developing healthy relationships by approaching such topics as peer pressure, conflict and problem solving.
- Children will explore qualities of a good friend and work at developing feelings of caring and empathy toward others.
- Children will recognize diversity as a positive aspect of their relationships with others.
- Children will develop an awareness of verbal abuse and other forms of harassment.
- Children will be able to identify people and places to go to for help if their personal safety is threatened.
- Children will understand that it is their right not to be harassed as well as their responsibility to not promote harassment.

**The nature and treatment of sexually transmitted infections (2a) (11) and provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome (2m) (i)**

- Children will be aware that it is acceptable to discuss HIV/AIDS, if it is brought up in the classroom.
- Children will be aware that universal precautions must be used when dealing with other people's body fluids, when it is brought up in the classroom.

### **NOTE:**

***Numbers in parenthesis indicate the subject of State Statute 118.019 addressed.***

**1<sup>st</sup> Grade**

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

- Children will realize that all species reproduce their own kind.

**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. (2f)**

- Children will be able to differentiate between appropriate, inappropriate, and confusing touch and secrets.
- Children will realize that their gender does not limit what they are capable of doing or feeling.

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

- Children will be able to demonstrate skills, such as tying shoes and zipping jackets to help them become more independent.
- Children will be able to recognize the need for rules and how to utilize problem-solving techniques.
- Children will demonstrate skills to help them cope with peer pressure.
- Children will be aware of various feelings and explore appropriate and inappropriate ways of expressing these feelings.
- Children will know that expression of feelings is normal and healthy.

**Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships. (2)(c)**

- Children will be able to describe ways they are unique, worthwhile and special
- Children will explore ways to facilitate meaningful relationships with significant people in their lives.
- Children will be able to describe the importance of belonging to a group and what it feels like to be included or excluded.
- Children will recognize diversity as a positive aspect of their relationships with others and recognize the need to show concern and understanding toward all people.
- Children will practice skills enabling them to cope with a variety of family situations.
- Children will develop an awareness of verbal abuse and other forms of harassment.
- Children will be able to identify people and places to go to for help if their personal safety is threatened.
- Children will understand that it is their right not to be harassed as well as their responsibility to not promote harassment.

**The nature and treatment of sexually transmitted infections and provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome. (2a) (11) and (2m)(i)**

- Children will be aware that HIV/AIDS and other blood borne pathogens are serious diseases if brought up in the classroom
- Children will be aware that HIV is not transmitted by casual contact if brought up in the classroom.
- Children will be aware that it is acceptable to discuss HIV/AIDS if brought up in the classroom.
- Children will be aware of universal precautions when dealing with people's body fluids, if brought up in the classroom.

**NOTE:**

***Numbers in parenthesis indicate the subject of State Statute 118.019 addressed.***



## **School District of Washburn Human Growth and Development Curriculum**

### **2<sup>nd</sup> Grade**

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

- Children will realize that all species reproduce their own kind.

#### **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. (2f)**

- Children will realize that their gender does not limit or determine what they are capable of doing or feeling.
- Children will be able to identify the difference between appropriate, inappropriate, and confusing touch and secrets.
- Children will be able to discuss that human beings can experience being abused and/or harassed physically, verbally, socially, and emotionally in different ways by different people
- Children will be able to devise strategies for handling fearful or uncomfortable situations.

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

- Children will be able to demonstrate skills to help them become more independent.
- Children will be able to recognize the need for rules
- Children will be able to describe various feelings and demonstrate appropriate and inappropriate ways of expressing these feelings.
- Children will know that expression of feelings is normal and healthy.

#### **Address self esteem and personal responsibility, positive interpersonal skills, and healthy relationships. (2c)**

- Children will be able to identify and appreciate how they are unique, worthwhile and special.
- Children will be able to demonstrate skills to help them cope with peer pressure.
- Children will explore ways to facilitate meaningful relationships with significant people in their lives.
- Children will demonstrate the ability to utilize problem-solving techniques in their interpersonal relationships.
- Children will realize the importance of having friends and of being part of a group.
- Children will be able to show concern and understanding toward all people.
- Children will be able to explain the contributions, responsibilities, rights, roles and privileges of each family member.
- Children will practice skills enabling them to cope with a variety of family situations.
- Children will recognize that each person's family is unique and special and that families can change.

#### **The nature and treatment of sexually transmitted infections (2a) (11) and provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome (2m)(i)**

- Children will be aware that HIV/AIDS and other blood borne pathogens are serious diseases when brought up in the classroom.
- Children will be aware that HIV is not transmitted by casual contact when brought up in the classroom.
- Children will be aware that it is acceptable to discuss HIV/AIDS when brought up in the classroom.
- Children will be aware that universal precautions must be used when dealing with other people's body fluids.

#### **NOTE:**

***Numbers in parenthesis indicate the subject of State Statute 118.019 addressed.***

## **School District of Washburn Human Growth and Development Curriculum**

### **3<sup>rd</sup> Grade**

**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. (2f)**

- Children will be able to identify gender stereotyping.
- Children will be able to recognize that gender does not limit or determine what one can feel or do.
- Children will be able to differentiate between appropriate, inappropriate and confusing touch and secrets.
- Children will establish a network of adults they would feel comfortable confiding in.
- Children will be able to discuss that human beings can experience being abused and/or harassed physically, verbally, socially and emotionally in different ways by different people.

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

- Children will be able to make independent decisions.
- Children will describe the components of a decision-making process.
- Children will be able to differentiate between things they need and things they want.
- Children will recognize that there are positive and/or negative consequences resulting from their independent decisions.
- Children will be able to evaluate if they expressed their feelings appropriately.
- Children will demonstrate the ability to act as assertive and responsible people.

**Address self esteem and personal responsibility, positive interpersonal skills, and healthy relationships. (2c)**

- Children will be able to identify talents that they have that are different from other children's.
- Children will explore peer pressure and how to make decisions when faced with conflict.
- Children will recognize qualities that develop and maintain friendships.
- Children will demonstrate concern, understanding, respect, and tolerance toward all others
- Children will be able to explain the contributions, responsibilities, rights, and privileges of each family member.
- Children will recognize that each person's family is unique and special and that families can change.

**The nature and treatment of sexually transmitted infections (2a) (11) and provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome (2m-i)**

- Children will be aware that HIV/AIDS and other blood borne pathogens are serious diseases when brought up in the classroom.
- Children will be aware that HIV is not transmitted by casual contact when brought up in the classroom.
- Children will be aware that it is acceptable to discuss HIV/AIDS when brought up in the classroom.
- Children will be aware that universal precautions must be used when dealing with other people's body fluids.

**NOTE:**

***Numbers in parenthesis indicate the subject of State Statute 118.019 addressed.***

**4<sup>th</sup> Grade**

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

- Children will be able to describe changes that take place during puberty for each gender.
- Children will explore questions about sexuality.

**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. (2f)**

- Children will be aware of laws concerning sexual behavior if brought up in the classroom.
- Children will be able to differentiate between appropriate, inappropriate, and confusing touch and secrets.
- Children will be able to identify gender stereotyping.

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

- Children will be able to make independent decisions regarding the use of their time.
- Children will be able to describe the components of decision-making process.
- Children will recognize that there are positive and/or negative consequences resulting from their independent decisions.
- Children will be able to evaluate the appropriateness or inappropriateness of how they express their feelings.
- Children will demonstrate the ability to act as assertive and responsible people.

**Address self esteem and personal responsibility, positive interpersonal skills, and healthy relationships. (2c)**

- Children will be able to identify talents that they have that are different from other children's.
- Children will be able to identify peer pressure and how to make decisions when faced with conflicting emotions.
- Children will be able to describe how people are different and have various skills and abilities.
- Children will be able to list characteristics that help maintain friendships and compare their own characteristics with that list.
- Children will be able to describe how fear affects people's actions toward one another.
- Children will demonstrate concern, understanding, respect and tolerance toward all others.
- Children will practice skills enabling them to cope with a variety of family situations.
- Children will expand their network of adults they can go to for help.

**The nature and treatment of sexually transmitted infections (2a-(11) and provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome (2m)(i)**

- Children will be aware that AIDS is caused by a virus that destroys the immune system.
- Children will be provided with an opportunity to express their fears about HIV/AIDS and get corrections of misinformation.
- Children will demonstrate the ability to discuss media messages about HIV/AIDS.
- Children will be able to recognize modes of transmission of HIV/AIDS and other blood borne pathogens, such as hepatitis.
- Children will be aware that universal precautions must be used when dealing with other people's body fluids.

**NOTE:**

***Numbers in parenthesis indicate the subject of State Statute 118.019 addressed.***

## **School District of Washburn Human Growth and Development Curriculum**

### **5<sup>th</sup> Grade**

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

- Children will be able to identify and explain emotional, social, and physical development of the adolescent including sensitivity to the physical development of the other gender.
- Children will be able to describe the process of reproduction and that it may lead to pregnancy.

#### **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. (2f)**

- Children will be able to define harassment, including sexual harassment, be familiar with the process for dealing with different types of harassment, and be aware of the social and legal consequences of different types of harassment.
- Children will be able to identify myths of sexuality and be familiar with laws concerning sexual behavior.
- Children will be able to differentiate between appropriate, inappropriate, and confusing touch and secrets.
- Children will expand their network of adults they can go to for help.
- Children will be able to identify gender stereotypes and discuss their effect on individuals and society.

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

- Children will be able to list their positive attributes and individual characteristics.
- Children will be able to set, monitor, and evaluate goals for self-improvement.
- Children will be able to list and describe basic steps in decision making.
- Children will be able to differentiate between responsible and irresponsible decision making.
- Children will demonstrate the ability to act as assertive and responsible people.

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

- Children will be able to identify the role of media in gender stereotyping.

#### **Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships. (2)(c)**

- Children will have increased knowledge in the areas of selecting and maintaining friendships.
- Children will show concern, understanding, respect, and tolerance of individual differences in others.
- Children will be able to discuss adolescent social interactions and appropriate behaviors with their peers.

#### **The nature and treatment of sexually transmitted infections (2a)(11) and provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome (2m)(i)**

- Children will be aware of other blood borne pathogens, such as hepatitis, and HIV/AIDS.
- Children will be provided with an opportunity to express their fears about blood borne pathogens, such as HIV/AIDS, and hepatitis and get corrections of misinformation.
- Children will recognize modes of transmission of HIV/AIDS and other blood borne pathogens.
- Children will be aware that universal precautions must be used when dealing with other people's body fluids.

#### **NOTE:**

***Numbers in parenthesis indicate the subject of State Statute 118.019 addressed.***

## **School District of Washburn Human Growth and Development Curriculum**

### **Grades 6-8**

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

- Appreciate own sexuality without acting out sexually

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

- Appreciate role one can play in supporting others positively
- Appreciate that other teens experience same types of problems
- Feel comfortable sharing health concerns with health professional

#### **Explains pregnancy, prenatal development, and childbirth. (2f)**

- Feel comfortable sharing health concerns with health professional
- Appreciate why adolescence isn't the right time to have a baby
- Appreciate the importance of being emotionally and financially skilled enough to become a parent

#### **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. (2f)**

- Show positive regard for another without progressing up the sexual hierarchy

#### **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 (5) and the health benefits, side effects, and proper use of contraceptives and barrier methods approved by the Federal Food and Drug Administration to prevent pregnancy and barrier methods approved by the Federal Food and Drug Administration to prevent sexually transmitted infections.**

- Recognize how sense of self and relationships with others affected by early sexual activity
- Consider impact of unplanned pregnancy on parents and baby

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

- Assess how needs, values and goals impact decision making
- Assess own level of risk-taking and how it impacts decision making
- Appreciate importance of reducing stress
- Appreciate importance of reducing stress

#### **How alcohol and drug use affect responsible decision making. (8)**

- Analyze what attracts individuals to abuse substances: tobacco, alcohol, steroids, drugs
- Identify how drinking affects families and relationships

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

- Identify influence of media on decisions relating to sex
- Be aware of own prejudices and stereotypes
- Identify influence of media on decisions relating to sex

#### **Adoption resources, prenatal care, and postnatal supports. (2a) (10)**

**Address the positive connection between marriage and parenting. (2a) (e) and provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children. (2m) (e)**

- Accept that there are many types of family arrangements and each one can provide the necessary support to help young people grow up in emotionally healthy ways
- Appreciate why adolescence isn't the right time to have a baby
- Appreciate the importance of being emotionally and financially skilled enough to be a parent.

**Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships. (2)(c)**

- Express own opinions with confidence; be comfortable standing alone
- Appreciate role one can play in supporting others positively

**Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships. (2)(d)**

- Be aware of sexual abuse and assault resources

**Presents abstinence from sexual activity as the preferred choice of behavior for unmarried pupils (2m) (c) and emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including acquired human immunodeficiency syndrome(2md)**

- Discuss the importance of delayed sexual intercourse
- Understand that any time a person has intercourse with another person, the two people have a connection to each other
- Discuss the immediate and long term impacts of an STI/STD

**Explains the criminal penalties under ch. 948 for engaging in sexual activities involving a child. (2m)(g)**

- Identify the consequences of inappropriate sexual contact

**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. (2m)(h)**

- Is able to show the sex offender registry list on the internet

**NOTE:**

***Numbers in parenthesis indicate the subject of State Statute 118.019 addressed.***

## **School District of Washburn Human Growth and Development Curriculum**

### **Grades 9-12**

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

- Appreciate own sexuality without acting out sexually

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

- Describe human reproduction, anatomy and the fertilization process
- Identify the possible consequences of irresponsible sexual behavior, including pregnancy, sexually transmitted infections and emotional distress
- Identify behaviors which affect reproductive health
- Explain that it is possible to plan for or to avoid pregnancy and that the decision is influenced by many factors

#### **Explains pregnancy, prenatal development, and childbirth. (2f)**

- Feel comfortable sharing health concerns with health professional

#### **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. (2f)**

- Appreciate own sexuality without acting out sexually
- Show positive regard for another without progressing up the sexual hierarchy
- Discuss that sexual expression does not necessarily lead to sexual intercourse
- Identify laws concerning sexual behavior
- Be aware of own prejudices and stereotypes
- Recognize that men and women have the same rights and responsibilities in relationships

#### **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. (5)**

- Recognize how sense of self and relationships with others are affected by early sexual activity
- Consider the impact of unplanned pregnancy on parents with baby
- Identify the possible consequences of irresponsible sexual behavior, including pregnancy, sexually transmitted diseases and emotional distress

#### **The health benefits, side effects, and proper use of contraceptives and barrier methods approved by the Federal Food and Drug Administration to prevent pregnancy and barrier methods approved by the Federal Food and Drug Administration to prevent sexually transmitted infections.**

- Identify various forms of contraception and including abstinence
- Explain the proper use of various forms of contraception
- Identify the risks and benefits associated with the various forms of contraception.
- Recognize how sense of self and relationships with others is affected by early sexual activity

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

- Assess how needs, values and goals impact decision making in regards to sexual activity
- Assess own level of risk-taking and how it impacts decisions making in regards to sexual activity
- Appreciate the importance of reducing stress in one's life and in the lives of others
- Appreciate the role one can play in supporting others positively

**How alcohol and drug use affect responsible decision making. (8)**

- Recognize situations which can lead to sexual exploitation
- Identify situations which could potentially become dangerous
- Analyze what attracts individuals to abuse substances: tobacco, alcohol, and other drugs
- Identify how tobacco, alcohol, and other drugs affect families and relationships

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

- Identify influence of media on decisions relating to sex

**NOTE:**

***Numbers in parenthesis indicate the subject of State Statute 118.019 addressed.***