

# Beaver Dam Unified School District

Office of Teaching & Learning

## Human Growth & Development *Curriculum Guide*

Approved by the Board of Education:  
6/12/23



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## **Introduction**

### **Human Growth & Development Curriculum Defined**

Human Growth & Development curriculum is specific to focused instruction on sexuality and sexuality education. This can include developmentally appropriate discussion of human development, relationships, personal skills, sexual behavior, sexual health, and the influences of society and culture.

Some topics overlap with more general instruction on social skills, character education, health education, and/or science. However, Human Growth & Development is specific to education on human sexuality. As an example, reproduction is taught in Science. However, this is not direct instruction on one's sexuality that would be taught as a part of Human Growth & Development.

Sexuality (Cambridge Dictionary): A) Someone's ability to experience or express sexual feelings; B) Attitudes and activities relating to sex.

### **Human Growth & Development Purpose**

The Beaver Dam Unified School District's Human Growth & Development Curriculum exists to foster student understanding of sexuality and reproduction in order to promote life-long personal health and decision-making that supports long-term goals.

### **Human Growth & Development Committee**

A committee was established and met during the 2022-2023 school year to recommend topics and learning targets for inclusion in the Human Growth & Development curriculum. In addition, the committee recommended grade levels/courses for the instruction of each topic. The final Human Growth & Development curriculum was a result of recommendations by the committee and affirmations or revisions by the BDUSD Board of Education.

The Human Growth & Development Committee was formed and conducted in a manner consistent with Wisconsin State Statute and Board of Education Policy for Human Growth & Development.

#### Human Growth & Development Committee Members (2022-2023)

Rob Meyer; Kristin Chitko; Sarah Bindl; Jamie Deering; Kristina Junk; Marisa Solis; Benjamin Pintar; Rev. Eric Taylor; Jamie Baldus; Heidi Mehan; Sarah Cournoyer; Tracy Propst

BDUSD greatly appreciates the community participation from these members and thanks them for their service.

## Human Growth & Development Courses

Human Growth & Development curriculum will be delivered in the following grade levels and courses:

- 4th Grade Human Growth & Development (Gr 4): Instruction planned and delivered by BDUSD Nursing Staff.
    - This will be 1-3 lessons
  - 5th Grade Human Growth & Development (Gr 5): Instruction planned and delivered by BDUSD Nursing Staff.
    - This will be 1-3 lessons
  - 6th Grade Health (Gr 6): Instruction planned and delivered by BDUSD Health Teacher. Authorized guests may also deliver content.
    - This will be embedded in the 6th Grade Health Course
  - 7th Grade Human Growth & Development (Gr 7): Instruction planned by BDUSD Nursing staff; delivered by BDUSD Nursing staff, authorized guests, and/or Science Teacher
    - This will be 1-2 lessons in the 7th Grade Science Course
  - 8th Grade Human Growth & Development (Gr 8): Instruction planned by BDUSD Nursing staff; delivered by BDUSD Nursing staff, authorized guests, and/or Science Teacher
    - This will be 1-2 lessons in the 8th Grade Science Course
  - 9th Grade Health (Gr 9): Instruction planned and delivered by BDUSD Health Teacher. Authorized guests may also deliver content.
    - This will be embedded in the 9th Grade Health Course
- *Authorized guests may include, but is not specifically limited to, health care professionals, community services personnel, and law enforcement personnel.*
- For each topic and target presented in the context of sexuality (Someone's ability to experience or express sexual feelings; Attitudes and activities relating to sex), caregivers will receive notification and have the ability to opt the student out of the learning experience without penalty.
- Instructors, especially where there may be sensitivity or separate instruction needed, may separate students on the basis of gender.

## Human Growth & Development Curriculum Topics

HGD Subject (Statute Language)	Learning Targets	Course/Grade Level Addressed					
		Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
1. The importance of communication about sexuality between the pupil and the pupil's parents or guardians.	1a. Students will be able to name benefits of having open conversations about sexual feelings or attitudes about sex with caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1b. Students will be able to name benefits of sharing information on feelings they may have in regards to gender and sexuality with their caregivers.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation.	2a. Students will be able to explain the male and female reproductive system.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2b. Students will be able to explain the physical/biological changes to male and female bodies in maturation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2c. Students will be able to explain the emotional changes that accompany maturation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2d. Students will understand definitions of sex (Including: male, female) and definitions of gender (Including, but not limited to, boy/man, girl/woman, gender binary, gender nonbinary, transgender).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Grade 5-6: Differences acknowledged. Grade 9: Explicit definitions taught.						
2e. Students will understand the definition of sexual orientation including, but not limited to, heterosexual, bisexual, homosexual, pansexual, and asexual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent.	3a. Students will be able to name the benefits of abstaining from sexual activity including the only reliable way to prevent pregnancy and STIs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	3b. Students will be able to name strategies to support their abstinence, including ways to withstand peer pressure or pressure from a relationship partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.	4. In order to promote long-term sexual health: 4a. Students will understand how to set short and long-term goals for life.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	4. In order to promote long-term sexual health: 4b. Students will understand the consequences of decisions in the area of sexual activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

		Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
	4. In order to promote long-term sexual health: 4c. Students will understand how to navigate stress that may be related to their decisions, including how to receive assistance and guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	4. In order to promote long-term sexual health: 4d. Students will understand the consequences of sharing personal or pornographic images or material and how to address this appropriately if it should arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. How alcohol and drug use affect responsible decision making.	5a. Students will be able to name the negative impacts of alcohol and drug use including impaired decision-making. Specifically, impaired decision making regarding sexual activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality.	6a. Students will understand how external factors, including peers, media, social media, can influence personal thoughts and decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	6b. Students will understand strategies to not allow peers, media, and social media to negatively influence personal thoughts and decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. Adoption resources, prenatal care, and postnatal supports.	7a. Students will understand general prenatal and postnatal care needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	7b. Students will understand postnatal support available to caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	7c. Students will understand the general adoption process and how to contact those resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. The nature and treatment of sexually transmitted infections.	8a. Students will be able to identify various STI's, how they are transmitted, how they are treated, and how they can be prevented. This includes abstinence and protection used in sexual activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships.	9a. Students will be able to define what a positive and healthy relationship means to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	9b. Students will understand self-esteem and strategies to maintain a positive self-esteem.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	9c. Students will understand what a healthy relationship is between caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

		Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
10. Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.	10a. Students will be able to describe how they can seek support when they need it (including counseling, medical support, legal support). This especially pertains to reproductive health needs, addressing sexual abuse, and escaping violent relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	10b. Students will be able to understand what a healthy relationship is with their doctor and how to receive medical care when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Present information about avoiding stereotyping and bullying, including how to refrain from making inappropriate remarks, avoiding engaging in inappropriate physical or sexual behaviors, and how to recognize, rebuff, and report any unwanted or inappropriate remarks or physical or sexual behaviors.	11a. Students will understand how to avoid perpetuating stereotypes and bullying in regards to gender, sex, and sexual orientation. This includes understanding the negative impacts of stereotypes and negative comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	11b. Students will understand strategies to support peers who may be made fun of and/or bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	11c. Students will understand strategies to stand up to peer pressure to avoid engaging in inappropriate physical or sexual behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	11d. Students will be able to recognize, rebuff, and report inappropriate verbal or physical advances or other such behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	11e. Students will understand how to report sexual harassment and assault.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12. Presents abstinence from sexual activity as the preferred choice of behavior for unmarried pupils.	12a. Students will understand that abstinence is the only method to prevent transmission of STI's and to prevent pregnancy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	12b. Students will understand various forms of birth control with the understanding that abstinence is the only proven method to prevent STIs and pregnancy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Grade 6: Instruction will only include that there are forms of Birth Control and students should talk to families about this topic.					
13. Emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome.	13a. Students will understand that abstinence is the only reliable way to prevent pregnancy and STIs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

		Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
14. Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children.	14a. Students will understand the responsibilities of parents from conception through a child's independence age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	14b. Students will understand the economics of parenthood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Explains pregnancy, prenatal development, and childbirth.	15a. Students will understand the male and female reproductive system.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15b. Students will understand child development from conception through infancy. This includes parent and child health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	15c. Students will demonstrate an understanding of the responsibilities and demands related to parenting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. Explains the criminal penalties under ch. 948 for engaging in sexual activities involving a child.	16a. Students will demonstrate understanding of criminal penalties in Wisconsin for engaging in sexual activities involving a child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17. Explains the sex offender registration requirements under s. 301.45. Instruction under this paragraph shall include who is required to report under s. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under s. 301.45.	17a. Students will understand sex offender registration requirements including who is required to report, what must be reported, who has access to information reported, and the implications of being registered under Wisconsin law.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18. Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.	18a. Students will understand the definitions of, impacts of, treatment of, and preventative measures for human papilloma virus (HPV), human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS), and other STI's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. Explains the process under s. 48.195 under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member.	19a. Students will demonstrate that they understand how a parent may relinquish custody of a child according to Wisconsin law, including the specific resources that are available in the Dodge County area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



## **Instructional Materials**

Instructional materials used for Human Growth & Development Curriculum will generally be authorized for use by the Beaver Dam Unified School District. As with any curriculum, teachers may utilize valid supplemental materials to support instructional goals. Any supplemental materials must be clearly aligned to the learning objectives.

Caregivers may request to review materials utilized for instruction of Human Growth & Development. This request can be made by contacting the course instructor and/or school principal.

## **Notifications & Guardian Opt Out**

### Notification & Guardian Opt Out Procedure

- Guardians of students in grades 4 through 9 will receive a letter in advance of instruction of Human Growth & Development Curriculum. This letter will be prepared and distributed by the person identified to plan and deliver instruction. This is likely to be Nursing staff or a Health Teacher.
  - The letter is to be distributed, via email and/or the school's normal messaging system, at least seven calendar days prior to instruction.
  - The letter will include a general description of Human Growth and Development instruction, the topics that will be addressed, the process for a review of instructional materials, and the process for a guardian to opt their student(s) out of the instructional program.
  - The letter will include information on how to locate the Human Growth and Development Guidebook for a more comprehensive explanation.
- Guardians deciding to opt their student out of the instruction may do so using any of the the following methods:
  - Returning an opt out form to the school office.
  - Communicating the decision to opt out via email to the instructor who distributed the letter.
  - Communicating the decision to opt out via phone call or voice mail to the instructor who distributed the letter.

NOTE: In order to reduce any confusion and address any missed communication, the instructor will confirm the receipt of the opt out with the guardian. If the guardian does not receive this confirmation, please feel free to contact the school office or the instructor to ensure the original opt out was received.

### Excerpt from BDUSD Board of Education Policy PO2414

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that in the event a student is excused, that student will still receive instruction under Wis. Stat. 118.01(2)(d)2c, Wis. Stats. unless exempted and under Wis. Stat. 118.01(2)(d)8, Wis. Stats.

## Appendix A: Notification of Human Growth & Development Lesson (Template)

PLACE ON SCHOOL LETTERHEAD

Dear Guardian,

As a part of our educational programming, the Beaver Dam Unified School District offers instruction in Human Growth and Development. This is authorized by state statute and is encouraged to support student understanding of this subject. You are receiving this letter as your student has an upcoming opportunity to participate in this instruction. Please read on for more information in regards to the curriculum and how to opt out should you decide that is best for your student.

Human Growth & Development curriculum is specific to focused instruction on sexuality and sexuality education. This can include developmentally appropriate discussion of human development, relationships, personal skills, sexual behavior, sexual health, and the influences of society and culture. Specifically, the topics to be addressed in upcoming lessons are:

- LIST TOPICS

These topics will be taught (Provide time & duration; example: on March 15th and 16th in 6th Grade Health)

If you do not wish for your student to participate in these lessons, please complete the attached opt out form, email me, and/or call me. You may use my contact information below. I will confirm the receipt of any opt out request. If you do not receive confirmation, please reach out again or get in touch with the school office to ensure receipt of the original request.

If you would like to review the instructional materials I will use for the lessons, please contact me and I will be happy to set up a time where you can review. In addition, you can view our Human Growth & Development Guidebook on our website under Student & Families > District Programs.

Sincerely,  
INSTRUCTOR  
INSTRUCTOR EMAIL  
INSTRUCTOR PHONE

**Appendix B: Parent Opt Out Form**

**Beaver Dam Unified School District**  
Human Growth & Development Curriculum  
*Opt Out Form*

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

Student Grade: \_\_\_\_\_

Student School: \_\_\_\_\_

I have received notification of the opportunity for my student to participate in the Human Growth and Development Curriculum. I have opted for my student to not participate in this instruction. I understand that my student will be provided alternative learning opportunities during the time of Human Growth & Development instruction. I also acknowledge that I am the legal guardian authorized to make these decisions on behalf of my student.

Guardian Name (Printed): \_\_\_\_\_

Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please return this form to the school office.*

## **Appendix C: Guidelines For Responding To Student Questions**

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

Staff and outside resource persons follow guidelines for answering questions on the sensitive topics of abortion, contraception, intercourse, masturbation, and sexual orientation. Even though specific objectives are not taught 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. All questions will be answered age appropriately.

#### **Guidelines for responding to questions about intercourse**

- Give a definition of the term. (Penis entering vagina.)
- Explain that abstinence from sexual intercourse is the expected norm for students.
- Explain that Wisconsin law considers sexual contact with a person under the age of 16 to be a felony.
- Explain that sexual intercourse with a person 16 or 17 years old is considered a misdemeanor.
- Explain that the decision whether or not to be sexually active is an adult one to be made when an individual is fully cognizant of the social, emotional, financial, legal, and physical consequences of the decision.
- Help students understand that attitudes toward intercourse may be a strong part of family values and beliefs and opinions often vary. Students will be encouraged to talk to their parents/guardians and/or another trusted adult in order to help them develop their own values and beliefs about intercourse.

#### **Guidelines for responding to questions about masturbation**

- Give a definition of the term. (Touching of the genital area to obtain sexual pleasure.)
- Explain that some people masturbate; some people do not.
- Help students understand that attitudes toward masturbation may be a strong part of family values and beliefs and opinions often vary. Students will be encouraged to talk to parents/guardians and/or another trusted adult in order to help them develop their own values and beliefs about masturbation.

#### **Guidelines for responding to questions about sexual orientation/homosexuality**

- Give a definition of the term. (Sexual preference by an adult toward a member of the same sex.)
- 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 from their own gender. This does not identify a person's sexual orientation.
- Explain that you cannot tell a person's sexual orientation by his/her appearance or any other external indicators.
- Explain it is not right to judge another person, use derogatory language, hate, or become violent toward an individual because he or she is not like them.
- Help students understand that attitudes toward sexual orientation may be a strong part of family values and beliefs, and opinions often vary. Students will be encouraged to talk to parents/guardians and/or another trusted adult in order to help them develop their own values and beliefs about sexual orientation.

## Appendix D: Curricular Resources

Grade Level:	Instructional Resources:
Grade 4	<ul style="list-style-type: none"> <li>● <i>Meet the New You For Girls</i> (DVD; Marsh Media)</li> <li>● <i>Meet the New You For Boys</i> (DVD; Marsh Media)</li> <li>● Instructional materials prepared by nursing staff</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>● <i>Always Changing &amp; Growing</i> (Coed Video)</li> <li>● Instructional materials prepared by nursing staff</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>● <i>Teen Health by Glencoe</i> (Textbook)</li> <li>● <i>Always Changing &amp; Growing Up</i> (Video)</li> <li>● <i>My Sexual Health: My Future</i> (Middle School Curriculum)</li> <li>● Instructional materials prepared by Health teacher, nursing staff, and School Resource Officer</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>● <i>My Sexual Health: My Future</i> (Middle School Curriculum)</li> <li>● Associated instructional materials prepared by Health teacher, nursing staff, and School Resource Officer</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>● <i>Teen Health - Human Relationships &amp; Sexuality by Glencoe</i> (Textbook)</li> <li>● <i>My Sexual Health: My Future</i> (Middle School Curriculum)</li> <li>● Instructional materials prepared by Health teacher, nursing staff, and School Resource Officer</li> </ul>
Grade 9	<ul style="list-style-type: none"> <li>● <i>My Sexual Health: My Future</i> (High School Curriculum)</li> <li>● Instructional materials prepared by Health teacher, nursing staff, and School Resource Officer</li> </ul>

*Resources may be modified and updated based on curriculum reviews.*