

# SCHOOL DISTRICT OF MCFARLAND



## **Health Education Human Growth and Development MISSION STATEMENT**

The Board, administration, and staff of the School District of McFarland believe that human growth and development curriculum and instruction are community efforts and an important part of our comprehensive school health program. Our shared goals are to promote an accurate and comprehensive knowledge-base in human growth and development, support responsible decision-making, and enhance the efforts of both families and the schools to provide age-appropriate guidance to our young people. We educate students to:

- respect themselves and others who may be different from them,
- acquire the knowledge, skills, attitudes, and values that inform responsible decision-making,
- understand how their bodies grow and develop,
- value human sexuality as normal and essential to overall health and well-being,
- identify and choose behaviors, including abstinence, that keep them physically and psychologically safe and healthy, and
- appreciate the role of parents, guardians, and families in building assets and supporting positive choices. (Revised June 2009)



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## Introduction

*“To pay attention, this is our endless and proper work.”  
– Mary Oliver*

The School District of McFarland believes strongly in the collaboration among our schools, families, and community in supporting our young people by providing accurate and reliable information, promoting healthy choices, and supporting lives that reflect self-respect, compassion for others, and a generosity of spirit. We accomplish this, in part, through our human growth and development (HGD) curriculum and instruction.

This document includes information related to the District’s commitment to provide quality HGD curriculum and instruction. In addition to background about the District’s HGD policy, our partnership commitment, and developmental assets, it also includes the guidelines that our staff and outside resource people use in responding to student questions and our HGD curriculum objectives and outcomes for each grade, kindergarten through high school. There is also a waiver form that parents/guardians may submit if they wish to excuse their student from all or part of a specific curriculum topic.

It is our hope and our intention that this document will help families and staff respond more effectively, confidently, and sensitively to the needs of our students. We welcome your suggestions and appreciate your partnership with us.

Sincerely,

The Members of the 2009 Human Growth and Development Committee

*Community/parent representatives:*

Jody Koch, Dr. Stan Livingston, Dr. Tom Murwin, Calvin Taylor, Pastor Wayne Shannon

*School staff representatives:*

Vicki Colle, Roberta Felker, Trish Fortune, Jim Hickey, Mary Johannes, Holli Johnson, Tom Mooney, Alison Potter, Penny Simmons, Becky Stokes, Dave Veith, Dave Witte

*Student representatives:*

David VanVeen, Cassandra Washington-Law, Briana Wiegand

**School District of McFarland**  
**Human Growth & Development**  
**Policy Statement<sup>1</sup>**

The School District of McFarland shall offer instruction in topics related to human growth and development.

The program shall include information and instruction appropriate to each grade level and the age and level of maturity of the pupils. Based on Wisconsin state statute, the Human Growth and Development Program may include instruction in any of the following areas:

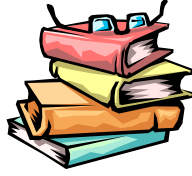
- Self-esteem, responsible decision-making, and personal responsibility
- Interpersonal relationships
- Discouragement of early sexual activity
- Family life and the skills required of a parent(s)/guardian(s)
- Human sexuality, reproduction, contraception (including natural family planning), prenatal and postnatal support, and male responsibility
- Sex stereotypes
- STDs/AIDS prevention education
- Sexual harassment, violence, and protective behavior

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<sup>1</sup> The District's Policy Book does not currently contain a human growth and development policy. This Policy Statement is included in our human growth and development files and dated, February 2002.

## **Human Growth & Development**

### **Administrative Rules/Guidelines<sup>2</sup>**



The District's human growth and development program is based on a strong parent-school partnership. The school will provide accurate information and facilitate communication between parent(s)/guardian(s) and their student(s), between parent(s)/guardian(s) and the school, and among the parent(s)/guardian(s) of students studying sexuality-related issues.

- (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 Advisory Committee shall support development of a human growth and development curriculum consisting of mission statements, goals, and objectives.
- (3) The Committee shall advise the Board on the design, implementation, and evaluation of the human growth and development curriculum.
- (4) The Committee shall review the curriculum at least every three years.
- (5) 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.
- (6) 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 principal in writing if they wish to opt their student(s) out of all or part of the human growth and development program.

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<sup>2</sup> The District's Policy Book does not currently include a human growth and development policy. This statement of Administrative Rules and Guidelines is included in our human growth and development files and dated February 2002.

## Human Growth & Development

### Partnership Statement



Research reveals that the presence of developmental assets strongly affects developing youth. Assets are good things that increase in value over time. The more assets a young person has, the stronger his or her self-concept and the less likely he/she will be to engage in risky behaviors. Researchers have identified 40 developmental assets that influence positive youth development. External assets are things in a student's home, community, and school environment that support, nurture, and empower; external assets help the student to set boundaries and expectations and to make constructive use of time. Internal assets belong in the mind and heart of every child and influence a child's commitment to learning, positive values and identity, and social competence.

Assets are developed through a child's experiences at home and in school, and are integral to a healthy approach to human growth and sexuality.

Accordingly, classroom instruction in sexuality-related issues is founded on strong asset development by both families and the schools. The school's role is to teach human growth and development; the parent(s)/guardian(s)'s role is to share, explain, and infuse family values. Further, the school facilitates communication between parent(s)/guardian(s) and student, between parent(s)/guardian(s) and the school, and among the parent(s)/guardian(s) of students studying human growth and development issues. Our ultimate shared goal is young adults who have the values, tools, and personal assets necessary to make good decisions and lead happy, responsible lives.

## Developmental Assets<sup>3</sup>

40 Assets that Elementary-Age Children (Ages 6 to 11) Need to Succeed				40 Assets that Teenagers (Ages 12 to 18) Need to Succeed						
SUPPORT	1	Family life provides love and support.	21	Child is motivated to do well in school.	COMMITMENT TO LEARNING	1	Family life provides love and support.	21	Teenager is motivated to do well in school.	COMMITMENT TO LEARNING
	2	Family communication is positive and open.	22	Child is attentive and engaged in learning.		2	Family communication is positive and open.	22	Teenager is actively engaged in learning.	
	3	Child receives support from other adults.	23	Child does homework when assigned.		3	Teenager receives support from other adults.	23	Teenager does homework every school day.	
	4	Child experiences caring neighbors.	24	Child cares about her or his school.		4	Teenagers experiences caring neighbors.	24	Teenager cares about her or his school.	
	5	School provides a caring climate.	25	Child reads alone and with adults.		5	School provides a caring climate.	25	Teenager reads for pleasure.	
	6	Parent(s)/guardian(s) are involved in child's schooling.	26	Child cares about others.		6	Parent(s)/guardian(s) are involved in teenager's schooling.	26	Teenager values caring for others.	
	7	Community values children.	27	Child begins valuing equality and social justice.		7	Community values teenagers.	27	Teenager promotes equality and social justice.	
	8	Children have useful roles.	28	Child begins to act with integrity.		8	Teenagers have useful roles in the community.	28	Teenager values integrity.	
	9	Child and family serve others.	29	Child values honesty.		9	Teenager serves others in the community.	29	Teenager values honesty.	
	10	Home, school, and neighborhood are safe.	30	Child accepts appropriate responsibility.		10	Home, school, and neighborhood are safe.	30	Teenager values responsibility.	
EMPOWERMENT			31	Child begins to value good health habits.	POSITIVE VALUES			31	Teenager values restraint.	POSITIVE VALUES
	11	Family sets clear rules and consequences.	32	Child develops simple planning and decision-making skills.		11	Family sets clear rules and consequences.	32	Teenager has planning and decision-making skills.	
	12	School sets clear rules and consequences.	33	Child interacts well with other children and adults.		12	School sets clear rules and consequences.	33	Teenager has empathy, sensitivity, and friendship skills.	
	13	Neighbors monitor the child's behavior.	34	Child is comfortable with people from different cultures.		13	Neighbors monitor young people's behavior.	34	Teenager gets along with people from different cultures.	
	14	Adults model responsible behavior.	35	Child learns how to resist negative pressure from others.		14	Adults model responsible behavior.	35	Teenager resists negative pressure from others.	
	15	Child's friends model responsible behavior.	36	Child attempts to solve conflicts nonviolently.		15	Friends model responsible behavior.	36	Teenager resolves conflicts peacefully.	
	16	Parent(s)/guardian(s) and teachers have realistically high expectations.	37	Child feels he or she has some control over things that happen.		16	Parent(s)/guardian(s) and teachers have high expectations.	37	Teenager has a healthy sense of personal power.	
	17	Child participates in creative activities.	38	Child has high self-esteem.		17	Teenager's participates in creative activities.	38	Teenager has high self-esteem.	
	18	Child participates in school or community programs.	39	Child has a sense of purpose.		18	Teenager participates in school or community programs.	39	Teenager believes her or his life has a sense of purpose.	
	19	Family participates in religious community.	40	Child is optimistic about her or his own future.		19	Teenager is involved in a religious community.	40	Teenager has a positive view of her or his own future.	
BOUNDARIES AND EXPECTATIONS					SOCIAL COMPETENCIES					SOCIAL COMPETENCIES
	20	Child spends most evenings and weekends at home.				20	Teenager spends most evenings at home.			

<sup>3</sup> Search Institute, Minneapolis, MN: 1997.

## Definitions<sup>4</sup>

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.

**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.

**Heterosexual:** A person who is attracted to those of the opposite sex. The colloquial equivalent is “straight.”

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

**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.

**Questioning:** A youth or adult who is uncertain about, or exploring, his or her sexual orientation.

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

**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 male. Transsexuals are transgender people who have typically undergone medical or surgical treatment to reflect their gender identity.

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

## **Staff Guidelines**

### **Grades K-3**

#### **Guidelines for Staff and Outside Resource Persons**

Staff and outside resource persons follow some 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 HIV/AIDS**

- ❖ Define HIV/AIDS simply as a very serious disease that some people get. Students should be told that young children rarely get it and that they do not need to worry about playing with children whose parents have HIV/AIDS or with those few children who do have the disease.
- ❖ 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 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 Objectives and Outcomes

<b>Personal Health - Human Sexuality</b>
Discuss respect for self and others.
Cite examples of ways specific individuals of the same age are similar and different in their growth.
Know 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.
Introduce that a baby develops inside its mother.
Discuss why a baby needs family members to care for it (be more specific on baby's head and neck)
Know why family members need each other for support, encouragement and protection.
<b>Injury Prevention and Safety</b>
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.
Recognize 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.
Understand that an unsafe touch/action can come from any person; 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.
Know what an emergency is.
Be aware of safety on the internet.
Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
<b>Prevention and Control of Disease</b>
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.
Know reason for not sharing hats, combs, clothes, and beverage containers.
Discuss that some illnesses are caused by germs.
Tell 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 dental hygiene.

## First Grade Objectives and Outcomes

<b>Personal Health - Human Sexuality</b>
Discuss respect for self and others.
Cite examples of ways specific individuals of the same age are similar and different in their growth.
Understand that each person is unique and has individual needs.
Recognize 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.
Introduce that a baby develops inside its mother.
Identify the unique needs of a baby; discuss head and neck specifics of babies (child development)
Know why family members need each other for support, encouragement and protection.
<b>Injury Prevention and Safety</b>
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.
Understand that an unsafe touch/action can come from any person; 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 occurs.
Be aware of internet safety.
Discuss and practice how to answer the telephone when home alone.
Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
<b>Prevention and Control of Disease</b>
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.
Know reason for not sharing hats, combs, clothes, and beverage containers.
Discuss that some illnesses are caused by germs.
Tell 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 dental hygiene.

## Second Grade Objectives and Outcomes

<b>Personal Health - Human Sexuality</b>
Discuss respect for self and others.
Cite examples of ways specific individuals of the same age are similar and different in their growth.
Recognize 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 his/her body healthy.
Know why family members need each other for support, encouragement and protection.
<b>Injury Prevention and Safety</b>
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.
Understand that an unsafe touch/action can come from any person; 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 when home alone.
Discuss internet safety.
Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
<b>Prevention and Control of Disease</b>
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.
Tell 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 dental hygiene.

## Third Grade Objectives and Outcomes

<b>Personal Health - Human Sexuality</b>
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.
Know why family members need each other for support, encouragement and protection.
Discuss methods of personal hygiene.
<b>Injury Prevention and Safety</b>
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.
Understand that an unsafe touch/action can come from any person; 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 discuss the importance of getting help should child abuse occur.
Discuss and practice how to answer the telephone when home alone.
Discuss appropriate behavior around strangers.
Discuss internet safety.
Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
<b>Prevention and Control of Disease</b>
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).
Explain that antibodies in blood help protect the body from illness.
Discuss that vaccines help the body to fight germs.
Tell 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 dental hygiene.

## **Staff Guidelines**

### **Grades 4-12**

#### **Guidelines for Staff and Outside Resource Persons**

Staff and outside resource persons follow some guidelines for answering student questions on the sensitive topics such as contraception, abortion, masturbation, 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 sensitive 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.

- ❖ 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 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; our 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. 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 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.

### **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 that opinions may 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 sexual 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 same-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 may 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 questions about sexual intercourse:**

- ❖ Encourage sexual abstinence for all students.
- ❖ Define sexual intercourse.
- ❖ Explain that sexual intercourse can result in pregnancy and sexually transmitted infections.
- ❖ Answer questions directly and simply. The teacher response should be limited to the 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 responding to 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 at 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).

## Fourth Grade Objectives and Outcomes

<b>Personal Health - Human Sexuality</b>
Discuss respect for self and others.
Cite examples of ways specific individuals of the same age are similar and different in their growth.
Introduce masturbation.
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 menstrual products.
Discuss safe disposal of menstrual products.
Describe the changes that occur during puberty in boys.
Discuss circumcision and male hygiene.
Discuss methods of personal hygiene.
Explain the function of the male reproductive organs and their role in conception.
Introduce the role of hormones in the development of secondary sex characteristics.
Introduce gender identity.
Introduce different types of family structures.
Introduce sexual orientation.
Know why family members need each other for support, encouragement and protection.
<b>Injury Prevention and Safety</b>
Avoid being alone in uncomfortable situations with anyone who frightens you.
Understand 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 four types of child abuse (physical, emotional, sexual 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.
Discuss internet and cell phone safety.
Make an emergency telephone call to ask for help.
Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
<b>Prevention and Control of Disease</b>
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.

## Fifth Grade Objectives and Outcomes

### **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.

Explain masturbation.

Describe the changes that occur in girls during puberty.

Identify the female reproductive organs and discuss their functions.

Describe the menstrual cycle.

Explain the correct use 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 abstinence.

Explain that sexual intercourse can result in pregnancy and disease and alter life goals.

Discuss the responsibilities of parenthood.

Introduce the role of hormones in the development of secondary sex characteristics.

Define gender identity.

Discuss different types of family structures.

Define sexual orientation.

Know why family members need each other for support, encouragement and protection.

### **Injury Prevention and Safety**

Avoid being alone in uncomfortable situations with anyone who frightens you.

Recognize that strangers and others you know can be harmful.

Recognize the need to seek adult help in emergency situations.

Identify the four ways people can be abused (physical, emotional, sexual 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.

Discuss ways to stay safe when alone.

Identify safety rules for using the phone.

Identify safety procedures for entering the home when parents are away.

Discuss the negative impact of sexually explicit and excessively violent media.

Identify safe internet and cell phone practices.

Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.

### **Prevention and Control of Disease**

Wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.

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., body piercing, sharing a needle, body carving, designing a tattoo, sexual intercourse, injecting illegal drugs, cutting).

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 are not believed to occur.

Describe personal and social factors that motivate healthy behavior.

## Sixth Grade Objectives and Outcomes

### Personal Health - Human Sexuality

- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Discuss how practicing healthy habits promotes positive growth and development.
- Discuss masturbation.
- Discuss the physiology of the menstrual cycle.
- Explain the proper use and disposal of menstrual health products.
- Describe the changes that occur in females during puberty.
- Describe the changes that occur in males during puberty.
- Cite examples of ways that specific individuals of the same age are similar and different in their growth
- Describe the functions of the male reproductive organs.
- Discuss circumcision and male hygiene.
- Explain sperm production.
- Explain how and why erection and ejaculation occur, including why nocturnal emissions may occur.
- Identify menstrual conditions such as absence of menstruation and pain with menstruation.
- Define sexual intercourse.
- Discuss the role of hormones in the development of secondary sex characteristics.
- Discuss gender identity.
- Discuss sexual orientation.
- Discuss different types of family structures.
- Know why family members need each other for support, encouragement and protection.
- Discuss the physical and psychological risks associated with sexual activity.
- Define abstinence.
- Identify the positive outcomes of abstinence.
- Define masturbation.
- Define and discuss Shaken Baby Syndrome.

### Injury Prevention and Safety

- Avoid being alone in uncomfortable situations with anyone who frightens you.
- 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 need it.
- 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.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Identify safe internet and cell phone practices.
- Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.

### Prevention and Control of Disease

- 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., body piercing, sharing a needle, body carving, designing a tattoo, cutting, sexual activity, using or sharing 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 are not believed to occur.

## Seventh Grade Objectives and Outcomes

<b>Personal Health - Human Sexuality</b>
Cite examples of ways specific individuals of the same age are similar and different in their growth.
Accept and value human sexuality as normal and essential to total well-being
Identify and discuss responsible decision-making processes, including identifying alternative choices and consequences
Describe the structure and function of the male reproductive system.
Describe the changes that occur in males during puberty.
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.
Describe the structure and function of the female reproductive system.
Describe the three phases of the menstrual cycle.
Identify menstrual health products and discuss their proper use and disposal.
Discuss the role of hormones in the development of secondary sex characteristics.
Discuss gender identity.
Discuss sexual orientation.
Discuss different types of family structures.
Define and discuss Shaken Baby Syndrome.
Discuss masturbation.
Identify the positive outcomes of abstinence.
Discuss the process of conception/fertilization.
Identify methods of contraception stressing failure rates and negative side effects.
Discuss the physical and psychological risks associated with sexual activity.
Define abstinence.
<b>Injury Prevention and Safety</b>
Discuss suicide.
Provide a definition and examples of sexual harassment and bullying.
Describe the difference between healthy flirtation and sexual harassment.
Identify guidelines to follow should sexual harassment occur.
Identify and discuss reasons why sexual assault and acquaintance rape should be reported.
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 and cell phone practices.
Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
<b>Prevention and Control of Disease</b>
Understand that practicing abstinence is the only way to completely avoid sexually transmitted infections.
Explain ways sexually transmitted infections may be transmitted and how they may be avoided by practicing abstinence.
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 diseases.
Identify ways that HIV/hepatitis infection does not occur.
Identify life skills an HIV-infected person may practice to help keep his/her immune system healthy.

## Eighth Grade Objectives and Outcomes

<b>Personal Health - Human Sexuality</b>
Cite examples of ways specific individuals of the same age are similar and different in their growth.
Accept and value 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.
Identify the importance of testicular self-exams.
Introduce the importance of breast self-examination and mammography in the early detection of cancer.
Introduce the importance of regular pelvic exams.
Discuss the age of onset and effects of menopause.
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 sexual orientation.
Discuss different types of family structures.
Discuss the inheritance of parental characteristics.
Know why family members need each other for support, encouragement and protection.
Identify factors that married couples can use to determine their suitability for parenthood.
Discuss the signs of pregnancy.
Discuss the importance of pre-natal care.
Identify behaviors that are healthful and harmful to the pregnant female and/or developing fetus.
Describe the process of labor and childbirth.
Discuss how multiple births may occur.
Discuss the importance of bonding between family members and the new baby.
Discuss Shaken Baby Syndrome.
Discuss the physical and psychological risks associated with sexual activity.
Discuss different methods of contraception, stressing failure rates and side effects.
Define and discuss the positive outcomes of abstinence.
<b>Injury Prevention and Safety</b>
Define sexual assault.
Describe the difference between healthy flirtation and sexual harassment.
Describe what to do if sexual harassment and/or assault occurs.
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.
Discuss suicide.
Identify safe internet and cell phone practices.
Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
<b>Prevention and Control of Disease</b>
Discuss the risk behaviors, signs and symptoms, and treatment of sexually transmitted infections including HIV/Hepatitis/HPV.
Explain how a baby may be infected with a sexually transmitted infection during pregnancy and delivery.
Explain how a sexually transmitted infection may be avoided by practicing abstinence.
Describe risk behaviors and risk situations for HIV/Hepatitis infection.

## Ninth – Twelfth Grade Objectives and Outcomes

<b>Personal Health - Human Sexuality</b>
Define 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.
Know 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.
Discuss gender identity.
Discuss different types of family structures.
Discuss sexual orientation.
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.
Understand 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 and care for 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.
Identify the positive outcomes of abstinence.
Discuss methods of contraception stressing failure rates and possible negative side effects.
Identify a pregnant teenager’s choices including adoption.
Discuss labor and delivery.
Discuss the physical, psychological and social health problems associated with teenage pregnancy.
Identify the role and responsibility of teen fathers and teen mothers.
Discuss the physical and psychological risks associated with sexual activity.

**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.

Identify safe internet and cell phone practices.

Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.

**Prevention and Control of Disease**

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 universal precautions that prevent contact with body fluids

## Resources

American Federation of Teachers – [www.aft.org](http://www.aft.org)

American Civil Liberties Union: Making Schools Safe Program – [www.aclu.org](http://www.aclu.org)

*bNetS@vvy* – A bi-monthly e-newsletter from NEA’s Health Information Network in partnership with the National Center for Missing and Exploited Children and Sprint, designed to give adults tools to connect with kids and help them stay safe online.

Gay, Lesbian, and Straight Education Network – [www.glsen.org](http://www.glsen.org)

GSA Network – [www.gsanetwork.org](http://www.gsanetwork.org)

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.: Author, 2009.

Teaching Tolerance – [www.teachingtolerance.org](http://www.teachingtolerance.org)

The Respect for All Project – Groundspark – <http://groundspark.org/respect-for-all>

The Safe Schools Coalition – [www.safeschoolscoalition.org](http://www.safeschoolscoalition.org)

Youth Resource: A Project of Advocates for Youth – [www.youthresource.com](http://www.youthresource.com)

School District of McFarland

Student Waiver Form

This waiver form must be completed and turned in to the building administrator no later than three (3) days prior to the date on which the survey or test is scheduled or on which the curriculum topic begins from which the parent/guardian wishes the student to be excused.

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_MHS \_\_\_IMMS \_\_\_WIS \_\_\_CE/ELC

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

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

\_\_\_ Test (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 signature/date

\_\_\_\_\_  
Parent signature/date

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

*for office use only*

\_\_\_\_\_  
Date received

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

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

## **Acknowledgments**

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*If children live with criticism,  
they learn to condemn.*

*If children live with hostility,  
they learn to fight.*

*If children live with ridicule,  
they learn to be shy.*

*If children live with shame,  
they learn to feel guilty.*

*If children live with tolerance,  
they learn to be patient.*

*If children live with encouragement,  
they learn confidence.*

*If children live with praise,  
they learn to appreciate.*

*If children live with fairness,  
they learn justice.*

*If children live with security,  
they learn to have faith.*

*If children live with approval,  
they learn to like themselves.*

*If children live with acceptance and friendship,  
they learn to find love in the world.*

*~ Dorothy L. Nolte*