

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

Revised Fall 2018

## 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 families, community members, 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, the community, and families in building assets and supporting positive choices. (Revised May 2012).

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## Introduction

Human Growth and Development is more than a school curriculum; it is the very essence of the life we lead and who we are from birth to death. Throughout life, we continue to grow, change, and develop more fully as people, and this beautiful and complex journey is relevant to us all. It is the belief of the School District of McFarland that partnerships between and among the community, families, and schools are essential to ensuring the best possible growth and maturation process for each one of our young people.

Richer in content than simply information on human reproduction, this booklet is a guide to the key role that all of us play in promoting factual, age-appropriate information about responsible decision-making. This document is the product of intense collaboration among families, school staff, and community members. It reflects the District's vision: To provide quality human growth and development curriculum and instruction that supports young people in making healthy, responsible decisions in all aspects of their lives. Our shared goal is to make this information available within a framework that promotes developmental assets, healthy choices, and supports lives that reflect self-respect, tolerance, compassion for others, and a generosity of spirit and character.

A glance through this guide will show you that personal health and sexuality include a range of content, from how bodies change and mature to sexual identity and gender roles to the ways in which families and others protect, support, and encourage the development of our students' healthy minds and bodies. The curriculum also reflects current trends and issues (including personal safety and injury prevention) by addressing internet safety, cyber-bullying, suicide, the use of seat belts and helmets, sexual assault, and the impact of alcohol and drugs on decision-making. In addition, students learn about the prevention and control of disease in age-appropriate ways (e.g., hand washing, how germs are transmitted, and dental hygiene as well as universal precautions when exposed to bodily fluids).

The members of the 2018 Human Growth and Development Curriculum Review Team are your neighbors, friends, parents of your children's friends, and committed educators who want this booklet to be the start of a long and fruitful 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 2018 Human Growth and Development Curriculum Review Team include:

*Community/parent representatives:* Dr. Tom Murwin, and Pastor Scott Marrese-Wheeler

*School staff representatives:* Lauren Arango, Vicki Colle, Trish Fortune, Janice Gerlach, Shawn Hartlaub, Lily Hlavacek, Alayna Klapperich, Andy Meeks, Julie Merow, Heidi Meyer, Sue Murphy, Greg Nelson, Kelley Novak, Melissa Pfohl, David Piovanetti, Alison Potter, Jill Runde, Becky Stokes, Aaron Tarnutzer, Liz Vitse, Nikki Wilson, Pete Williquette

## **School District of McFarland Policy Statement**

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
- Learning about and understanding how reducing risky behaviors can save a life

### **Inspection and Opt-Out Information**

This overview booklet provides an outline of the content covered in the McFarland School District's K-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 the appropriate school administrator(s).

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 program is based on a strong parent(s) / guardian(s), school, and community partnership. The school provides accurate information and facilitates 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 human growth and development topics.

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 Team shall support development of a human growth and development curriculum consisting of mission statements, goals, and objectives.
3. The Curriculum Review Team 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 of all or part of the human growth and development program.

## **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, in school, and in the community, 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 families, the community, 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. 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**

The [Search Institute](#) provides a free download of materials related to 40 Developmental Assets students need to succeed. The Developmental Assets are 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible and productive adults.

Resources are available here:

<https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>

## **Definitions**

Terminology is constantly evolving and not everyone agrees on all terms. This resource provides a glossary of terms that can be helpful to students, families and teachers:

<https://docs.google.com/spreadsheets/d/1Oh8J--xTajAJK4UF3bG5sE2zpPiY2s37H7ULvuYeiOl/edit?usp=sharing>

## **Staff Guidelines Grades 4K-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 sexually transmitted 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)**

- How a person's gender looks on the outside doesn't match how their gender feels on the inside. Sometimes someone might look like a boy and actually be a girl, and sometimes someone might look like a girl and actually be a boy. 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 that the word we use for this is, "transgender."

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

- Explain that as people grow up, they have different feelings at different times. Students may find that at some points in their lives they prefer to spend time with friends of the same gender. This does not suggest or identify a person's sexual orientation; it is normal.
- 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 to help them develop their own values and beliefs about sexual orientation.

## 4K Objectives and Outcomes

### **Personal Health - Human Sexuality**

- Discuss respect for self and others and power of words and actions with respect to bullying.
- Discuss that children grow up to be adults and may be parents.
- Know why family members need each other for support, encouragement and protection.

#### **So that students will...**

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

### **Injury Prevention and Safety**

- Discuss that all people have the right to be loved, to be safe, to be believed, and to be respected.
- 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 three important people who can be trusted.
- Discuss the dangers of getting into a car with strangers.
- Know what an emergency is.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Define "who is there to help me."
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing, snowboarding, and skate-park activities; ask all family members to do the same.
- Use car booster seat as appropriate.

#### **So that students will...**

- Identify three important people who can be trusted.
- Tell one or more of the three most important people if an unsafe or unwanted touch occurs and keep telling until action is taken.
- Recognize a dangerous and/or emergency situation.
- Call 9-1-1 in an emergency situation.
- Answer the telephone in a safe way, not revealing information to callers that could put them in an unsafe situation.

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

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

#### **So that students will...**

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



## Kindergarten Objectives and Outcomes

### Personal Health - Human Sexuality

- Discuss respect for self and others and power of words and actions with respect to bullying.
- 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.
- Identify differences between the body of a boy and the body of a girl.
- Discuss that children grow up to be adults and may be parents.
- Introduce that a baby develops inside its mother.
- Discuss why a baby needs the care of family members (be more specific on baby's head and neck).
- Know why family members need each other for support, encouragement and protection.

#### So that students will...

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

### Injury Prevention and Safety

- Discuss that all people have the right to be loved, to be safe, to be believed, and to be respected.
- 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 or 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 the dangers of getting into a car with strangers.
- Know what an emergency is.
- Be aware of safety on the internet.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Define "who is there to help me."
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing, snowboarding, and skate-park activities; ask all family members to do the same.
- Use car booster seat as appropriate.

#### So that students will...

- Identify five important people who can be trusted.
- Say "No" should anyone attempt to give an unsafe or unwanted touch.
- Yell and run away if an unsafe or unwanted touch/action occurs.
- Understand that private parts are those body parts are covered by a swimsuit.
- Recognize an unsafe or unwanted touch/action.
- Tell one or more of the five most important people if an unsafe or unwanted touch occurs and keep telling until action is taken.
- Recognize a dangerous and/or emergency situation.
- Call 9-1-1 in an emergency situation.
- Answer the telephone in a safe way, not revealing information to callers that could put them in an unsafe situation.

## Kindergarten Objectives and Outcomes - continued

### Prevention and Control of Disease

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

#### So that students will...

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

## First 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.
- 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.
- Know why family members need each other for support, encouragement and protection.
- Discuss why a baby needs the care of family members (be more specific on baby's head and neck).
- Recognize community supporters and helpers.

#### So that students will ...

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

### Injury Prevention and Safety

- Identify five important people who can be trusted.
- Discuss that all children have the right to be loved, to be safe, to be believed, and to be respected.
- Discuss the dangers of getting into a car with strangers.
- Identify body parts that are private for a girl and those that are private for a boy.
- Discuss the difference between a safe touch and an unsafe or unwanted touch/action.
- 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 occur.
- Be aware of internet safety.
- Discuss and practice how to answer the telephone when home alone.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing, snowboarding, and skate-park activities; ask all family members to do the same.
- Use car booster seat as appropriate.
- Discuss the importance of knowing your address and phone number.

#### So that students will ...

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

## First Grade Objectives and Outcomes - continued

### Prevention and Control of Disease

- Discuss what germs are.
- Identify ways germs are spread (contact with body fluids and lack of personal hygiene).
- Identify ways the body fights germs (nutrition, sleep, hygiene).
- Discuss why it is important to have vaccines to stay healthy.
- Know reason for not sharing hats, combs, clothes, and beverage containers.
- Discuss that some illnesses are caused by germs.
- 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.

#### **So that students will ...**

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

## Second 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.
- 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.

#### So that students will ...

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

### Injury Prevention and Safety

- Identify five important people who can be trusted.
- Discuss that all people have the right to be loved, to be safe, to be believed, and to be respected.
- 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.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing, snowboarding, and skate-park activities; ask all family members to do the same.
- Use car booster seat as appropriate.

#### So that students will ...

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

## Second Grade Objectives and Outcomes - continued

### Prevention and Control of Disease

- Discuss the relationship between germs and disease.
- Suggest ways to prevent illness.
- Define what a germ is.
- Discuss that there are different kinds of germs.
- Describe ways that germs may be spread (contact with body fluids and lack of personal hygiene).
- Discuss that cells in the body fight germs.
- Discuss that vaccines help the body to fight germs.
- 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.

#### **So that students will ...**

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

## Third Grade Objectives and Outcomes

### Personal Health - Human Sexuality

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

#### So that students will ...

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

### Injury Prevention and Safety

- Identify five important people who can be trusted.
- Discuss that all people have the right to be loved, to be safe, to be believed, and to be respected.
- Understand that an unsafe touch/action can come from any person; a stranger or person you know.
- Recognize when 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 appropriate behavior around strangers.
- Discuss internet and phone safety.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Discuss use of technology (e.g., phones, email, texts, etc.) in the context of the power to bully, reach out to others, and to create community.
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing, snowboarding, and skate-park activities; ask all family members to do the same.

#### So that students will ...

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

## Third Grade Objectives and Outcomes - continued

### Prevention and Control of Disease

- Discuss the relationship between germs and disease.
- Suggest ways to prevent illness.
- Define what a germ is.
- Describe ways that germs may be spread (e.g., contact with body fluids and lack of personal hygiene).
- Explain that antibodies in blood help protect the body from illness.
- Discuss that vaccines help the body to fight germs.
- Explain 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.

#### **So that students will ...**

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



## 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. 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 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 to help them develop their own values and beliefs about abortion.

### 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 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 to help them develop their own values and beliefs about masturbation.

## Staff Guidelines Grades 4-12 - continued

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

- Explain that as people grow up, they have different feelings at different times. Students may find that at some points in their lives they prefer to spend time with friends of the same gender. This does not suggest or identify a person's sexual orientation; it is normal.
- 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 to help them develop their own values and beliefs about sexual orientation.

### Guidelines for responding to questions about HIV/AIDS

- Define HIV/AIDS simply as a very serious sexually transmitted 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 answering questions about sexual intercourse:

- Encourage sexual abstinence for all students.
- 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 to help them develop their own values and beliefs about sexual intercourse.

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

- Younger students: How a person's gender looks on the outside doesn't match how their gender feels on the inside. Sometimes someone might look like a boy and actually be a girl, and sometimes someone might look like a girl and actually be a boy. 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 that the word we use for this is, "transgender."
- 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 of themselves as being) is different from their sexual identity (people to whom they're attracted).

## Fourth Grade Objectives and Outcomes

Highlighted objectives are addressed in the optional evening presentation only.

### Personal Health - Human Sexuality

- Discuss respect for self and others and define bullying
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Describe the changes that occur during puberty in girls.
- Explain the function of the female reproductive organs .
- 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.
- 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.

#### So that students will ...

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

### Injury Prevention and Safety

- 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 the kinds of help that are available to children who are abused.
- Identify ways to stay safe when alone.
- Discuss internet and phone safety.
- Discuss when to make an emergency telephone call to ask for help.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing, snowboarding, and skate-park activities; ask all family members to do the same.

#### So that students will ...

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

## Fourth Grade Objectives and Outcomes - continued

### Prevention and Control of Disease

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

#### **So that students will ...**

- Wash or sanitize hands before eating, after using the bathroom, and after blowing their noses.
- Avoid touching someone else's blood – tell an adult if blood is present; use a barrier.

## 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.
- 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.
- Introduce gender identity.
- Introduce different types of family structures.
- Introduce sexual orientation.

#### So that students will ...

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

### 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.
- Discuss ways to stay safe when alone.
- Identify safety rules for using a phone and the internet.
- Identify safety procedures for entering the home when parents are away.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Discuss the meaning of bullying, gossip and rumors.
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing, snowboarding, and skate-park activities; ask all family members to do the same.
- Discuss use of electronics (phones, email, text, etc.) in the context of the power to bully, to reach out, and to create community.

#### So that students will ...

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

### Prevention and Control of Disease

- Wash or sanitize hands before eating, after using the bathroom, and after blowing their nose.
- Describe personal and social factors that motivate healthy behavior.

#### So that students will ...

- Practice good hygiene to protect themselves and others from infection.
- Avoid touching someone else's blood—tell an adult if blood is present; use a barrier.

## 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 the physiology of the menstrual cycle.
- Explain the proper use and disposal of menstrual health products.
- Describe the changes that occur in females / males during puberty.
- Describe the functions of the female and male reproductive organs.
- Define masturbation.
- Discuss circumcision and male hygiene.
- 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, including oral intercourse.
- Discuss the role of hormones in the development of secondary sex characteristics.
- Define gender identity and sexual orientation.
- Discuss sexual orientation beyond a binary definition.
- Discuss different types of family structure.
- Discuss the physical and psychological risks associated with sexual activity.
- Define abstinence.
- Identify the positive outcomes of abstinence.
- Explain that sexual intercourse can result in pregnancy and disease and alter life goals.

#### So that students will ...

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

## Sixth Grade Objectives and Outcomes - continued

### 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 their 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.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Identify safe internet and phone practices.
- Discuss suicide, especially the primary cause - depression-as a highly treatable mental illness.

#### So that students will ...

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

### 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 including HIV/Hepatitis/HPV.
- Describe ways sexually transmitted infections including HIV/Hepatitis/HPV are not believed to occur.

#### So that students will ...

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

## Seventh 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.
- 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 beyond a binary definition.
- Discuss sexual orientation beyond a binary definition.
- Discuss different types of family structures.
- 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.
- Define anal intercourse.
- Define masturbation

#### So that students will ...

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



## Seventh Grade Objectives and Outcomes - continued

### Injury Prevention and Safety

- Provide a definition and examples of sexual harassment and bullying.
- Describe the difference between 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 phone practices.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- Discuss bullying.
- Discuss suicide, especially the primary cause – depression – as a highly treatable mental illness.
- Discuss mental health first aid: how to identify mental health issues.
- Discuss mental health first aid: where to go for help.
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing, snowboarding, and skate-park activities; ask all family members to do the same.
- 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.

#### So that students will ...

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

### Prevention and Control of Disease

- 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 a 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.

#### So that students will ...

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

## **Eighth 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.
- 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 and discuss informed mutual consent.
- Discuss sexual intercourse, including oral and anal intercourse.
- Describe the sexual response cycle.
- Define masturbation.
- Introduce the importance of regular health screenings.
- 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 the needs of a newborn baby.
- Explain the responsibilities of being parents.
- Discuss gender identity beyond a binary definition.
- Discuss sexual orientation beyond a binary definition.
- Discuss different types of family structure.
- Discuss the inheritance of parental characteristics.
- Know why family members need each other for support, encouragement and protection.
- Discuss the signs of pregnancy.
- Discuss the importance of prenatal care.
- Identify behaviors that are healthful and harmful to the pregnant female and the developing fetus.
- Describe the process of labor and childbirth.
- Discuss how multiple births may occur.
- 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.

#### **So that students will ...**

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

## Eighth Grade Objectives and Outcomes - continued

### Injury Prevention and Safety

- Define sexual assault.
- Describe the difference between 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.
- Be aware of crisis prevention resources, help lines or calling 911 to be directed to a help line.
- 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.
- Discuss bullying.
- Discuss suicide, especially the primary cause – depression – as a highly treatable mental illness.
- Discuss mental health first aid: how to identify mental health issues.
- Discuss mental health first aid: where to go for help.
- Discuss AODA prevention/intervention.

#### So that students will ...

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

### Prevention and Control of Disease

- 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.

#### So that students will ...

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

## Ninth-Twelfth Grade Objectives and Outcomes

### Personal Health - Human Sexuality

- Define abstinence.
- Discuss human sexuality as normal and important to total well-being.
- Discuss the process of responsible decision-making.
- Identify ways to assertively say “no” to pressure and discuss informed mutual consent.
- 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 the development of the human organism from conception through adulthood.
- Explain the role of hormones in the development of secondary sex characteristics.
- Discuss sexual orientation, beyond a binary definition.
- Discuss gender identity, beyond a binary definition.
- Discuss sexual intercourse, including oral and anal intercourse.
- 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.
- Describe the process of conception.
- Identify and discuss causes of infertility in males and females.
- Explain how pregnancy is determined and the factors that promote a healthy pregnancy.
- Identify the major causes of birth defects.
- Discuss miscarriage and why it occurs.
- Explain that a baby’s biological sex is assigned 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 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, social, and health problems associated with teenage pregnancy.
- Identify the roles and responsibilities of teen fathers and teen mothers.
- Discuss the physical and psychological risks associated with sexual activity.

#### So that students will ...

- Practice abstinence and recognize that abstinence from any sexual activity is the only sure method of preventing pregnancy.
- Practice abstinence and recognize that abstinence from any sexual activity is the only sure method of preventing sexually transmitted infections.
- Explain human sexuality as normal and essential to total well-being.
- Have regular checkups to ensure good health.
- Discuss with their parents/guardians/trusted adults contraceptive use and guidelines for sexual behavior.
- Use information about contraceptives to make responsible decisions at the appropriate times.
- Show respect for self and others.

## Ninth-Twelfth Grade Objectives and Outcomes - continued

### Injury Prevention and Safety

- Examine the relationship between sexual assault and violence.
- Describe the difference between 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.
- Explain and discuss the criminal penalties for engaging in sexual activities with a child (a person under the age of 18).
- Explain sex offender restrictions.
- 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.
- Identify safe internet and phone practices.
- Awareness of crisis prevention resources, help lines or 911 to be directed to a help line.
- Discuss bullying.
- Discuss suicide, especially the primary cause – depression – as a highly treatable mental illness.
- 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.
- Wear seat belts in moving vehicles, and bike helmets, sports helmets, etc. for skiing snowboarding, and skate-park activities; ask all family members to do the same.
- Discuss mental health first aid: assess for risk of suicide or harm.
- Discuss mental health first aid: identify resources — where to go for help.
- Discuss AODA prevention/intervention.

#### **So that students will ...**

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

## Ninth-Twelfth Grade Objectives and Outcomes - continued

### 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.
- Discuss the tests used to determine sexually transmitted infections.
- Discuss universal precautions that prevent contact with body fluids

#### So that students will ...

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

## 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)
- Human Rights Campaign — [www.hrc.org/resources/entry/sexual-orientation-and-gender-identity-terminology-and-definitions](http://www.hrc.org/resources/entry/sexual-orientation-and-gender-identity-terminology-and-definitions)

## School District of McFarland Student Opt-Out Form

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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 signature and date

\_\_\_\_\_  
Parent 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.



## **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\*\*](#)