

**2022-2025**

**School District of Shiocton**



**Human Growth and Development  
Instructional  
Scope and Sequence**

Approved May 2, 2022

# Philosophy

Human Growth and Development exists as one aspect of the district's Health curriculum. It helps students develop a positive self-concept, understand their growth and sexuality, and recognize the legal, medical and psychological reasons for a commitment to abstinence.

Another purpose is to develop strategies for responsible decision-making and to understand the importance of personal values formed in connection with family values and religious beliefs.

# **A Partnership with Parents/ Guardians\***

The instruction of the students in sexuality issues is a partnership. The school's role is to teach key aspects related to human growth and development as developmentally appropriate for the age/grade. Where discussion regarding sexual activity and pregnancy are relevant content, the District will emphasize that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy. The parent's role is to facilitate communication between parent and student, between parents and the school, and among the parents of students studying human growth and development issues.

Every three years the School District of Shiocton School Board of Education is required by state law to appoint an advisory committee composed of parents, teachers, school administrators, school board members, students, and health care professionals, members of the clergy and other residents of the school district.

Annually, parents shall receive an outline of the human growth and development curriculum used in their child's grade level and information regarding how parents may inspect the complete curriculum. All instructional materials shall be made available upon request.

Parents may exempt their child from all or part of the human growth and development curriculum. If a student is exempted, he/she will be held accountable for an alternative study of health topics. This option is explained annually to parents in a letter that is sent home. Parents are urged to read the curriculum, talk to the teacher and view the materials before making this decision. A follow-up phone call will be made to those parents opting out to clarify their decision.

The Human Growth and Development instructional program shall use methods and materials that do not discriminate against a pupil based upon the pupil's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active pupils or children with disabilities.

NOTE: For the sake of clarity and with no intent to offend, when the term parent is used it means parents and/or guardians.

# Framework for Instruction

Classroom teachers, Health teachers, school counselors, and the school nurse will collaborate for the instruction of students.

## **The following guidelines will govern classroom discussion and questions.**

These guidelines are to assist staff members as they respond to students' questions in regard to human growth and development in grades K-12. Ground rules will be established prior to instruction in human growth and development topics.

1. Students may write questions and put them into a question box or give them to the teacher prior to the answer session. This gives the instructor the opportunity to consider appropriate responses to students' questions. (Grade 4-8)
2. All questions will be answered simply and factually.
3. If students ask questions reflecting personal, sexual values, they will be referred to their parents/guardians, their religious leaders, counselors, or other trusted adults.
4. Not every question asked by students needs to be answered; the professional judgment of the teacher will prevail.
5. Questions regarding the sexual experiences of any particular person, including the instructor, will not be answered.
6. Clinical vocabulary will be used. Inappropriate language, including slang, will be identified, corrected, and discouraged.

### **The following guidelines will govern class discussion regarding contraception:**

Teachers will:

1. Convey the overriding message emphasizing that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy.
2. Provide the health benefits, side effects, and proper use of contraceptives and methods approved by the FDA to prevent pregnancy and STDs.

### **The following guidelines will govern class discussion regarding abortion:**

Teachers will:

1. Reemphasize that the choice of abstinence eliminates the possibility of pregnancy and is the only responsible choice.
2. Explain that abortion is legal in Wisconsin, but may not be in keeping with a personal value position.
3. Point out that parental and religious values may vary on this issue. Students will be encouraged to talk to their parents, other family members, health providers, and religious leaders in order to help them develop their own values and beliefs about abortion.

### **The following guidelines will govern class discussion regarding homosexuality:**

Teachers will:

1. Define the term homosexuality as “attraction to the same sex”.
2. Explain that since there is no conclusive evidence regarding why people are homosexual, multiple perspectives will be discussed.
3. Explain it is not right to judge another person, use derogatory language, hate, or become violent toward an individual because he or she is considered different.
4. Human Growth and Development is subjective. Therefore, students will be strongly encouraged to talk to parents, other family members, health providers, and religious leaders in order to clarify their own values and beliefs.

# Objectives of the Curriculum

## At the Elementary Level

### At Kindergarten

Students will:

1. Understand the difference between male and female. Girls are female and boys are male.
2. Become familiar with the following words: boys, girls, male, female, father, mother, parents, pregnant, babies, twins, sister, and brother.
3. Understand what “private parts” are and respect their bodies.
4. Be introduced to “protective behaviors”, strangers, fire and tornado drills, and good touch/bad touch.

### At Level One

Students will:

1. Review any terms taught in the kindergarten curriculum, as needed.
2. Recognize that all living things come from other living things.
3. Understand that in order to have new animal life, there must be a male and female.
4. Understand that some animals hatch and some animals, including humans, are born alive.
5. Discuss protective behaviors and identify those people a child may talk to.
6. Understand what “private parts” are and respect their bodies.
7. Understand the difference between punishment and abuse.
8. Discuss types of families, including same sex unions.

### At Level Two

Students will:

1. Review any terms taught in kindergarten and first grade curriculums, as needed.
2. Recognize that protective behaviors can be used when physical, sexual, or emotional abuse occurs.
3. Recognize that animals, including human beings, grow and develop inside their mother.
4. Discuss ways to cope with changes in the family unit.

### At Level Three

Students will:

1. Review any terms taught in the kindergarten through second grade curriculums as needed, including prenatal and birth.
2. Identify the stages in the life cycle.
3. Explain the way a family provides for a child’s physical and emotional needs.
4. Understand that all living things come from other living things of the same kind.
5. Understand that in order for family life to continue, living things must reproduce.

## **At Level Four**

Girls and boys are coed when teaching all objectives except for anatomy and physiology of their bodies.

Students will:

1. Review any terms taught in the kindergarten through grade three curriculums as needed.
2. Explain to the girls in the class the onset of puberty and the menstrual cycle and topic of personal hygiene.
3. Explain to the boys in the class the onset of puberty in generic terms with the topic of personal hygiene.
4. Explain the first stage of fertilization and embryo development and the influence of heredity.
  - A.) Fertilization-egg and sperm unit.
  - B.) Embryo-cells divide and grow into a baby.
5. Show awareness for the importance of learning that a human embryo undergoes many changes and care is needed before and after the baby is born.
6. Use and understand the following words: reproduction, heredity, pregnancy, and genes.
7. Female- pubic hair, fallopian tubes, urethra, urine, cervix, breasts, uterus, menstruation, vagina, ovary, ovulation, and egg cell.
8. Male-anus, testicle, testes, ejaculation, bladder, urethra, genitals, urine, penis, erection, pubic hair, sperm cell, semen, nocturnal emission.

## **At Level Five**

Girls and boys are separated when teaching the objectives except for HIV and AIDS.

Students will:

1. Review any terms taught in kindergarten through grade four, as needed.
2. State what HIV/AIDS is and how it is transmitted, and age appropriate prevention behaviors.
3. Understand the growth and function of the male and female reproductive systems, including but not restricted to the following terms:
  - A.) Female- ovulation, fallopian tubes, uterus, estrogen, period, menstruation, vagina, cervix, ovulation, and external genitalia. Demonstration of use of feminine products.
  - B.) Male- penis, scrotum, semen, sperm, prostate gland, testosterone, epididymis, vas deferens, foreskin, circumcision, testicle, erection, and ejaculation.
  - C.) Both sexes-puberty, hormones, chromosomes, pubic hair, sexual intercourse, pituitary gland, sexual maturity, genes, embryo, fetus, umbilical cord, placenta, pregnancy, vaginal birth, cesarean section, bladder, urethra, and rectum.
4. Understand the process of conception, implantation, prenatal growth of a baby and the birth process.
5. Realize that parenthood is a great gift in life and that it entails tremendous responsibility for the physical and mental health of a child.

## **At Middle School**

### **At Level Six**

Girls and boys are coed when teaching anatomy and physiology of the reproductive systems.

Students will:

1. Review any terms taught in kindergarten through grade five curriculum as needed, including estrogen, progesterone, testosterone, and external genitalia.
2. Recognize changes in the body that are normal in such as acne, body hair, hormonal changes, weight and height differences, and growth pains.
3. State the positive role that physical activity plays in stress reduction and coping with adolescent physical changes.
4. Learn personal hygiene techniques that assist in managing bodily changes.
5. Review ways HIV is transmitted and ways it is not transmitted.
6. Understand that there are certain diseases that can be transmitted through sexual contact.
7. Discuss the power of technology (sexting)

### **At Level Seven and/or Eighth**

Students will:

1. Discuss the 5 aspects of health which includes physical fitness, nutrition, sleep, stress and healthy relationships.
2. Investigate interrelationships of and disparities among physical, emotional, and social changes occurring during puberty.
3. Recognize the value and necessity of facilitating communication about sexuality and relationships with parents.
4. Develop, using the decision-making process, a code of behavior for themselves that is consistent with a positive value system and positive goals.
5. Develop the ability to resolve conflicts and formulate new friendships.
6. Understand a pregnant mother's ability to affect healthy fetal development.
7. Identify the sequence of events which show the development of the human organism from conception through birth.
8. Identify and explain that "protective behaviors" can be used when physical, sexual, or emotional abuse occurs.
9. Accept and value human sexuality as normal and essential to total well-being.
10. Recognize kinds of families, ways that families change and the responsibilities of all family members to create health, happiness, and harmony within the family unit.
11. Promote equality and social justice for human beings, regardless of gender and sexual orientation.
12. Know that the need for love and affection influences behavior.
13. Identify sources, symptoms, and treatments of sexually transmitted diseases.
14. Recognize problems associated with teenage pregnancy, which affects the teenager, friends, family, and community.
15. Identify sexual exploitation and sexual abuse/assault and its prevention.
16. Discuss methods of all contraception (8<sup>th</sup> grade).
17. Understand the meaning of Shaken Baby Syndrome.
18. Discuss the power of technology (sexting)



# At The High School

## Grade 10-Biology/Biology 2 (elective)

Students will:

1. Compare human body systems to other living things.
2. Understand that the growth and development of organisms are regulated by genetic and environmental factors.
3. Recognize the nature of pathogenic organisms (bacteria, viruses, protists, etc.) and the diseases and disorders that they cause.

## Grade 10-Health

Students will:

1. Discuss healthy life styles, skills, and choices
  - a. Methods of developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
  - b. Discuss how alcohol and drug use effect responsible decision making
  - c. Promote self-esteem and positive interpersonal skills with an emphasis on healthy relationships, including friendships, marriage, family, and romantic relationships
  - d. Present information about avoiding stereotyping, bullying, and making inappropriate remarks
2. Discuss Sexual Abuse
  - a. Discuss the cycle of abuse
  - b. Identify counseling, medical, and legal resources for sexual abuse, sexual assault, and abusive relationships
3. Define Sexuality.
  - a. Define homosexuality and heterosexuality
  - b. Discuss the importance of communication about sexuality and decision making about sexual behaviors with parents, guardians, or other family members
4. Identify the body changes that occur during adolescence (puberty) and include the role of the endocrine system.
5. Identify basic male and female reproductive sexual anatomy, including external genitalia, using correct terminology.
  - a. Understand basic physiology of the reproductive system
  - b. Discuss biological, psychosocial, and emotional changes that accompany maturation
6. Emphasize that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and STD's
  - a. Discuss health benefits, side effects, and proper use of various methods of birth control approved by the FDA to prevent pregnancy and STDs
  - b. Present abstinence from sexual activity as the preferred choice of behavior for unmarried pupils
  - c. Identify the skills necessary to remain abstinent
  - d. Identify reasons why someone should say "no" to premarital sexual activity.
7. Discuss and develop skills needed to make responsible decision about sexuality and sexual behavior throughout life:
  - a. How to refrain from making inappropriate verbal, physical, and sexual advances

- b. how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors
- c. Recognize that pressuring someone into unwanted sexual activity is disrespectful, inappropriate, as well as unlawful.
  - i. Identify ways to avoid situations that might lead to date rape
  - ii. Explain criminal penalties for engaging in sexual activities of child (anyone under the age of 18)
    - 1. Explain the sex offender registration requirements
    - 2. Explain the implications of being registered as a sex offender
- 8. Identify basic information on sexually transmitted diseases
  - a. Provide medically accurate information about STDs, including HPV, HIV, and AIDS
  - b. Nature, symptoms, complications, and treatment of STDs
  - c. Prevention, abstinence being the most effective, including impact on health and relationships.
- 9. Provide instruction in parental responsibility and the social-economic benefits of marriage for adults and their children
  - a. Address the positive relationship between marriage and parenting
  - b. Evaluate the responsibility and consequences of early parenthood.
  - c. All students will experience the care of “Baby Think It Over” for 24 hours. Consider the options available to a young, pregnant, unmarried female and her partner, and the consequences that accompany each of these options.
  - d. Explains the process 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 (Safe Haven Law; WI SS 48.195)
  - e. Present adoption resources, prenatal care, and postnatal care supports
- 10. Understand a pregnant mother’s ability to affect embryonic and fetal development.
  - a. Explains pregnancy, prenatal development, and childbirth
  - b. Present prenatal care information and resources
- 11. Discuss the impact of (social) media
  - a. Impact on thoughts, feelings, and behaviors related to sexuality
  - b. The power of technology (sexting) and legal implications
- 12.

### **Grade 10-12- Interpersonal Relationships (elective)**

Students will:

- 1. Discover the special problems of teenage pregnancy and parenting.
- 2. Know the variety of genetic diseases and how the health of both parents is important to the quality of life.
- 3. Discuss contraception in the context of marriage (a historical review).
- 4. Discuss STD/HIV effect on pregnancy, the fetus, and society.
- 5. Discuss conception, fetal development, and childbirth.
- 6. Evaluate the effects of different types of child abuse and intervention strategies.
- 7. Discuss Family Dynamics such as nuclear, singular parent, blended, inter-racial and same sex.
- 8. Discuss STDs: Types, symptoms and effects.

## **Grades 11-12-Advanced Health (elective)**

Students will:

1. Identify in depth understanding of male and female reproductive sexual anatomy, including external genitalia, using correct terminology.
2. Identify ways to avoid situations that might lead to date rape.
3. Identify basic information on sexually transmitted diseases and their prevention, including impact on health and relationships.
4. Emphasize that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and STD's, including HIV and AIDS
  - a. Compare various methods of birth control and discuss their advantages and disadvantages.
  - b. Present abstinence from sexual activity as the preferred choice of behavior for unmarried pupils.
  - c. Identify the skills necessary to remain abstinent.
5. Define STDs (STIs) and identify common STDs noting symptoms, complications and medical methods of treatment.
  - a. Provides medically accurate information about HPV, HIV, and AIDS
6. Consider the options available to a young, pregnant, unmarried female and her partner, and the consequences that accompany each of these options.
  - a. Provides instruction in parental responsibility and the socio-economic benefits of marriage for adults and their children.
  - b. Address the positive relationship between marriage and parenting
  - c. Explains the process 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 (Safe Haven Law; WI SS 48.195)
  - d. Present adoption resources, prenatal care, and postnatal care supports
7. Understand a pregnant mother's ability to affect embryonic and fetal development.
  - a. Explains pregnancy, prenatal development, and childbirth
  - b. Presents prenatal care information and resources
- 8.

**A Special Thanks to the  
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