



EDGERTON
SCHOOL DISTRICT

LEARN TODAY.

LEAD TOMORROW.

K-12 Human Growth and Development
Curriculum

May 2020

Mission Statement

- Human growth and development exists as one aspect of the District's health curriculum. It assists students in developing a positive self-concept or identity, developing personal health practices, understanding growth and sexuality, and recognizing the legal, medical and psychological reasons for a commitment to abstinence. This curriculum also assists students in developing strategies for responsible decision-making. Students will further their understanding of the importance of personal values formed in connection with their family values.

A Partnership with Parent(s)/Guardian(s)

The instruction of students in Human Growth and Development topics is a partnership. The school's role is to teach human growth and development; the parent/guardian's role is to share, explain and infuse family values. The school's role is also to facilitate communication between parent/guardian and student, and between parents/guardians and the school.

- The Edgerton School Board is required to review this curriculum on a regular basis. It is on the curriculum review cycle to be reviewed every five years.
- Annually parents/guardians shall receive an outline of the HGD curriculum used at their student's grade level, and information regarding how the parent/guardian may view the complete curriculum. All instructional materials shall be made available upon request.
- Parents/Guardians may exempt their student from all or part of the HGD curriculum as a part of the school registration process or by submitting a written request to the school principal. If a student is exempted, they will still receive instruction in the subjects under s. 118.01(2)(d)2.c, unless exempted, and s. 118.01(2)(d)8. Parents/Guardians are encouraged to read the curriculum, talk to the teacher and view the materials before making this decision.
- If a student asks a question, the adult presenting will give a factual answer or will guide the student to ask the question of a trusted adult.

Kindergarten Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

KINDERGARTEN

All students will:

- Use proper names for body parts, including male and female anatomy
- Identify different kinds of family structures
- Understand family influence and its impact on our behaviors, attitudes and opinions
- Learn the characteristics of a friend
- Learn what bullying is
- Learn how to respond to bullying
- Learn that everyone has the right to tell others not to touch their body when they do not want to be touched
- Identify parents, guardians and/or other trusted adults they can tell if they are feeling uncomfortable about being touched
- Learn how to respond if someone is touching them in a way that makes them feel uncomfortable

First Grade Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

FIRST GRADE

All students will:

- As necessary, review any terms/concepts taught in the previous curriculum
- Discuss how societal norms impact expectations for boys and girls
- Explain that all living things reproduce
- Learn that everyone has the right to tell others not to touch their body when they do not want to be touched
- Identify parents, guardians and/or other trusted adults they can tell if they are feeling uncomfortable about being touched
- Learn how to respond if someone is touching them in a way that makes them feel uncomfortable
- Understand family influence and its impact on our behaviors, attitudes and opinions
- Identify different kinds of family structures
- Learn ways to show respect for different types of families
- Learn what bullying and teasing are and why they are wrong
- Learn how to respond if someone is bullying or teasing them
- Identify trusted adults they can tell if they are being bullied or teased

Second Grade Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

SECOND GRADE

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Provide examples of how friends, family, media and society influence ways in which girls and boys think they should act
- Identify healthy ways for friends to express feelings to each other
- Explain that all living things reproduce
- Understand what is meant by protective behaviors (Who can touch you and who can't) and who they can talk to if they need help
- Understand family influence and its impact on our behaviors, attitudes and opinions
- Learn that everyone has the right to tell others not to touch their body when they do not want to be touched
- Identify parents, guardians and/or other trusted adults they can tell if they are feeling uncomfortable about being touched
- Learn how to respond if someone is touching them in a way that makes them feel uncomfortable
- Understand family influence and its impact on our behaviors, attitudes and opinions
- Identify different kinds of family structures
- Learn ways to show respect for different types of families
- Learn what bullying and teasing are and why they are wrong
- Learn how to respond if someone is bullying or teasing them
- Identify trusted adults they can tell if they are being bullied or teased

Third Grade Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

THIRD GRADE

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Describe the animal reproductive systems including body parts and their functions
- Learn about mammal reproduction using these terms: sperm, womb/uterus, umbilical cord, mammary gland, egg, and birth canal
- Understand what is meant by protective behaviors (Who can touch you and who can't) and who they can talk to if they need help
- Understand that online activities such as sending pictures, sharing personal information, etc. can impact healthy behaviors
- Understand family influence and its impact on our behaviors, attitudes and opinions
- Compare positive and negative ways friends and peers can influence relationships
- Discuss ways to treat others with dignity and respect
- Learn how to respond if someone is bullying or teasing them
- Identify trusted adults they can tell if they are being bullied or teased

Fourth Grade Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

FOURTH GRADE

Males and females are together to learn about the process of reproduction, the development of cells, and the onset of puberty and topics of personal hygiene. Males and females are separate when learning about the specifics of their own sex anatomy. Females will also learn about menstruation and personal hygiene.

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Describe the male and female reproductive systems including body parts and their functions
- Identify medically accurate information about female and male anatomy.
- Describe the process of human reproduction
- Understand the physical, social, emotional changes that occur during puberty and adolescence
- Understand how friends, family, media and society can influence ideas about body images
- Explain how puberty prepares the human bodies for the potential to reproduce.
- Identify trusted adults whom students can ask questions about puberty and adolescent health issues
- Describe sexual orientation as the romantic attraction of an individual.
- Identify trusted adults whom students can ask questions about sexual orientation.
- Describe the characteristics of healthy relationships
- Compare positive and negative ways friends and peers can influence relationships
- Identify trusted adults whom students can talk to about healthy relationships
- Understand that online activities such as sending pictures, sharing personal information, etc. can impact healthy behaviors
- Understand family influence and its impact on our behaviors, attitudes and opinions
- Learn how to respond if someone is bullying or teasing them
- Identify trusted adults they can tell if they are being bullied or teased

Fifth Grade Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

FIFTH GRADE:

Females and males are separated when teaching all objectives.

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Describe the male and female reproductive systems including body parts and their functions
- Identify medically accurate information about female and male anatomy
- Learn about human reproduction using these terms: sperm, womb/uterus, umbilical cord, mammary gland, egg, and birth canal
- Understand the physical, social, emotional changes that occur during puberty and adolescence
- Understand how friends, family, media and society can influence ideas about body images
- Explain how puberty prepares human bodies for the potential to reproduce
- Identify trusted adults whom students can ask questions about puberty and adolescent health issues
- Understand what STIs (Sexually Transmitted Infections) are and how they are and are not transmitted
- Describe sexual orientation as the romantic attraction of an individual.
- Identify trusted adults whom students can ask questions about sexual orientation
- Describe the characteristics of healthy relationships
- Compare positive and negative ways friends and peers can influence relationships
- Identify trusted adults whom students can talk to about healthy relationships
- Understand that online activities such as sending pictures, sharing personal information, etc. can impact healthy behaviors
- Understand family influence and its impact on our behaviors, attitudes and opinions
- Learn how to respond if someone is bullying or teasing them
- Identify trusted adults they can tell if they are being bullied or teased
- Define sexual harassment and sexual abuse
- Discuss refusal skills (e.g. clear “no” statement, walk away, repeat refusal)
- Identify trusted adults they can tell if they are being sexually harassed or abused

Sixth Grade Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

SIXTH GRADE

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Describe male and female sexual reproductive systems including body parts and their functions
- Identify credible sources of information about sexual health
- Describe the physical, social, cognitive, and emotional changes of adolescence
- Identify medically accurate sources of information about puberty, adolescent development and sexuality
- Differentiate between gender identity, gender expression and sexual orientation
- Access accurate information about gender identity, gender expression and sexual orientation
- Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations
- Explain the range of gender roles
- Define sexual abstinence as it relates to pregnancy prevention and that it is the only lawful choice
- Define what STIs are and their potential impact on one's health
- Discuss ways STIs are transmitted
- Analyze the ways in which friends, media, society can influence relationships
- Describe the advantages and disadvantages of communicating using technology and social media
- Understand family influence and its impact on our behaviors, attitudes and opinions

Seventh Grade Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

SEVENTH GRADE

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Describe male and female sexual reproductive systems including body parts and their functions
- Explain the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make
- Differentiate between gender identity, gender expression and sexual orientation
- Access accurate information about gender identity, gender expression and sexual orientation
- Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations
- Define sexual abstinence as it relates to pregnancy prevention and that it is the only lawful choice
- Describe the advantages and disadvantages of communicating using technology and social media
- Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence and why they are wrong

Eighth Grade Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

EIGHTH GRADE

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Analyze how friends, family, media, society can influence self-concept and body image
- Identify medically accurate sources of information about puberty, adolescent development and sexuality
- Differentiate between gender identity, gender expression and sexual orientation
- Access accurate information about gender identity, gender expression and sexual orientation
- Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations
- Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity
- Define sexual abstinence as it relates to pregnancy prevention and that it is the only lawful choice
- Define what STI's are and their potential impact on one's health
- Discuss ways STIs are transmitted
- Discuss common misconceptions about STIs
- Compare and contrast the characteristics of healthy and unhealthy relationships
- Analyze the ways in which friends, media, society can influence relationships
- Describe the potential impacts of power differences such as age, status, or position within relationships
- Analyze the similarities and differences between friendships and romantic relationships
- Describe a range of ways people express affection within various types of relationships
- Describe the advantages and disadvantages of communicating using technology and social media
- Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence and why they are wrong
- Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched
- Explain why a person who has been raped or sexually assaulted is not at fault
- Understand family influence and its impact on our behaviors, attitudes and opinions

Healthy Living 9 Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

Ninth Grade

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Describe the human sexual response cycle, including the role hormones play
- Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood
- Analyze how friends, family, media and society can influence self-concept and body image
- Apply a decision making model to various situations relating to sexual health
- Differentiate between biological sex, sexual orientations, and gender identity and expression
- Analyze the influence of friends, family, media and society on the expression of gender, sexual orientation and identity
- Distinguish between sexual orientation, sexual behavior, and sexual identity
- Compare and contrast the advantages and disadvantages of abstinence and other methods of contraception, including condoms
- Analyze influences that may have an impact of deciding whether or when to engage in sexual behaviors
- Access medically accurate information about contraceptive methods, including abstinence and condoms
- Define emergency contraception and describe its mechanism of action.
- Describe the signs of pregnancy
- Describe prenatal practices that can contribute to or threaten a healthy pregnancy
- Compare and contrast the laws relating to pregnancy, abortion, adoption and parenting
- Describe common symptoms of and treatments for STI's
- Explain how to access local STI testing and treatment services
- Evaluate the effectiveness of abstinence, condoms, and other safe sex methods in preventing the spread of STI's
- Analyze factors that may influence condom use and other safe sex decisions
- Describe the laws related to sexual health care services, including STI testing and treatment
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships
- Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship
- Describe a range of ways to express affection within healthy relationships
- Define sexual consent and explain its implications for sexual decision making

- Analyze factors including alcohol and other substances that can affect the ability to give or receive consent for sexual activity
- Evaluate the potentially positive and negative roles of technology and social media in relationships
- Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence
- Describe potential impacts of power differences within sexual relationships
- Explain why using tricks, threats, or coercion in relationships is wrong
- Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence
- Explain why a person who has been raped or sexually assaulted is not at fault

Healthy Living 11 Human Growth and Development Objectives
Objectives align with the [National Sexuality Education Standards](#)

Eleventh Grade

All students will:

- As necessary, review any terms/concepts taught in previous curriculums
- Describe the human sexual response cycle, including the role hormones play
- Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood
- Analyze how friends, family, media and society can influence self-concept and body image
- Apply a decision making model to various situations relating to sexual health
- Differentiate between biological sex, sexual orientation, and gender identity and expression
- Analyze the influence of friends, family, media and society on the expression of gender, sexual orientation and identity
- Compare and contrast the advantages and disadvantages of abstinence and other methods of contraception, including condoms
- Analyze influences that may have an impact of deciding whether or when to engage in sexual behaviors
- Access medically accurate information about contraceptive methods, including abstinence and condoms
- Define emergency contraception and describe its mechanism of action.
- Describe the signs of pregnancy
- Describe prenatal practices that can contribute to or threaten a healthy pregnancy
- Compare and contrast the laws relating to pregnancy, abortion, adoption and parenting
- Describe common symptoms of and treatments for STI's
- Explain how to access local STI testing and treatment services
- Evaluate the effectiveness of abstinence, condoms, and other safe sex methods in preventing the spread of STI's
- Analyze factors that may influence condom use and other safe sex decisions
- Describe the laws related to sexual health care services, including STI testing and treatment
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships
- Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship
- Describe a range of ways to express affection within healthy relationships
- Define sexual consent and explain its implications for sexual decision making
- Analyze factors including alcohol and other substances that can affect the ability to give or receive consent for sexual activity

- Evaluate the potentially positive and negative roles of technology and social media in relationships
- Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence
- Describe potential impacts of power differences within sexual relationships
- Explain why using tricks, threats, or coercion in relationships is wrong
- Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence
- Explain why a person who has been raped or sexually assaulted is not at fault

Guidelines for Staff and Outside Presenters

Edgerton School District staff and visiting guests presenting and instructing the Human Growth and Development Curriculum are required to adhere to the following ground rules. These ground rules will be established prior to instruction in human growth and development topics. All staff and outside presenters are required to follow the requirements stated below; however, if the discussion does not occur because it is not part of the curriculum delivered for that grade level, there is no requirement to initiate a discussion in these areas.

- Students may write questions and put them into a question box or give them to the instructor prior to the answer session. This gives the instructor the opportunity to consider appropriate responses to students' questions.
- All questions will be answered simply and factually
- If students ask questions reflecting personal values, they will be referred to their parents/guardians or other trusted adults
- Not every question asked by students will be answered; the professional judgement of the instructor will prevail
- Questions regarding the sexual experiences of any particular person, including the instructor, will not be answered
- Clinical vocabulary will be used. Inappropriate language, including slang, will be identified, corrected and discouraged.

The following will govern class discussion regarding contraception.

Teachers will:

- Convey the overriding message that the only 100% safe, responsible and legal choice is abstinence
- Provide current contraception information comparing various methods, effectiveness, and possible side effects

The following will govern class discussion regarding abortion.

Teachers will:

- Reemphasize that the choice of abstinence eliminates the possibility of pregnancy
- Explain that abortion is legal in Wisconsin but some families may feel this is not a moral option

The following will govern class discussion regarding gender and sexual identities.

Teachers will:

- Explain that a person may be born male or female but may identify to the gender they feel most comfortable with

- Explain it is not right to judge another person, use derogatory language, hate, or become violent toward an individual because they are different

Definitions

The following are terms and definitions that may be unfamiliar to some readers. They are shared here as a resource for staff and families. These are the standard definitions used K-12. They are modified according to grade level as other terms are introduced.

Abstinence: Abstinence is avoiding harmful behaviors including any sexual activity.

Ally: Someone who confronts heterosexism, homophobia, transphobia, heterosexual, and gender privilege in themselves and others; concerned for the well-being of lesbian, gay, bisexual, trans, and intersex people; belief that heterosexism, homophobia, biphobia, and transphobia are social justice issues. Note: a person cannot give themselves the title “ally”. It must be earned on a daily basis.

Asexual: A person who does not experience physical or sexual attraction to other people. Asexuality exists on a spectrum, with some people experiencing emotional or romantic attraction and varying levels of physical attraction.

Cisgender: A person who identifies with the sex that they were assigned at birth. For example, a cisgender (or “cis”) woman is someone who was declared to be female at birth and still identifies with that label.

Gender: The set of societal ideas about what it means to be masculine or feminine. Gender is different from biological sex. It is socially constructed, varies from culture to culture, and changes over time.

Gender Identity: A person’s innermost feelings and self-concept of being a man, woman, neither, or a blend of different genders. A person’s gender identity is separate from and is not determined by the sex they were assigned at birth.

LGBTQ+: Acronym for lesbian, gay, bisexual, transgender, questioning (or queer).

Source: [gsafe](#)

- **Lesbian:** A woman whose primary experience of attraction is towards other women
- **Gay:** A person whose primary experience of attraction is to people of the same gender
- **Bisexual:** A person who experiences romantic and physical attraction to men and women. Since the prefix “bi-” means “two”, it can also describe a person who experiences attraction towards two distinct genders.
- **Transgender:** This term is used both as an umbrella term and as an identity. Broadly, this term describes a person who does not identify with the sex they

were declared at birth. The word “transgender” refers to a person’s gender identity, and is separate from their sexual orientation. Therefore, transgender people can also be straight, gay, pansexual, asexual, etc.

- **Questioning:** A person who is unsure of their sexual orientation or gender
- **Queer:** The word “queer” has many meanings. In the LGBTQ+ community, it is typically used to describe a person who is not straight, or as an umbrella term for the LGBTQ+ community. Some people use it to describe their own sexual orientation, or to describe their gender, as in the word “genderqueer.” Queer is still used by some as a derogatory term, so it should not be used to describe a person unless they have stated that that is the term they prefer.

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

Homophobia: Irrational fear of gay men or lesbians.

Homosexual: A person who is attracted to those of the same sex. The colloquial equivalent is "gay."

Intersex: A person who is born with a combination of hormones, chromosomes, or genitalia (internal or external) that falls outside of what is typically classified as biologically male or female. There are many different ways to be born intersex, and being intersex is simply a normal part of biological diversity.

Masturbation: Masturbation is touching or rubbing any of your own body's sex organs because it feels good.

Pansexual: A person who experiences attraction towards people of all or many genders, recognizing that gender exists on a spectrum.

Sex (biological/anatomical): Different from gender, this term describes the combination of chromosomes, hormones, and genitalia (both internal and external) that is used to classify a person as male, female, or intersex, typically at the time of birth. Given the many variations in sex characteristics that exist, biological sex should not be considered as binary.

Sexual Contact: Intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person.

Sexual Intercourse: Sexual intercourse means that you are having sex with a partner. Sexual intercourse is vaginal, anal, oral, and manual.

Sexual Orientation: This term describes a person's experience of being attracted (physically and emotionally) to people of a similar/same gender, different gender(s), many genders, or to no one. Words like gay, lesbian, asexual, queer, bisexual, pansexual, and straight all describe sexual orientations, which are separate from a person's gender identity.

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

STI: Sexually Transmitted Infection

If you have any questions please contact Tracy Deavers, Director of Teaching and Learning at tracy.deavers@edgerton.k12.wi.us