

# McFARLAND



Meeting the needs of every learner, every day.

## McFarland School District Health Education Human Growth and Development 4K-12 Curriculum Guide

Revised Spring 2024

### **Mission**

To provide medically accurate and comprehensive knowledge-based curriculum and instruction in human growth and development as an essential component of each learner's 4K-12 education.

### **Vision**

Human growth and development curriculum and instruction aims to provide the knowledge, skills and resources necessary to promote responsible decision-making.

### **Beliefs** (supporting statements to inform our decisions)

The McFarland School District and community human growth and development committee believe the human growth and development curriculum:

1. Is a collective effort of trusted adults and school staff to provide guidance to all learners.
2. Supports learners in working toward optimal mental, emotional, social, physical health and well-being.
3. Educates learners to respect themselves and others.
4. Promotes understanding human sexuality as fundamental to overall health and well-being.

Additionally, the human growth and development curriculum in McFarland will include all topics required by State Statute 118.019.

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## Committee Members

The members of the Human Growth and Development Curriculum Review Committee are your neighbors, friends, parents of your children's friends, and committed educators who want this guide to be the start of a conversation between and among us as we guide our youth to adulthood. We welcome your suggestions and value your partnership with us.

The members of the 2023-24 Human Growth and Development Curriculum Review Committee are:

- Dana Brunner, parent, resident
- Rachel Chambers, parent, resident
- Cassandra Dennis, parent, resident
- Tim Fiocchi, parent, resident
- Lieneke Hafeman, parent, resident, health care professional
- Marquion Hudson, parent, resident
- Meredith Hughey, parent, resident, health care professional
- Mykola Kramper, parent, resident, health care professional
- Ellie Kyser, parent, resident, health care professional
- Dr. Jill Mallory, parent, resident, health care professional
- Yanni Mcrae, parent, resident
- Amanda Meyer, parent, resident, health care professional
- Tracy Quamme, parent, resident, health care professional
- Bryan Sirchio, clergy member
- Mel Thompson, parent, resident, health care professional
- Dr. Tom Murwin, resident, District medical advisor
- Brian Weaver, parent, resident, Community Chair of this committee
- Cindy Wise, parent, resident
- Zero Bell, student, resident
- Louie Pigott, student, resident
- Fred Bartman, parent, resident, Indian Mound Middle School school counselor
- Keri Bockenbauer, parent, Conrad Elvehjem Primary School program support teacher
- Jennifer Chapman, parent, resident, Waubesa Intermediate School 4th grade teacher
- Trish Fortune, parent, resident, McFarland High School physical education and health teacher
- Stephanie Peplinski, parent, resident, District Nurse
- Melissa Pfohl, parent, resident, Director of Teaching and Learning
- Corey Shefchik, Principal at Waubesa Intermediate School

## School District of McFarland Bylaws & Policies

McFarland School Board policies are available online at:

<https://www.boarddocs.com/wi/mcfsd/Board.nsf/vpublic?open>

The following are policies relevant to Human Growth and Development Curriculum

2414 - **HUMAN GROWTH AND DEVELOPMENT**

5517.01 - **BULLYING**

2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

### Inspection and Opt-Out Information

This overview booklet provides an outline of the content covered in the McFarland School District's 4K-12 Health/Human Growth & Development curriculum by grade level. The curriculum conforms to the requirements of Wisconsin Statute 118.019.

Parent(s)/guardian(s) may inspect the accompanying instructional materials by contacting your student's principal.

By statute, no student is required to receive instruction in human growth and development or in the specific related subjects; the *Student Opt-Out Form* is included at the end of this booklet. Students exempted from instruction will still receive: 1) instruction on physiology and hygiene, sanitation, the effects of controlled substances and alcohol on the human system, symptoms of disease, and the proper care of the body (unless exempted); and 2) instruction on effective means by which they can recognize, avoid, prevent, and halt physically or psychologically intrusive or abusive situations.

## Administrative Rules/Guidelines

The District's human growth and development curriculum is based on a strong family, school, and community partnership. The school provides accurate information and facilitates communication between and among families, student(s), and the school.

1. The McFarland School Board shall appoint an Advisory Committee composed of parent(s)/guardian(s), teachers, school administrators, students, health care professionals, members of the clergy, and other residents of the school district in accordance with state statute.
2. The Human Growth and Development Curriculum Review Committee shall support development of a human growth and development curriculum consisting of mission statements, goals, and objectives.
3. The Curriculum Review Committee shall advise the Board on the design, implementation, and evaluation of the human growth and development curriculum.
4. Annually, parent(s)/guardian(s) shall receive an outline of the human growth and development curriculum used at the student's grade level. The complete human growth and development curriculum and all instructional materials shall be made available upon request, including prior to their use in the classroom.
5. No student may be required to participate in human growth and development classes. Parent(s)/guardian(s) will be informed that they may notify the building administrator(s) in writing if they wish to opt their student(s) out-out of all or part of the human growth and development program.

## Staff Guidelines Grades 4K-3

### Guidelines for Staff and Outside Resource Persons

Staff and outside resource persons follow general guidelines in answering student questions on sensitive topics. Even though some specific objectives are not addressed 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 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 and/or transgender persons

- You cannot tell a person's gender by their appearance or any other external indicators.
- How a person's gender looks on the outside doesn't match how their gender feels on the inside. A person may look like a boy on the outside, but feel like a girl on the inside. Say the word we use for this is "transgender" or the word the individual prefers. (This was informed by "How To Talk to Kids about What it Means to be Transgender" by Christia S. Brown Ph.D. --Published in Psychology Today)
- Explain as people grow up, they have different feelings at different times. Students may find at some points in their lives they prefer to spend time with friends of different genders. This does not suggest or identify a person's gender identity; it is normal.
- Teachers should be aware of the personal pronouns the individual prefers, and encourage classmates to use the correct pronouns.
- Explain it is not right to judge another person, use derogatory language, hate, or become violent toward an individual because they are not like them.
- Help students understand attitudes toward gender identity may be a part of family values and beliefs, and opinions may vary. Students will be encouraged to talk to parents/guardians/trusted adults to help them develop their own values and beliefs about gender identity.

### Guidelines for responding to questions about sexual orientation:

- Explain as people grow up, they have different feelings at different times. Students may find at some points in their lives they prefer to spend time with friends of the same gender. This does not suggest or identify a person's sexual orientation; it is normal.
- Explain you cannot tell a person's sexual orientation by their 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 they are not like them.
- Help students understand attitudes toward sexual orientation may be a part of family values and beliefs, and opinions may vary. Students will be encouraged to talk to parents/guardians/trusted adults to help them develop their own values and beliefs about sexual orientation.

## 4K Objectives

### Personal Health - Human Sexuality

- Discuss ways to take care of their bodies and keep them healthy.
- Discuss why family members and caregivers need each other for support, encouragement and protection.
- Discuss the importance of sharing feelings with others.
- Discuss the importance of regular medical appointments, personal hygiene (handwashing, bathing), dental hygiene and regular vision screening.

### Injury Prevention and Safety

- Discuss all people have the right to be loved, cared for, safe, believed and respected.
- Discuss respect for self and others.
- Discuss the power of words and actions with respect to bullying.
- Discuss the importance of letting your adults know where you are going before leaving them.
- Discuss and review what to do if they are lost.
- Describe what a dangerous situation and/or emergency is and who can help.
- Share crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Identify trusted adults they can talk to for help.
- ~~Discuss telling their trusted adults if an unsafe touch/action occurs and keep telling them until action is taken.~~
- ~~Understand an unsafe touch/action can come from any person, a stranger or a person you know.~~
- Discuss the dangers of unknown vehicles that may approach you and getting into a car with strangers and the importance of seeking safety and reporting this to a trusted adult.
- Wear helmets while biking, riding a scooter, skiing, snowboarding, skateboarding and when riding any motorized means of transportation.
- Wear seat belts in moving vehicles and use a carseat as appropriate.
- Discuss answering the phone, text messages and the door in a safe way, not revealing information that could put them in an unsafe situation.
- Discuss how to safely cross the street.

### Prevention and Control of Disease

- Define and discuss germs and the ways they are spread (contact with body fluids and lack of personal hygiene) and some illnesses are caused by germs.
- Identify ways the body fights germs (nutrition, sleep, hygiene including washing hands before eating, after using the bathroom and after blowing their nose).
- Know the reason for not sharing hats, combs, clothes and beverage containers.

## Kindergarten, 1st, 2nd and 3rd grade Objectives

The following topics will be covered in EACH of the following grades: Kindergarten, 1st, 2nd and 3rd. Items marked by a star are new for this grade band.

### Personal Health - Human Sexuality

- Discuss ways to take care of their bodies and keep them healthy.
- ★ Describe examples of ways specific individuals of the same age are similar and different in their growth and physical, emotional and neurological development.
- ★ Discuss all people and bodies have strengths in their own unique way.
- Discuss why family members and caregivers need each other for support, encouragement and protection.
- ★ Introduce diverse family structures (there are many ways to make a family) through a read aloud and classroom discussion.
- ★ (beginning in 1st grade) Introduce gender identity through a read aloud and classroom discussion.
- ★ (beginning in 2nd grade) Introduce attraction to another person through a read aloud and classroom discussion (friendship feelings are different from attraction feelings)
- Discuss the importance of sharing feelings with others.
- Discuss the importance of regular medical appointments, personal hygiene, (handwashing, bathing), dental hygiene and regular vision screening.

### Injury Prevention and Safety

- Discuss all people have the right to be loved, cared for, safe, believed and respected.
  - Including race, color, religion, national origin, sexual orientation, gender identity, English language proficiency, age, or physical, mental, emotional, or learning disability
- Discuss respect for self and others.
- Discuss the power of words and actions with respect to bullying.
- Discuss the importance of letting your adults know where you are going before leaving them.
- ★ Discuss and review what to do if they are lost and the importance of being aware of their surroundings.
- Describe what a dangerous situation and/or emergency is and who can help.
- Share crisis prevention resources, help lines or calling 911 to be directed to a help line.
- ★ Discuss the importance of advocating for yourself and asking for help.
- ★ Discuss the importance of knowing your address and the phone number of a parent or caregiver.
- Identify trusted adults they can talk to for help.
- ★ Define private body parts as those covered by a swimsuit.
  - Include, "some of the names for private body parts are penis, testicles, vagina, vulva, butt and breasts."
- ★ Define and discuss the importance of consent.
- ★ Identify examples of safe touch and unsafe touch/action.
- ★ Differentiate between unsafe touch and unwanted touch/action.
- ★ Discuss what to do if an unsafe or unwanted touch/action occurs to yourself or someone else.
- ★ Discuss telling their trusted adults if an unsafe touch/action occurs and keep telling them until action is taken.
- ★ Understand an unsafe touch/action can come from any person, a stranger or a person you know.



## Kindergarten, 1st, 2nd and 3rd grade Objectives continued

### Injury Prevention and Safety - continued

- Discuss the dangers of unknown vehicles that may approach you and getting into a car with strangers and the importance of seeking safety and reporting this to a trusted adult.
- Wear helmets while biking, riding a scooter, skiing, snowboarding, skateboarding and when riding any motorized means of transportation.
- Wear seat belts in moving vehicles and use a carseat as appropriate.
- Discuss answering calls, text messages and the door in a safe way, not revealing information that could put them in an unsafe situation.
- ★ Discuss internet and social media app safety and the dangers of sharing personal information.

### Prevention and Control of Disease

- Define and discuss germs and the ways they are spread (contact with body fluids and lack of personal hygiene) and some illnesses are caused by germs.
- Identify ways the body fights germs (nutrition, sleep, hygiene including washing or sanitizing hands before eating, after using the bathroom and after blowing their nose).
- Know the reason for not sharing hats, combs, clothes and beverage containers.
- ★ Discuss why it is important to have vaccines to stay healthy.
- ★ Discuss appropriate barriers for blood, saliva and body fluids.

## Staff Guidelines Grades 4-12

### Guidelines for Staff and Outside Resource Persons

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

### Student Guidelines

Students have many different kinds of questions about human growth and development. The following student guidelines are intended to help students feel comfortable asking their questions in a safe environment. Staff are encouraged to emphasize that people grow, develop, and mature at different rates.

- Students may have the opportunity to write questions and put them into a question box to give them to the teacher prior to the answer session. This gives the teacher the opportunity to consider and craft 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 a student needs to be answered; teachers will use professional judgment.
- Questions regarding the sexual experiences of any specific person will not be answered.
- Correct terminology for slang terms will be provided.

### Guidelines for responding to questions about contraception:

- Convey an overriding message that the only 100 percent safe method of birth control is abstinence (as required by State Statute 118.019). Information on contraception will be simple and factual.
- Convey a clear message that it is important for those students who are already sexually active to make responsible and safe choices.
- Explain family values and beliefs may vary on this issue. Students will be encouraged to talk to their parents/guardians/trusted adults to help them develop their own values and beliefs about contraception.

### Guidelines for responding to questions about abortion:

- Emphasize the practice of abstinence eliminates the possibility of pregnancy.
- Explain the legality of abortion in Wisconsin is currently in the court system, and is a controversial issue.
- Explain the emotional, psychological, and physical effects of abortion.
- Explain family values and beliefs may vary on this issue. Students will be encouraged to talk to their parents/guardians/trusted adults to help them develop their own values and beliefs about abortion.

## Staff Guidelines Grades 4-12 continued

### Guidelines for responding to questions about masturbation:

- Give a definition of the term: Masturbation is touching or rubbing any of your own sex organs because it feels good.
- Explain that some people masturbate; some people do not.
- Help students understand attitudes toward masturbation may be a part of family values and beliefs, and opinions may vary. Students will be encouraged to talk to parents/guardians/trusted adults to help them develop their own values and beliefs about masturbation.

### Guidelines for responding to questions about sexual orientation:

- Explain as people grow up, they have different feelings at different times. Students may find at some points in their lives they prefer to spend time with friends of the same gender. This does not suggest or identify a person's sexual orientation; it is normal.
- Explain you cannot tell a person's sexual orientation by their appearance or any other external indicators.
- Explain a person's gender identity (who they think of themselves as being) is different from their sexual identity (people to whom they're attracted).
- Explain it is not right to judge another person, use derogatory language, hate, or become violent toward an individual because of their sexual orientation.
- Help students understand that attitudes toward sexual orientation may be a part of family values and beliefs, and opinions may vary. Students will be encouraged to talk to parents/guardians/trusted adults to help them develop their own values and beliefs about sexual orientation.

### Guidelines for responding to questions about Sexually Transmitted Infections

- Define Sexually Transmitted Infections (STIs) as infections or diseases some people get that are spread by sexual contact. Some are mild and treatable and some are very serious. Students should be told children do not need to worry about playing with children whose parents/guardians have STIs or with those few children who do have the disease.
- Share that following guidelines for the proper handling of blood, saliva and other bodily fluids can reduce or eliminate the transmission of STIs.
- Answer questions directly and simply, responses should be limited to questions asked.
- Encourage children to talk with their parents/guardians/trusted adults if they have additional questions.
- Share with parents/guardians age-appropriate materials are available at the school and/or public library.

### Guidelines for answering questions about sexual intercourse:

- Encourage sexual abstinence for all students.
- Explain sexual intercourse can result in pregnancy and sexually transmitted infections (as required by State Statute 118.019).
- Answer questions directly and simply. The teacher response should be limited to the questions asked.
- Explain family values and beliefs may vary on this issue. Students will be encouraged to talk to their parents/guardians/trusted adults to help them develop their own values and beliefs about sexual intercourse.

## Staff Guidelines Grades 4-12 continued

### Guidelines for responding to questions about gender identity (transgender)

- "Sex" is a term typically assigned to a newborn based on the baby's genitals. (boy or girl).
- "Gender" is a complex relationship between the following dimensions, each of which is complex and exists on a spectrum:
  - Body - our body, how society views our body and how others interact with us based on our body.
  - Identity - our deeply held, internal sense of self as masculine, feminine, a blend of both, neither, or something else. It also includes the name we use to convey our gender (pronouns).
  - Expression - how we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender.
- Explain you cannot tell a person's gender identity by their 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 of their gender identity.
- Younger students: How a person's gender looks on the outside doesn't match how their gender feels on the inside. You cannot tell a person's gender by looking at them because you can't tell how they feel on the inside. Teachers should be aware of the personal pronouns the individual prefers, and encourage classmates to use the correct pronouns. (This was informed by "How To Talk to Kids about What it Means to be Transgender" by Christia S. Brown Ph.D. --Published in Psychology Today) Say the word we use for this is "transgender" or the term the individual prefers.
- Older students: Sometimes, a person's body, gender identity and gender expression all line up with their assigned sex. That is called cisgender. When a person's gender (body, identity and expression) does not align with their assigned sex, they may identify as transgender. Teachers should be aware of the personal pronouns the individual prefers, and encourage classmates to use the correct pronouns. (This was informed by "Principles of Gender-Inclusive Puberty and Health Education" published online by gender spectrum in 2019)
- Explain a person's gender identity (who they think of themselves as being) is different from their sexual identity (people to whom they're attracted).
- Help students understand attitudes toward gender identity may be a part of family values and beliefs, and opinions may vary. Students will be encouraged to talk to parents/guardians/trusted adults to help them develop their own values and beliefs about gender identity.

## 4th and 5th Grade Objectives

The following topics will be covered in EACH of 4th and 5th grade.

Items marked by a star are new for this grade band.

### Personal Health - Human Sexuality

- Discuss ways to take care of their bodies and keep them healthy
- Describe examples of ways specific individuals of the same age are similar and different in their growth and physical, emotional and neurological development.
- Discuss all people and bodies have strengths in their own unique way.
- ★ Discuss why a person should understand and be comfortable with their body.
- Discuss why family members and caregivers need each other for support, encouragement and protection.
- ★ Discuss the importance of sharing feelings and concerns about puberty and reproduction with trusted adults
- ★ Discuss methods of personal hygiene.
- ★ Describe the changes that occur during puberty.
- ★ Introduce the role of hormones in the development of secondary sex characteristics.
- ★ Discuss the function of reproductive organs.
- ★ Discuss menstruation and menstrual products and safe disposal of menstrual products.
- Introduce gender identity.
- Discuss diverse family structures (there are many ways to make a family).
- Discuss attraction to another person and differentiate between friendship feelings and attraction feelings.

### Injury Prevention and Safety

- Discuss respect for self and others
- ★ Define bullying, gossip and rumors.
- ★ Identify ways to stay safe when alone including not letting anyone inside when home alone.
- ★ Recognize the need to seek adult help in emergency situations.
- Share crisis prevention resources, help lines or calling 911 to be directed to a help line.
- ★ Discuss the importance of avoiding being alone in uncomfortable situations with anyone who frightens you.
- Discuss the importance of advocating for yourself and asking for help.
- Identify trusted adults they can talk to for help.
- Define and discuss the importance of consent.
- Discuss what to do should an unsafe touch/action occur.
- Understand an unsafe touch/action can come from any person, a stranger or a person you know.
- ★ Define the four types of child abuse (physical, emotional, sexual and neglect) and the ways a person may be affected by abuse.
- Discuss telling their trusted adults if an unsafe touch/action or child abuse occurs and keep telling them until action is taken.
- ★ Identify the kinds of help that are available to children and adults who are abused.
- Wear helmets while biking, riding a scooter, skiing, snowboarding, skateboarding and when riding any motorized means of transportation.
- Wear seat belts in moving vehicles.
- Discuss internet and social media app safety and the dangers of sharing personal information.

## 4th and 5th Grade Objectives continued

### Injury Prevention and Safety - continued

- ★ Discuss use of electronics in the context of the power to bully, to reach out, and to create community.
- ★ (5th grade only) Discuss AODA prevention/intervention.
  - Specifically mention the dangers of smoking/Juuling/vaping to personal health.

### Prevention and Control of Disease

- ★ Describe different ways diseases are transmitted (contact with body fluids and lack of personal hygiene).
- ★ Describe the role of the immune system in protecting the body against disease.
- Discuss ways communicable diseases can be prevented (nutrition, sleep, hygiene including washing hands before eating, after using the bathroom, and after blowing their nose).
- Discuss why it is important to have vaccines to stay healthy.
- Discuss appropriate barriers for blood, saliva, and body fluids.

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## 6th Grade Objectives

Items marked by a star are new for this grade.

### Personal Health - Human Sexuality

- Discuss ways to take care of their bodies and keep them healthy
- Describe examples of ways specific individuals of the same age are similar and different in their growth and physical, emotional and neurological development.
- Discuss all people and bodies have strengths in their own unique way.
- Discuss why a person should understand and be comfortable with their body.
- Discuss methods of personal hygiene.
- Describe the changes that occur during puberty.
- Discuss the role of hormones in the development of secondary sex characteristics.
- Describe the functions of reproductive organs.
- Discuss menstruation, menstrual products and safe disposal of menstrual products.
- ★ Identify menstrual conditions such as absence of menstruation and pain with menstruation.
- ★ Introduce the sexual response cycle.
- ★ Discuss how and why erection and ejaculation occur, including why nocturnal emissions may occur.
- ★ Define masturbation.
- ★ Define sexual intercourse, including vaginal, oral and anal intercourse.
- ★ Discuss the physical and psychological risks impacts associated with sexual activity.
- ★ Define abstinence, identify the positive outcomes of abstinence and recognize abstinence from any sexual activity is the only sure method of preventing pregnancy and sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis. (As required by State Statute 118.019)
- ★ Identify methods of contraception stressing failure rates and negative side effects.
- ★ Discuss how sexual intercourse can result in pregnancy and disease and alter life goals.
- ★ Discuss gender identity and sexual orientation beyond a binary definition.
- Discuss diverse family structures.

### Injury Prevention and Safety

- ★ Discuss how practicing healthy habits promotes positive growth and development.
  - Specifically discuss the importance of healthy eating choices and the link between obesity and various adult diseases in our society (cancer, heart attack, stroke, ...)
  - Specifically discuss immunizations as scientifically proven to prevent disease and reduce deaths of children and teens.
- Identify ways to stay safe when alone including not letting anyone inside when home alone.
- Discuss the importance of avoiding being alone in uncomfortable situations with anyone who frightens you.
- Share crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Discuss the importance of advocating for yourself and asking for help.
- Define and discuss the importance of consent.
- ★ Define and give examples of sexual harassment and bullying.
- ★ Describe the difference between flirting and sexual harassment.
- ★ Discuss what to do should sexual harassment occur.
- Identify the four types of child abuse (physical, emotional, sexual and neglect) and the ways a person may be affected by abuse.

## 6th Grade Objectives continued

### Injury Prevention and Safety - continued

- Discuss telling their trusted adults if an unsafe touch/action or child abuse occurs and keep telling them until action is taken.
- Identify the kinds of help that are available to children and adults who are abused.
- ★ Discuss mental health: how to identify mental health issues and where to go for help.
- ★ Discuss suicide, especially the primary cause - depression-as a highly treatable mental illness.
- Discuss internet and social media app safety and the dangers of sharing personal information.
- ★ Discuss the negative impact of sexually explicit and excessively violent media.
- Discuss AODA prevention/intervention.
  - Specifically mention the dangers of smoking/Juuling/vaping to personal health.

### Prevention and Control of Disease

- ★ Discuss infection transmission through exposure to blood and other body fluids (e.g., body piercing, sharing a needle, body carving, getting a tattoo, cutting, sexual activity, using or sharing illegal drugs).
- Discuss the role of the immune system in protecting the body against disease.
- ★ Discuss the transmission of sexually transmitted infections.
- ★ Discuss how infection with HIV diminishes the ability of the immune system to fight disease.
- ★ Identify ways of preventing and reducing the risks of contracting sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis.
- ★ Describe ways sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis are not believed to occur.
- Discuss appropriate barriers for blood, saliva, and body fluids.



## 7th Grade Objectives

Items marked by a star are new for this grade.

### Personal Health - Human Sexuality

- Describe examples of ways specific individuals of the same age are similar and different in their growth and physical, emotional and neurological development.
- Discuss methods of personal hygiene.
- Describe the changes that occur during puberty.
- Discuss the role of hormones in the development of secondary sex characteristics.
- Describe the structure and function of reproductive systems.
- ★ Describe the three phases of the menstrual cycle.
- Identify menstrual health products and discuss their proper use and disposal.
- Define and discuss the sexual response cycle.
- Discuss how and why erection and ejaculation occur, including why nocturnal emissions may occur.
- Define masturbation.
- Define sexual intercourse, including vaginal, oral and anal intercourse.
- ★ Discuss the process of conception/fertilization.
- Discuss the physical and psychological risks-impacts associated with sexual activity.
- Define abstinence, identify the positive outcomes of abstinence and recognize abstinence from any sexual activity is the only sure method of preventing pregnancy and sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis. (As required by State Statute 118.019)
- Identify methods of contraception stressing failure rates and negative side effects.
- Discuss how sexual intercourse can result in pregnancy and understand the responsibilities of parenthood.
- Discuss gender identity and sexual orientation beyond a binary definition.
- Discuss diverse family structures.
- ★ Discuss responsible decision-making processes, including identifying alternative choices and consequences.

### Injury Prevention and Safety

- Discuss how practicing healthy habits promotes positive growth and development.
  - Specifically discuss the importance of healthy eating choices and the link between obesity and various adult diseases in our society (cancer, heart attack, stroke, ...)
  - Specifically discuss immunizations as scientifically proven to prevent disease and reduce deaths of children and teens.
- Share crisis prevention resources, help lines or calling 911 to be directed to a help line.
- ★ Discuss the importance of clear, consistent and enthusiastic consent prior to any sexual activity and the conditions under which a person can and cannot provide consent.
- Define and give examples of sexual harassment and bullying.
- Describe the difference between flirting and sexual harassment.
- Discuss what to do if sexual harassment occurs.
- ★ Define sexual assault and rape.
- ★ Discuss reasons why sexual assault and rape should be reported.
- ★ Identify guidelines to reduce the likelihood of being sexually assaulted.

## 7th Grade Objectives continued

### Injury Prevention and Safety - continued

- ★ Acknowledging that if sexual assault or rape occurs, blame falls to the perpetrator and not the victim, there are still precautions individuals can consider for safety. Discuss ways to ~~avoid~~ potentially limit the possibility of rape and being sexually assaulted including setting clear limits for sexual behavior and sharing these limits with acquaintances and dates.
- ★ Identify predatory sexual grooming behaviors.
- Identify the four types of child abuse (physical, emotional, sexual and neglect) and the ways a person may be affected by abuse.
- Explain actions that may be taken should child abuse occur including telling a trusted adult and keep telling them until action is taken.
- Discuss mental health: how to identify mental health issues and where to go for help.
- Discuss suicide, especially the primary cause – depression – as a highly treatable mental illness.
- Discuss internet and social media app safety and the dangers of sharing personal information.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Discuss AODA prevention/intervention.
  - Specifically mention the dangers of smoking/Juuling/vaping to personal health.
- ★ Discuss risks of alcohol intoxication and other drug impairment, riding with impaired adults, and the role of alcohol and other drugs in sexual assaults and violence.

### Prevention and Control of Disease

- Discuss infection transmission through exposure to blood and other body fluids (e.g., body piercing, sharing a needle, body carving, getting a tattoo, cutting, sexual activity, using or sharing illegal drugs).
- Discuss the transmission of sexually transmitted infections.
- ★ Discuss the risk behaviors, signs and symptoms, and treatment of sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis and other common infections.
- ★ Describe how HIV destroys the human immune system, making the infected person susceptible to opportunistic infection.
- ★ Discuss that a latex condom and non-latex barrier methods reduces but does not eliminate the risk of sexually transmitted infections.
- Identify ways HPV, HIV, AIDS, and Hepatitis infections do not occur.
- ★ Discuss how a baby may be infected with a sexually transmitted infection during pregnancy and delivery.
- ★ Identify life skills an HIV-infected person may practice to help keep his/her immune system healthy.

## 8th Grade Objectives

Items marked by a star are new for this grade.

### Personal Health - Human Sexuality

- Describe examples of ways specific individuals of the same age are similar and different in their growth and physical, emotional and neurological development.
- Discuss responsible decision-making processes, including identifying alternative choices and consequences.
- Define masturbation.
- Discuss sexual intercourse, including oral and anal intercourse.
- Describe the sexual response cycle.
- Discuss the physical and psychological risks-impacts associated with sexual activity.
- Define abstinence, identify the positive outcomes of abstinence and recognize abstinence from any sexual activity is the only sure method of preventing pregnancy and sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis. (As required by State Statute 118.019)
- Discuss different methods of contraception, stressing failure rates and side effects.
- ★ Discuss the physical, psychological and social health problems associated with teenage pregnancy.
- ★ Identify a pregnant teenager's choices, including adoption.
- ★ Discuss the signs of pregnancy.
- ★ Discuss the importance of prenatal care.
- ★ Identify healthful and harmful behaviors for a pregnant person and the developing fetus.
- ★ Describe the process of pregnancy, prenatal development, labor and childbirth. (As required by State Statute 118.019)
- ★ Discuss how multiple births may occur.
- ★ Describe the needs of a newborn baby.
- ★ Explain the responsibilities of being parents. (As required by State Statute 118.019)
- ★ Discuss the importance of regular health screenings.
- ★ Discuss the importance of regular pelvic exams.
- ★ Discuss the age of onset and effects of menopause.
- Discuss gender identity and sexual orientation beyond a binary definition.
- Discuss diverse family structures.

### Injury Prevention and Safety

- Discuss how practicing healthy habits promotes positive growth and development.
  - Specifically discuss the importance of healthy eating choices and the link between obesity and various adult diseases in our society (cancer, heart attack, stroke, ...)
  - Specifically discuss immunizations as scientifically proven to prevent disease and reduce deaths of children and teens.
- Share crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Discuss the importance of clear, consistent and enthusiastic consent prior to any sexual activity and the conditions under which a person can and cannot provide consent.
- ★ Identify ways to assertively say "no" to pressure and discuss informed mutual consent.
- Describe the difference between flirting and sexual harassment.
- Define sexual assault and rape.
- Discuss what to do if sexual harassment and/or assault occurs.

## 8th Grade Objectives continued

### Injury Prevention and Safety - continued

- Discuss reasons why sexual assault and rape should be reported.
- Acknowledging that if sexual assault or rape occurs, blame falls to the perpetrator and not the victim, there are still precautions individuals can consider for safety. Discuss ways to ~~avoid~~ potentially limit the possibility of rape and being sexually assaulted including setting clear limits for sexual behavior and sharing these limits with acquaintances and dates.
- Identify predatory sexual grooming behaviors.
- ★ Define sex trafficking.
- Discuss mental health: how to identify mental health issues and where to go for help.
- Discuss suicide, especially the primary cause – depression – as a highly treatable mental illness.
- Discuss AODA prevention/intervention.
  - Specifically mention the dangers of smoking/Juuling/vaping to personal health.
- Discuss risks of alcohol intoxication and other drug impairment, riding with impaired adults, and the role of alcohol and other drugs in sexual assaults and violence.

### Prevention and Control of Disease

- Discuss the risk behaviors, signs and symptoms, and treatment of sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis and other common infections.
- Discuss that a latex condom and non-latex barrier methods reduces but does not eliminate the risk of sexually transmitted infections.
- Discuss how a baby may be infected with a sexually transmitted infection during pregnancy and delivery.

## High School Objectives

Items marked by a star are new for this grade.

### As required by State Statute 118.019, the following will be included in high school health class:

- Presents abstinence from sexual activity as the preferred choice of behavior for unmarried pupils.
- Emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted infections, including human immunodeficiency virus and acquired immunodeficiency syndrome.
- Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children.
- Explains pregnancy, prenatal development, and childbirth.
- ★ Explains the criminal penalties under ch. 948 for engaging in sexual activities involving a child.
- ★ 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.
- Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.
- ★ Explains the process under s. 48.195 under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member.

### Personal Health - Human Sexuality

- Discuss responsible decision-making processes, including identifying alternative choices and consequences.
- ★ Discuss the relationships between dating and marriage.
- Describe the structure and function of reproductive systems.
- ★ Discuss the diseases and disorders of reproductive organs.
- Explain the role of hormones in the development of secondary sex characteristics.
- Discuss the menstrual cycle.
- Discuss sexual intercourse, including oral and anal intercourse.
- Describe the sexual response cycle.
- ★ Describe the process of conception.
- ★ Discuss the physical and psychological responsibilities and consequences of sexual activity and relationships.
- Define abstinence, identify the positive outcomes of abstinence and recognize abstinence from any sexual activity is the only sure method of preventing pregnancy and sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis. (As required by State Statute 118.019)
- Discuss different methods of contraception, stressing failure rates and side effects.
- ★ Identify considerations for choosing birth control, including abstinence.
- Discuss the physical, psychological, social, and health problems associated with teenage pregnancy.
- Identify a pregnant teenager's choices, including adoption.
- ★ Explain how pregnancy is determined and the factors that promote a healthy pregnancy.
- ★ Explain how an ectopic pregnancy occurs and its implications.
- Discuss the importance of prenatal care.
- Identify healthful and harmful behaviors for a pregnant person and the developing fetus.

## High School Objectives continued

### Personal Health - Human Sexuality - continued

- ★ Identify the major causes of birth defects.
- ★ Explain how birth defects may be detected during pregnancy.
- ★ Discuss miscarriage and why it occurs.
- ★ Define and describe the implications of premature birth.
- ★ Identify the sequence of events which show the development of the human organism from conception through adulthood.
- Discuss labor and delivery.
- ★ Explains the process under s. 48.195 (Safe Haven) under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member. (As required by State Statute 118.019)
- Describe the needs of and care for a newborn baby.
- Explain the responsibilities of being parents. (As required by State Statute 118.019)
- ★ Discuss consequences of Shaken Baby Syndrome.
- ★ Identify and discuss causes of infertility.
- Discuss the importance of regular health screenings.
- ★ Describe procedures used in a pelvic examination.
- Discuss gender identity and sexual orientation beyond a binary definition.
- ★ Explain a baby's biological sex is assigned by the sex chromosome it receives.
- Discuss diverse family structures.

### Injury Prevention and Safety

- Discuss how practicing healthy habits promotes positive growth and development.
  - Specifically discuss the importance of healthy eating choices and the link between obesity and various adult diseases in our society (cancer, heart attack, stroke, ...)
  - Specifically discuss immunizations as scientifically proven to prevent disease and reduce deaths of children and teens.
- Share crisis prevention resources, help lines or 911 to be directed to a help line.
- Discuss the importance of clear, consistent and enthusiastic consent prior to any sexual activity and the conditions under which a person can and cannot provide consent.
- Identify ways to assertively say "no" to pressure and discuss informed mutual consent.
- Describe the difference between flirting and sexual harassment.
- Define sexual assault and rape.
- Discuss what to do if sexual abuse and/or harassment occur.
- ★ Examine the relationship between sexual assault and violence.
- ★ Identify reasons why sexual assault is often unreported.
- ★ Explain why it is important to report sexual assault and seek medical attention promptly.
- Acknowledging that if sexual assault or rape occurs, blame falls to the perpetrator and not the victim, there are still precautions individuals can consider for safety. Discuss ways to ~~avoid~~ potentially limit the possibility of rape and being sexually assaulted including setting clear limits for sexual behavior and sharing these limits with acquaintances and dates.
- ~~Identify guidelines to follow to protect against date and rape. (repetitive)~~
- ★ Explain and discuss the criminal penalties for engaging in sexual activities with a child (a person under the age of 18). (As required by State Statute 118.019)

## High School Objectives continued

### Injury Prevention and Safety - continued

- ★ Explain sex offender registration requirements, and sex offender reporting processes (who is required to report, what information must be reported, who has access to the information reported, and the implications of being a registered sex offender) (As required by State Statute 118.019)
- ★ Discuss mental health: assess for risk of suicide or harm, how to identify mental health issues and where to go for help.
- Discuss suicide, especially the primary cause – depression – as a highly treatable mental illness.
- Discuss AODA prevention/intervention.
  - Specifically mention the dangers of smoking/Juuling/vaping to personal health.
- Discuss risks of alcohol intoxication and other drug impairment, riding with impaired adults, and the role of alcohol and other drugs in sexual assaults and violence.

### Prevention and Control of Disease

- Discuss the risk behaviors, signs and symptoms, and treatment of sexually transmitted infections including HPV, HIV, AIDS, and Hepatitis and other common infections.
- ★ Discuss transmission of pathogens that cause sexually transmitted infections during sexual activity.
- Discuss that a latex condom and non-latex barrier methods reduces but does not eliminate the risk of sexually transmitted infections.
- ★ Discuss the tests used to determine sexually transmitted infections.
- ★ Share agencies that treat communicable diseases or chronic disorders and describe their referral procedures.
- Discuss how a baby may be infected with a sexually transmitted infection during pregnancy or vaginal delivery.
- Discuss universal precautions to prevent contact with body fluids

**School District of McFarland Student Opt-Out Form**

This opt-out form must be completed and turned in to the Building Administrator no later than three (3) days prior to the date on which the parent/guardian wishes the student to be excused.\*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_MHS \_\_\_IMMS \_\_\_WIS \_\_\_CEPS

Survey, test and/or curriculum from which student requests to be excused:

\_\_\_ Survey (please specify) \_\_\_\_\_

\_\_\_ Curriculum topic allowed by state statute (please specify)

\_\_\_\_\_  
\_\_\_\_\_

Reason for request (optional):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The signature below signifies my/our desire to opt this student out of the specific survey, test and/or curriculum topic identified above. We understand that: 1) this waiver applies only to the survey, test and/or curriculum topic identified here; 2) in the case of a curriculum topic, an alternate assignment will be provided that may or may not parallel the topic and content covered in class.

\_\_\_\_\_  
Parent/Guardian signature and date

Daytime phone number: \_\_\_\_\_

\_\_\_\_\_  
For office use only

\_\_\_\_\_  
Date Received Name of teacher/notification date

Alternate assignment provided: \_\_\_\_\_yes (attach copy) \_\_\_\_\_ no

\*State Statutes 118.109 (Human Growth and Development) and 118.01(2)(d)2c (Health Education) permit students to be exempted **only** from instruction on human growth and development required content and/or on physiology and hygiene, STDs, symptoms of disease and the proper care of the body if his or her parent files a written request with building administration.