



FOX POINT • BAYSIDE

SCHOOL DISTRICT

A Valuable Education. An Education with Values.

Fox Point-Bayside School District Human Growth and Development Curriculum Guide

Fox Point-Bayside School Board Members

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Fox Point-Bayside School District does not discriminate on the basis of race, color, sex, sexual orientation, age, religion, handicap, or national origin.

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Human Growth and Development focuses on the growth and development of the whole child - physical, social, emotional, and intellectual. Learning expectations for students are based upon the K-12 Partner Schools Human Growth and Development Shared Belief Statements, as well as the Wisconsin State Law and the National Sexuality Education Standards. The intent of this document is to provide the reader with an understanding of both the content and philosophy inherent in this curriculum.



K-12 Partner Schools Human Growth and Development Shared Belief Statements



1. Parents/guardians are the primary teachers of sexuality education, and the best place for discussion to provide the values and preferences of the family is in the home. Sexuality education is a lifelong process that continues to evolve with formal and informal influences.
2. Schools will instruct curriculum in a manner that promotes and supports communication between students and parents/guardians. Sexuality education includes formal public school programs in line with best practice and current research.
3. Every decision has outcomes, some of which can result in undesired consequences. For students to make responsible decisions regarding sexuality, they need accurate information, respect for others, and a framework of values.
4. Abstinence supports physical, emotional, social, and spiritual well-being and is the only completely reliable way to prevent pregnancy and sexually transmitted infections.
5. Sexuality is a natural and healthy part of living.
6. Relationships should be respectful, never coercive or exploitative.
7. Every student has the right to develop their own sense of identity, experience healthy relationships, and feel safe and supported.

Partially adapted from the Wisconsin Department of Public Instruction's Human Growth & Development: A Resource Guide to Assist School Districts in Policy and Program Development and Implementation, 5th Edition, pg. 57

Members of the Human Growth and Development Advisory Committee:

Members	Nicolet	FPBS	MDIH	GDRH
Clergy	Father Jerry Herda		Rabbi Noah Chertkoff	
Healthcare Professional	Susan Rigby	Kim Mangarelli	Alana Hammer	Kimberly Voigt
Residents	Emily Spector	Libby Wick Gary Hollander	Sowmya Desai	Jean Pereles-Strouse
Admin.	Brenda Turner	Jennifer Ganske	Sandy Kelm	Mark Scheiber
Teachers	Laura Mildebrandt	Brian Barry	Jeff Bohacek	Gus Kaufmann
Students	Claire Trattner			Kamille Montgomery
Parents	Suzanne Kirk Carla Kelly	Carla Kelly Tenille Washington	Rachel Fellers Jill Shannon Macek Sonya Donohue	Laura Emir Kelly Steiner Michelle Singleton
Other: School Nurse		Lori Kindred	Lori Kindred	Lori Kindred

Developmental Guidance Mission Statement

The mission of the Fox Point - Bayside School District Guidance Curriculum is to teach students the skills and strategies for healthy and productive self-management of relationships through life. Students will have the ability to advocate for personal, family, and community health as well as to provide the skills for advocacy to assist others' in the utilization of healthy behaviors.

The Fox Point-Bayside School District believes that guidance and counseling are an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge and respect of self and others', and educational development.

Health and Guidance Program Goals

Through Health and Guidance Education, the Fox Point-Bayside School District students will:

- know that total health includes all of a person's physical, intellectual, emotional, and social growth and well being;
- understand that every individual human being is valuable;
- appreciate that health is a right and a responsibility of every individual and the community;
- develop competencies in career/life planning; and
- practice behaviors which promote and maintain physical, emotional, intellectual, and social well

being to make society a healthier place for all.

Human Growth and Development Curriculum Goal:

To understand the wonder of life - that it begins, changes and ends - and to develop an appreciation of every aspect of the continuous life cycle. Students will:

- gain a basic knowledge of human development;
- understand the process for making responsible, informed decisions;
- develop skills to begin and maintain healthy interpersonal relationships; and
- develop positive attitudes toward human sexual development.

Responsibility and Roles in Human Growth and Development

School District Responsibility

The Fox Point-Bayside School District believes that the Human Growth & Development strand of Health and Guidance Curriculum is an essential component to the overall K-8 educational program. The District gives an objective view of sexuality in keeping with scientific information and community values. The District recognizes the significant importance of morals and values and recognizes a wide range of views and attitudes exist related to human sexuality.

The District believes it is crucial that parents, teachers, community, clergy, medical personnel, administration and teachers are involved in developing the scope and sequence of this curriculum and the selection of teaching materials. The Director of Teaching, Learning, and Special Services is responsible for the development, implementation, and monitoring of program quality and effectiveness. An integral component is providing training to teachers based upon clear and consistent district policy and curriculum.

Teachers are responsible for carrying out competent and thorough instruction of the Board approved curriculum. In Kindergarten through Grade 4 the classroom teacher and Guidance Counselor provide the instruction. In Grades 5 through 8, the responsibility is shared between the Guidance Counselor, Physical Education teacher, and subject area teachers.

Both Administration and Teachers Should Be Aware:

- A student may be excused upon written parental consent. Teachers will provide an alternative educational experience during instructional time for this curriculum.
- At no time will a student's or staff member's personal sexual orientation or activity be publicly challenged or criticized in the classroom or elsewhere.

Parents

The District welcomes the participation of parents as the primary educator of their children in the area of sexuality education. It is the parents' responsibility to be the chief teacher(s) of such values. Together the school and family can be supportive of each other in a coordinated and timely manner.

In order to facilitate the role of parents in this curriculum, parents receive a summary of information taught at school, prior to instruction. Parents have the right to review instructional materials used in the Human Growth and Development curriculum.

Parents wishing to have their child excused from the Human Growth & Development curriculum may do so by providing a written request to the principal. Copies of the curriculum are available for public inspection in each Principal's office and the office of the Director of Curriculum and Instruction.

National Sexuality Education Standards (NSES) Topics and Definitions

Anatomy and Physiology: Basic Human Functioning

Puberty and Adolescent Development: Pivotal milestone for every person that has an impact on physical, social, and emotional development

Personal Safety: Need for growing awareness, creation, and maintenance of safe school environments for all students

Healthy Relationships: Guidance to students on navigating relationships; Standards reflect increased use and impact of technology with relationships

Sexually Transmitted Infections and HIV: Content and skills related to understanding and avoiding STIs and HIV

Identity: Fundamental aspects of people's understanding of who they are

Pregnancy and Reproduction: How pregnancy happens and decision making to avoid it

Statements on Sensitive Issues in Human Growth and Development

The following guidelines define what the District will and will not teach regarding sensitive issues in the Human Growth and Development Curriculum. Through the implementation of this curriculum, the District provides an objective view of sexuality in keeping with scientific and social change, linked to community values. The intent of instruction is to educate students about their sexuality. The curriculum is not written to promote or encourage sexual activity.

The District recognizes the importance of family values related to these sensitive issues and strongly encourages families to actively participate in the implementation of this curriculum. Specifically, the representatives of the District teach children to discuss questions that extend beyond the parameters of any of the following issues with their parents or guardians.

The following topics are not intended to be part of the direct instruction and/or curriculum except for the grades listed. These areas are often of concern to students and the district recognizes the sensitivity of these issues. The district will answer student-generated questions regarding these topics with age-appropriate answers in accordance with guidelines contained in this document.

Sexual Contact (any intentional touching, either directly or through clothing, by the use of any body part or object, of a person's intimate parts if that intentional touching is either for the purpose of sexually degrading or humiliating the person or for the purpose of sexual arousal or gratification.)

Direct Instruction: Grades 5-8

The representatives of the School District will teach that:

- abstaining from sexual contact is the only legal option for our students;
- not engaging in sexual contact is appropriate, even if it means an end to a friendship;
- abstinence from sexual contact is the proven, consistent and safest way to prevent the spread of sexually transmitted infections;

The representatives of the School District will not teach:

- that sexual contact between teenagers is acceptable, but will refer the student to family discussion.
- that sexual contact outside of marriage between adults is right or wrong, but will refer the student to family discussion.
- beyond a legal definition, (any intentional touching, either directly or through clothing, by the use of any body part or object, of a person's intimate parts if that intentional touching is either for the purpose of sexually degrading or humiliating the person or for the purpose of sexual arousal or gratification).

Sexual Intercourse (penis penetrating vagina)

Direct Instruction: Grades 5-6

The representatives of the School District will teach that:

- abstaining from sexual activity is the only **legal** option for our students;
- sexual intercourse is an appropriate and important way adults show love and commitment to each other but it carries with it serious responsibilities and consequences (love, commitment, marriage);
- sexual intercourse may lead to procreation;
- sexual intercourse in an adult relationship is normal, not engaging in sexual intercourse is appropriate, even if it means an end to a friendship;
- abstinence from sexual intercourse is the proven, consistent and safest way to prevent the spread of sexually transmitted infections and unwanted pregnancies;

The representatives of the School District will not teach:

- that sexual intercourse between teenagers outside of marriage is acceptable, but will refer the

- student to family discussion.
- that sexual intercourse outside of marriage between adults is right or wrong, but will refer the student to family discussion.
- beyond a clinical definition, (penis penetrating vagina).

Sexual Intercourse (vulvar penetration, as well as oral or anal sexual activity, or any other intrusion, however slight, of any part of a person's body or of any object, into the genital or anal opening either by the person or upon the person's instruction. The emission of semen is not required).

Direct Instruction: Grades 7-8

The representatives of the School District will teach that:

- abstaining from sexual activity is the only **legal** option for our students;
- sexual intercourse is an appropriate and important way adults show love and commitment to each other but it carries with it serious responsibilities and consequences (love, commitment, marriage);
- sexual intercourse may lead to procreation;
- sexual intercourse in an adult relationship is normal, not engaging in sexual intercourse is appropriate, even if it means an end to a friendship;
- abstinence from sexual intercourse is the proven, consistent and safest way to prevent the spread of sexually transmitted diseases and unwanted pregnancies;

The representatives of the School District will not teach:

- that sexual intercourse between teenagers outside of marriage is acceptable, but will refer the student to family discussion.
- that sexual intercourse outside of marriage between adults is right or wrong, but will refer the student to family discussion.
- beyond a legal definition, (vulvar penetration, as well as oral or anal sexual activity, or any other intrusion, however slight, of any part of a person's body or of any object, into the genital or anal opening either by the person or upon the person's instruction. The emission of semen is not required).

Contraception (conscious decision to prevent pregnancy and reduce the risk of spreading STI's):

Direct Instruction: Grade 8

The representatives of the School District will teach that:

- interruption of the sperm/egg union is possible through use of contraceptives;
- various methods of contraception exist - what they are and how they work;
- no method of contraception is 100% effective in preventing all pregnancies or all STI's.

The representatives of the School District will not:

- take a position on the right or wrong of preventing pregnancy and the use of contraceptives, but will refer the student to family discussion.
- demonstrate contraceptive devices with actual products.
- teach beyond a clinical definition, (conscious decision to prevent pregnancy).

Homosexuality (sexual preference toward a member of the same sex):

Direct Instruction: Grade 7 & 8

The representatives of the School District will:

- define sexual orientation;
- dispel gender stereotypes surrounding homosexuality;
- teach respect and tolerance.

The representatives of the School District will not:

- take a position on the right or wrong of homosexual conduct/activity, but will refer the student to family discussion.
- explore what happens between two people of the same sex, but will refer the student to family discussion.
- teach beyond clinical definitions, (sexual preference toward a member of the same sex).

Transgender (people whose gender identity is the opposite of their assigned sex) or (a person's feelings on the inside do not match what their body looks like on the outside)

Direct Instruction: Grade 8

The representatives of the School District will:

- Define transgender
- Dispel stereotypes surrounding transgender people
- Teach respect and tolerance

The representatives of the School District will not:

- Take a position on the right or wrong or wrong of transgender conduct/activities, but will refer the student to family discussion
- Teach beyond the clinical definitions

Masturbation (touching of the genital area to obtain sexual pleasure):

Direct Instruction: Grade 7 & 8

The representatives of the School District will:

- treat the topic of masturbation as a normal part of human sexuality;
- dispel myths that are of typical adolescent concern surrounding masturbation.

The representatives of the School District will not:

- take a position on the right or wrong of masturbation, but will refer the student to family discussion.
- teach beyond a clinical definition, (touching of the genital area to obtain sexual pleasure).

Abortion (a pregnancy which is terminated through artificially methods or natural means) Direct Instruction: Grade 8

The representatives of the school district will:

- teach that abortion terminates a pregnancy through artificially methods or natural means and is a legal option in Wisconsin.

The representatives of the School District will not:

- take a position on the right or wrong of intentional abortion, but will refer the student to family discussion.
- teach beyond a clinical definition, (a pregnancy which is terminated through artificially methods or natural means).

Incest (sexual contact or sexual intercourse with a person you are related to, either by blood or adoption. The relationship extends to anyone closer than a 2nd cousin.):

Direct Instruction: Grade 7 & 8

The representatives of the school district will:

- define incest;
- teach protective behaviors and prevention strategies.

The representatives of the School District will not:

- teach beyond a legal definition, (sexual contact or sexual intercourse with a person you are related to, either by blood or adoption. The relationship extends to anyone closer than a 2nd cousin), but will refer the student to family discussion.

Pornography (any picture, photograph, drawing, sculpture, motion picture film or similar representation or image of a person or portion of the human body that depicts nudity, sexually explicit conduct, sadomasochistic abuse, physical torture or brutality and appeals to prurient, shameful or morbid interests. The material lacks serious literary, artistic, political, scientific or educational value, when taken as a whole).

Direct Instruction: Grade 7 & 8

The representatives of the school district will:

- define pornography;
- teach how to avoid victimization.

The representatives of the School District will not:

- provide examples of pornographic materials, but will refer the student to family discussion.
- teach beyond a legal definition, (*any picture, photograph, drawing, sculpture, motion picture film or similar representation or image of a person or portion of the human body that depicts nudity, sexually explicit conduct, sadomasochistic abuse, physical torture or brutality and appeals to prurient, shameful or morbid interests. The material lacks serious literary, artistic, political, scientific or educational value, when taken as a whole*).

Four Year Old Kindergarten

Human Growth and Development:

Comprehend concepts related to health promotion and disease prevention to enhance health.

Identify positive mental, emotional, social and physical factors influencing health.

Practice protective behaviors
Discuss sexual abuse/assault and how to respond
Identify the difference between good touch and bad touch.
Understand that every person has the right to be safe (Bullying Prevention)
Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so

Describe how family, school, and community environments influence personal health.

Understand that everyone needs to belong
Recognize humans grow individually in different ways
Recognize effort and its effect on skill development
Know that all living things reproduce
Define disability
Identify roles of family members

Describe the basic structure and functions of the human body.

Identify relationship between germs and illness
Identify major body parts and five senses

Activities:

Recognize that they are a member of a family: "Me" Book – draw family

Introduce the concept of blood borne pathogens: As need arises

No Put Down curriculum

Bullying Prevention education

Five Year Old Kindergarten

Human Growth and Development:

Comprehend concepts related to health promotion and disease prevention to enhance health.

Identify positive mental, emotional, social and physical factors influencing health.

Practice protective behaviors
Discuss sexual abuse/assault and how to respond
Identify the difference between good touch and bad touch
Understand that every person has the right to be safe (Bullying Prevention)
Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so

Describe how family, school, and community environments influence personal health.

Understand that everyone needs to belong
Recognize humans grow individually in different ways
Recognize effort and its effect on skill development
Know that all living things reproduce
Identify roles of family members
Describe changing male/female roles in the work world
Digital Citizenship Internet Safety

Describe the basic structure and functions of the human body.

Identify relationship between germs and illness

Activities:

Animal Observation

Demonstrate proper procedures and strategies to use in a bad touch or other uncomfortable situation

Understand that human beings grow and develop inside their mothers'

Describe some of the ways people change as they grow.

Recognize that every person needs to have a feeling of belonging.

Understand that every person deserves respect and courtesy because every person is special and unique.

No Put Down Curriculum

Bullying Prevention education

Grade One**Human Growth and Development****Comprehend concepts related to health promotion and disease prevention to enhance health.**

Identify positive mental, emotional, social and physical factors influencing health.

Practice protective behaviors
Discuss sexual abuse/assault and how to respond
Identify the difference between good touch and bad touch
Understand that every person has the right to be safe (Bullying Prevention)
Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so

Describe how family, school, and community environments influence personal health.

Understand that everyone needs to belong
Recognize humans grow individually in different ways
Recognize effort and its effect on skill development
Know that all living things reproduce
Identify roles of family members
Digital Citizenship Internet Safety

Describe the basic structure and functions of the human body.

Identify relationship between germs and illness
Identify major body parts and five senses

Activities:

Describe different friendships and how to manage conflict with family/friends

Understand people grow individually in different ways physically, emotionally, intellectually, socially and culturally

Social Studies lesson #1: Social contract

No Put Down lesson: Plant vs. human

Science lesson #2: Family, eggs, plants

Understand that human beings grow and develop inside a mother

Explain germs, how the body fights germs, how germs spread: classroom routines

Explain what germs are, how the body fights them and how they're spread

Identify body parts: head, shoulders, neck, arms, elbow, wrist, fingers, etc.

Bullying prevention Education

Grade Two**Human Growth and Development****Comprehend concepts related to health promotion and disease prevention to enhance health.**

Identify positive mental, emotional, social and physical factors influencing health.

Practice protective behaviors	G
Discuss sexual abuse/assault and how to respond	G
Identify the difference between good touch and bad touch	G
Understand that every person has the right to be safe (Bullying Prevention)	HG

Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so	HG
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Describe how family, school, and community environments influence personal health.

Understand that everyone needs to belong	HG
Recognize humans grow individually in different ways	HG
Recognize effort and its effect on skill development	H
Define disability	SS
Describe changing male/female roles in the work world	G
Digital Citizenship Internet Safety	G

Activities:

- Social Studies – people in our community
- Communication – where we fit into the world and our community
- Recognize and value caring adults who are significant in one’s life
- Understand that each person has ability to think, learn and solve problems in her/his own way
- Practice coping with feelings of rejection, anger, jealousy, teasing
- No Put Down Curriculum
- Bullying prevention Education

Grade Three

Human Growth and Development

Comprehend concepts related to health promotion and disease prevention to enhance health.

Describe the relationship between healthy behaviors and personal health.

Practice protective behaviors
Know behaviors that are safe or harmful to self
Discuss sexual abuse/assault and how to respond
Identify emotional, physical, sexual abuse
Discuss sexual harassment and how to respond
Understand that every person has the right to be safe (Bullying Prevention)
Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so

Identify examples of emotional, intellectual, physical, and social health during childhood.

Understand that everyone needs to belong
Recognize humans grow individually in different ways
Recognize effort and its effect on skill development
Discuss sexual stereotypes
Describe changing male/female roles in the work world
Digital Citizenship Internet Safety

Identify common health problems of children that should be detected and treated early.

Discuss the importance of the prevention/control of communicable diseases

Describe the basic structure and functions of the human body systems.

Describe the body’s immune system
Identify relationship between germs and illness

Activities:

- Describe different family job roles outside and inside of home
- Identify different types of abuse - sexual, physical, mental
- Identify appropriate responses to take when/if you think you were abused, during abuse (screaming to get away, just say no, running away)
- Define bullying and how to respond to it
- Demonstrate examples of good personal safety choices

Describe the way germs and viruses are spread
 Introduce the concept of T-cells and antibodies as a source of protection for the body
 Recognize and accept individual differences, including personal handicapping conditions
 Describe the way germs and viruses are spread
 Understand concept of T-cells and antibodies as a source of protection for the body
 Realize that emotions are normal and individuals respond to emotions in their own unique way
 No Put Down Curriculum
 Bullying Prevention Education

Grade Four

Human Growth and Development

Comprehend concepts related to health promotion and disease prevention to enhance health.

Describe the relationship between healthy behaviors and personal health.

Practice protective behaviors
Know behaviors that are safe or harmful to self
Discuss sexual abuse/assault and how to respond
Discuss sexual harassment and how to respond
Identify emotional, physical, sexual abuse
Understand that every person has the right to be safe (Bullying Prevention)
Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so

Identify examples of emotional, intellectual, physical, and social health during childhood.

Understand that everyone needs to belong
Recognize humans grow individually in different ways
Recognize effort and its effect on skill development
Identify the physical & emotional changes which occur with puberty
Identify male/female anatomy
Using anatomically correct language for sensitive body parts
Define menstruation
Discuss sexual stereotypes
Describe changing male/female roles in the work world
Digital Citizenship Internet Safety

Identify common health problems of children that should be detected and treated early.

Distinguish between infectious and noninfectious disease
Know that the rate of puberty varies
Discuss the importance of the prevention/control of communicable diseases

Describe the basic structure and functions of the human body systems.

Describe the body's immune system
Identify relationship between germs and illness

Activities:

Realize emotions are normal and each individual responds to emotions in their own unique way.
 Realize that learning to get along with others' is a process unique to each individual.
 - emotions are normal and each individual responds to emotions in their own unique way.
 - social involvement is a learning process unique to each individual.
 - you are affected by and affect the people with whom you associate.
 - we choose our response to emotions.
 Introduce puberty and basic body changes. (Topics taught in sex-segregated classes.)
 Identify and explain the main function of the endocrine body systems .
 Define good touch/bad touch and appropriate responses.
 Define sexual harassment and how to respond to it.
 Define communicable disease and the difference between communicable and genetic diseases.

Explain how HIV/AIDS destroys the immune system.
 Accept that each individual has a unique rate of growth and development.
 Identify the importance of immunizations and vaccines.
 Discuss the importance of the prevention/control of communicable diseases.
 Discuss No Put Down lessons.

Resources:

My Changing Body (Pages 1, 12, 13-15, 24-27, 41, 44, 45, 47-50)
 The Educational Aspects of Human Sexuality (Pages 356-361)
 The Human Body (Pages 52-54)
 Glow Germ Book
 Disease Transparencies
 No Put Down curriculum
 Bullying Prevention: Bullying lesson materials
 "Always Changing", About You. 5th Grade Puberty Education Program. Proctor & Gamble, 2003.
www.pgschoolprograms.com

Videos:

- The Immune System: Our Internal Defender, Marsh Media, 2008
- Bloodborne Pathogens & Other Traveling Germs, Marsh Media, 2008
- Everything You Wanted to Know About Puberty for Boys, Disney Educational Production, 1993.
- Everything You Wanted to Know About Puberty for Girls, Disney Educational Production, 1993.

Grade Five

Human Growth and Development

Comprehend concepts related to health promotion and disease prevention to enhance health.

Describe the relationship between healthy behaviors and personal health.

Practice protective behaviors
Understand that every person has the right to be safe (Bullying Prevention)
Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so
Know behaviors that are safe or harmful to self
Discuss sexual abuse/assault and how to respond
Discuss sexual harassment and how to respond
Identify emotional, physical, sexual abuse

Identify examples of emotional, intellectual, physical, and social health during childhood.

Understand that everyone needs to belong
Recognize humans grow individually in different ways
Recognize effort and its effect on skill development
Identify the physical & emotional changes which occur with puberty
Identify male/female anatomy
Using anatomically correct language for sensitive body parts
Define menstruation
Define conception
Describe changing male/female roles in the work world
Digital Citizenship Internet Safety
Define Sexual Intercourse (when the penis enters the vagina)

Identify common health problems of children that should be detected and treated early.

Know that the rate of puberty varies
Discuss the socio-cultural aspects of HIV/ AIDS
Discuss the importance of the prevention/control of communicable diseases

Describe the basic structure and functions of the human body systems.

Describe the body's immune system

Activities:

Understand the human reproductive system (sex-segregated classes)

- male/female anatomy and physiology, everyone has own developmental time
- menstruation
- introduce concept of fertilization (intercourse)
- define intercourse as when the penis enters the vagina

Identify and discuss changes that are and will continue to take place through puberty

- physical (grooming and personal hygiene);- social; - emotional

Investigate functions of the nervous, muscular, skeletal, and endocrine systems and identify major organs in each of these systems.

Understand the muscular/nervous/skeletal/skin body systems

Define sexual harassment and how to respond to it

Discuss online safety rules and precautions

Define legal definition of sexual contact

State a basic understanding of bacteria, virus and HIV/AIDS and the impact of HIV/AIDS on immune system and the body's ability to fight disease

Discuss ways to show compassion for a person with HIV/AIDS

(We discussed taking HIV/AIDS out of 5th grade and adding it to the 6th grade curriculum. We currently do not have direct instruction on HIV/Aids in 5th grade. By moving HIV/AIDS to 6th grade, this would give us two days of instruction in 5th grade (currently 3 days) and two days of instruction in 6th grade (currently 1 day)

Resources:

Videos:

- The New Improved Me: Understanding Body Changes (25 minutes)
- What's in the News? (HIV/AIDS) - will be moved to 6th grade

Read "My Changing Body" – p. 5 in packet

Overheads:

- Stages of Adolescence
- Female Anatomy (p. 7 in packet)
- Male Anatomy (p. 13 in packet)
- Ovulation (p. 9 in packet)
- Menstruation (p. 11)
- Pathway of Sperm (p. 16)
- Fertilization (p. 23)
- Pathway of Fertilized Egg (p. 24)

Grade Six**Human Growth and Development**

Comprehend concepts related to health promotion and disease prevention to enhance health.

Analyze how environments and personal health are interrelated.

Understand that the body changes through life
Practice protective behaviors
Discuss sexual abuse/assault and how to respond
Discuss sexual harassment and how to respond
Understand that every person has the right to be safe (Bullying Prevention)
Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so

Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Identify the physical & emotional changes which occur with puberty
Identify male/female anatomy using anatomically correct language for sensitive body parts
Define menstruation
Define conception

Discuss boy/girl relationships
Define Sexual Intercourse (when the penis enters the vagina)
Discuss sexual stereotypes
Describe changing male/female roles in the work world
Digital Citizenship Internet Safety

Describe ways to enhance health and reduce risks during adolescence.

Recognize effort and its effect on skill development
Discuss the importance of the prevention/control of communicable diseases
Discuss protective behaviors
Know behaviors that are safe or harmful to self
Discuss the socio-cultural aspects of HIV/ AIDS

Describe how lifestyle, family history, peers and other risk factors are related to the cause or prevention of disease and other health problems.

Understand that everyone needs to belong
Recognize humans grow individually in different ways
Know that the rate of puberty varies

Explain the relationship between positive health behaviors and the prevention of injury, illness, and disease.

Describe the body's immune system
Identify relationship between germs and illness
Discuss importance of abstinence

Activities:

- Discuss the necessity (legal and health-wise) of abstinence
- Identify and discuss changes that are and will continue to take place through puberty (physical: grooming and personal hygiene; social; and emotional)
- Understand the human reproductive system (growth and development of reproductive systems)
- Understand physical and sexual harassment - what is it and how to deal with it
- Define the legal definition of sexual contact
- Explain how HIV/AIDS is transmitted (sexual intercourse/sharing of needle/blood-to-blood/ to baby from infected mother)
- Define how AIDS attacks the immune system
- Define sexual harassment
- Define sexual intercourse
- Discuss ways to handle harassment issues
- Identify emotional, physical, and sexual abuse
- Identify rules for internet safety
- Recognize healthy and unhealthy relationships

Videos:

- What's in the News? HIV/AIDS
- The Latest about HIV and AIDS: What Every Student Still Needs to Know (Human Relations Media)
- Human Reproduction and Childbirth (Human Relations Media)

Grade Seven

Human Growth and Development

Comprehend concepts related to health promotion and disease prevention to enhance health.

Analyze how environments and personal health are interrelated.

Understand that the body changes through life
Practice protective behaviors
Discuss sexual abuse/assault and how to respond
Discuss sexual harassment and how to respond
Understand that every person has the right to be safe (Bullying Prevention)

Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so

Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Define chronic illness and define acute illness

Identify the physical & emotional changes which occur with puberty

Know the similarities/differences between male and female sexuality

Identify male/female anatomy using anatomically correct language for sensitive body parts

Define menstruation

Define conception

Discuss male responsibility

Discuss boy/girl relationships

Discuss sexual stereotypes

Describe changing male/female roles in the work world

Digital Citizenship Internet Safety

Expand the definition of sexual contact and sexual intercourse

Describe ways to enhance health and reduce risks during adolescence.

Recognize effort and its effect on skill development

Discuss the importance of immunizations

Discuss the importance of the prevention/control of communicable diseases

Discuss protective behaviors

Know behaviors that are safe or harmful to self

Discuss the socio-cultural aspects of HIV/AIDS

Discuss the issues and concerns related to STI's

Discuss the issues and concerns related to teenage pregnancy

Identify emotional, physical, sexual abuse

Describe how lifestyle, family history, peers and other risk factors are related to the cause or prevention of disease and other health problems.

Understand that everyone needs to belong

Recognize humans grow individually in different ways

Know that the rate of puberty varies

Explain the relationship between positive health behaviors and the prevention of injury, illness, and disease.

Describe the body's immune system

Identify relationship between germs and illness

Discuss importance of abstinence

Activities:

Demonstrate skills in dealing with peer pressures and boy/girl relationships

- identify the consequences of becoming sexually active
- understand the need for love and affection
- differentiate between love and infatuation
- compare female and male characteristics and discuss differences

Review the human reproductive system

- growth and development of the reproductive system influences secondary sex characteristics
- define legal definition of sexual contact
- understand a more detailed and explicit definition of sexual intercourse

Define incest and how to avoid it

Identify and define risky behaviors that cause STI'S and where to get help

Identify dangers of viral transmission (HPV, MRSA) through sharing of personal items

Define pornography using legal definition and how to avoid it (See Sensitive Issues, p. 15)

Define date rape and prevention strategies

Understand the laws covering physical and sexual abuse as well as sexual assault

Review how you can and cannot get HIV/AIDS

Identify the symptoms of HIV/AIDS

Use broader definition of sexual intercourse and sexual contact
 Identify relationship between germs and disease.
 Discuss dangers and consequences of “cutting” behaviors.
 Define oral/anal sexual activities and potential consequences.
 Recognize healthy/unhealthy relationships.
 Discuss internet safety rules and precautions.

Resources:

Living Smart
 Values and Choices
 Sex Education
 Video:

Values and Choice
 The Latest about HIV and AIDS: What Every Student Still Needs to Know (Human Relations Media)
 Human Reproduction and Childbirth (Human Relations Media)
 Science Unit: Genetics and Heredity, Prentice Hall.

Grade Eight

Human Growth and Development

Comprehend concepts related to health promotion and disease prevention to enhance health.

Analyze how environments and personal health are interrelated.

Understand that the body changes through life
Understand processes of pre-natal development & birth
Practice protective behaviors
Identify sex-related roles seen in families
Discuss sexual abuse/assault and how to respond
Discuss sexual harassment and how to respond
Understand that every person has the right to be safe (Bullying Prevention)
Discuss universal precautions to take when a friend hurts her/himself and why it is important to do so

Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Identify the physical & emotional changes which occur with puberty
Know the similarities/differences between male and female sexuality
Identify male/female anatomy using anatomically correct language for sensitive body parts
Define menstruation
Define conception
Discuss male responsibility
Discuss boy/girl relationships
Discuss sexual stereotypes
Digital Citizenship Internet Safety

Discuss different family structures and tolerance
 Discuss transgender issues and tolerance
 Define sexual intercourse and sexual contact
 Discuss genetics in relationship to dominant and recessive traits

Describe ways to enhance health and reduce risks during adolescence.

Recognize effort and its effect on skill development
Discuss the importance of the prevention/control of communicable diseases
Discuss protective behaviors
Know behaviors that are safe or harmful to self
Discuss the socio-cultural aspects of HIV/AIDS
Discuss the issues and concerns related to STI's
Discuss the issues and concerns related to teenage pregnancy

Identify emotional, physical, sexual abuse

Understand the Immune system and the effects of HIV

Describe how lifestyle, family history, peers and other risk factors are related to the cause or prevention of disease and other health problems.

Understand that everyone needs to belong

Recognize humans grow individually in different ways

Know that the rate of puberty varies

Understand processes of pre-natal development & birth

Explain the relationship between positive health behaviors and the prevention of injury, illness, and disease.

Discuss importance of abstinence

Activities:

Define and understand gender prejudice and stereotyping

Identify the appropriateness of abstinence and consequences inherent in becoming sexually active

- need for love and affection
- maturity; taking responsibility
- handling peer pressure

Identify and define risky behaviors that cause STI's and where to get help

Identify dangers of viral transmission (HPV, MRSA) through sharing of personal items

Define sexual contact

Define sexual intercourse

Define transgender

Participate in genetics lab.

Understand a more detailed and explicit definition of sexual intercourse

Discuss dating violence and prevention strategies

Discuss how drugs and alcohol can impair your judgment toward sexual activity

Discuss laws covering physical and sexual abuse as well as sexual assault

Identify the different stages in fetal development

Understand the importance of prenatal medical care, proper nutrition, exercise, sleep

Understand the effects of smoking, crack, cocaine, and alcohol on the fetus
(birth defects or spontaneous abortion can occur)

Explain the stages of HIV/AIDS

Discuss the effects of HIV/AIDS on pregnancy and birth

Discuss dangers and consequences of "cutting" behaviors

Discuss the idea of sexual harassment in the work-force and ways to handle the problem.

Define sexting and its implications/consequences.

Discuss internet safety rules and precautions.

Resources:

Values and Choices: Lesson 9, 11, and 13

Video: Values and Choices

Into Adolescence: Learning about Reproduction and Birth, Lessons 1-6

Substance Abuse Prevention Activities: Pages 91, 92, 136, 137.

Into Adolescence: Learning About AIDS- Pgs. 163-167

Sex Education- Pgs. 61-63, 52

Videos:

The Latest about HIV and AIDS: What Every Student Still Needs to Know (Human Relations Media)

Human Reproduction and Childbirth (Human Relations Media)

Confronting Sexual Harassment in Schools: What Every Student Needs to Know (Human Relations Media - (This is also a video that we use for tolerance/identity as it discusses harassment in regards to homosexuality)

Coping with Dating Violence and Abuse (Human Relations Video)

Understanding and Preventing Sexual Violence (Human Relations Video)

Suggested Medically Accurate Resources
for Parents/Guardians and Students

The following information has been compiled in an effort to provide medically accurate resources and is not meant to be a substitute for human growth and development instruction in the home and/or at school. This list was compiled by the Human Growth and Development Curriculum Committee (2015-16 school year) and is intended to supplement the established curriculum. The Nicolet, Fox Point-Bayside, Glendale-River Hills and Maple Dale-Indian Hill districts have reviewed these resources, but the appearance on this list is not necessarily an endorsement from the districts. This list is not intended to be comprehensive, and the districts will continue to add resources. We welcome any recommendations from families.

Suggested Medically Accurate Resources