

2023 - 2026

School District of Pittsville



Human Growth and Development Instructional Scope and Sequence

Vision: Our human growth and development instruction empowers all students to reach their full potential as healthy and safe individuals.

Mission: The human growth and development curriculum will support collaboration between families, communities, and schools to provide students with the understanding, skills, and resources necessary to foster and obtain optimal mental, emotional, social, and physical health and well-being for all students.

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

The instruction of students in human growth and development is a partnership. The school's role is to teach fundamental concepts of human growth and development as developmentally appropriate for the age/grade and facilitate communication between families and students and between families and the school. The parent(s)/guardian's role is to share, explain, and infuse family values.

The School District of Pittsville Board of Education will appoint an advisory committee composed of parents, teachers, school administrators, pupils, health care professionals, members of the clergy, and other residents of the school district to advise the school board and review the curriculum every three years.

Annually, parent(s)/guardian(s) 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.

By statute, no student is required to receive instruction in human growth and development. Parents may exempt their children from the human growth and development curriculum. If a student is exempted, they will be accountable for completing an alternative study of health topics. Parents are urged to read the curriculum, communicate with the teacher, and view the materials before deciding.

Framework for Instruction

Staff and outside presenters will follow general guidelines in answering student questions. These guidelines assist as they respond to students' questions regarding human growth and development in grades K-12. These guidelines will help families understand how staff and outside resource persons handle these topics.

1. Students may write questions and put them into a question box or give them to the teacher before the answer session. This allows the instructor to consider appropriate responses to students' questions.
2. All questions will be answered simply and factually.
3. If students ask questions reflecting personal or sexual values, they will be referred to their parents/guardians, religious leaders, counselors, or other trusted adults.
4. Not every question students ask needs to be answered; the teacher's professional judgment 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.
7. Parental and religious values on human growth and development topics may vary. Students will be encouraged to talk to their parents, trusted adults, health providers, and religious leaders to help them develop their values and beliefs.

Human Growth and Development Objectives Align With the National Sexuality Education Standards & School District of Pittsville

Kindergarten

Students will:

- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Learn that everyone has the right to tell others not to touch their body when they do not want to be touched. (See **consent** definition in glossary)
- Identify parents, guardians, and/or other trusted adults they can tell if they are feeling uncomfortable about being touched.
- Learn and demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable.

First Grade

Students will:

- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Review that everyone has the right to tell others not to touch their body when they do not want to be touched. (See **consent** definition in glossary)
- Review parents, guardians, and/or other trusted adults to tell if they feel uncomfortable about being touched.
- Review how to respond if someone is touching them in a way that makes them feel uncomfortable.
- Identify and apply problem-solving steps to handle difficult or uncomfortable situations.
- Understand family influence and its impact on our behaviors, attitudes, and opinions.
- Identify family structures (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).
- Learn ways to show respect for different types of families

Second Grade

Students will:

- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Review that everyone has the right to tell others not to touch their bodies when they do not want to be touched. (See **consent** definition in the glossary.)
- Review parents, guardians, and/or other trusted adults to tell if they feel uncomfortable about being touched.
- Review how to respond if someone is touching them in a way that makes them feel uncomfortable.
- Understand what protective behaviors mean (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.

Third Grade

Students will:

- As necessary, review any terms/concepts taught in previous curriculums.
- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Review 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.
- Demonstrate refusal skills (e.g., clear "no" statement, walk away, repeat refusal) (see **consent** definition in the glossary)
- Demonstrate and apply problem-solving steps when faced with difficult or uncomfortable situations.
- Describe the characteristics of healthy relationships.
- Develop a belief in the whole self, including a healthy balance of mental, social/emotional, and physical well-being.

Fourth Grade

Males and females are learning together about personal hygiene topics. Males and females are separated when learning about the onset of puberty.

Students will:

- As necessary, review any terms/concepts taught in previous curriculums.
- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Review family influence and its impact on our behaviors, attitudes, and opinions.
- Review positive and negative ways friends and peers can influence relationships.
- Review refusal skills (e.g., clear "no" statement, walk away, repeat refusal).
- Review the characteristics of healthy relationships.
- Identify medically accurate information and resources about puberty and personal hygiene.
- Understand how friends, family, media, and society can influence ideas about body image.
- Identify parents and other trusted adults they can tell if they are being teased, harassed, or bullied.
- Identify trusted adults with whom students can talk about healthy relationships.
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- Understand that online activities, such as sending pictures, sharing personal information, etc., can impact healthy behaviors.

Fifth Grade

Males and females are together to learn about the process of reproduction, the development of cells, the onset of puberty, and personal hygiene topics. Males and females are separate when learning about the specifics of puberty.

Students will:

- As necessary, review any terms/concepts taught in previous curriculums.
- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Review family influence and its impact on our behaviors, attitudes, and opinions.
- Review positive and negative ways friends and peers can influence relationships.
- Review refusal skills (e.g., clear “no” statement, walking away, repeat refusal).
- Review the characteristics of healthy relationships.
- Review how to identify parents or other trusted adults with whom students can ask questions about puberty and adolescent health issues.
- Review how friends, family, media, and society can influence ideas about body image.
- Review that online activities, such as sending pictures, sharing personal information, etc., can impact healthy behaviors and legal consequences.
- Identify trusted adults they can tell if they are being sexually harassed or abused, and ask about puberty and adolescent health issues and healthy relationships.
- Describe, using medically accurate information, the male and female reproductive systems, including body parts and their functions.
- Describe how puberty prepares human bodies for the potential to reproduce.
- Understand the physical, social, and emotional changes that occur during puberty and adolescence.
- Define **sexual harassment** and **sexual abuse**.

Sixth Grade

Males and females are together while covering all content.

Students will:

- As necessary, review any terms/concepts taught in previous curriculums.
- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Review male and female sexual and reproductive systems, including body parts and their functions.
- Review the physical, social, cognitive, and emotional changes of adolescence.
- Review how friends, family, media, society, and culture can influence self-concept and body image.
- Identify medically accurate and credible sources of information about human growth and development.
- Identify sources of support, such as parents or other trusted adults, that they can go to if they or someone they know is being bullied, harassed, abused, or assaulted.
- Explain the range of gender roles in the context of dating
- Analyze the similarities and differences between friendships and romantic relationships.
- Describe a range of ways people express affection within various types of relationships.
- 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 through different forms of **sexual contact**.
- Discuss ways contraceptive methods prevent STIs: barrier and abstinence.
- Analyze how online activities, such as sending pictures, sharing personal information, etc., have legal consequences.

Seventh Grade

Males and females are together while covering all content.

Students will:

- As necessary, review any terms/concepts taught in previous curriculums.
- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Review male and female sexual and reproductive systems, including body parts and their functions.
- Review how online activities, such as sending pictures, sharing personal information, etc., have legal consequences.
- Define sexual intercourse and its relationship to human reproduction.
- Explain that sexual abstinence is the only certain way to prevent pregnancy and STIs
- Provide the health benefits, side effects, and effectiveness of FDA-approved contraceptives and methods to prevent pregnancy and sexually transmitted infections (STIs).
- Identify trusted adults and/or medically accurate resources to answer questions about reproductive health.
- Define **gender identity** and **sexual orientation, emphasizing respectful communication.**
- Recognize the kinds of families, the ways that families change, and the responsibilities of all family members to create health, happiness, and harmony within the family unit.

Eighth Grade

Students will:

- As necessary, review any terms/concepts taught in previous curriculums.
- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Review male and female sexual and reproductive systems, including body parts and their functions.
- Review sexual intercourse and its relationship to human reproduction.
- Review and explain what STIs are, their prevention, and their transmission.
- Review the definition of **gender identity** and **sexual orientation**, emphasizing respectful communication.
- Review that sexual activity by or with minors is illegal.
- Apply a decision-making model to various sexual health decisions.
- Identify sources of support, such as parents or other trusted adults, that they can go to if they or someone they know is in an unhealthy relationship.
- Describe responsible strategies for safely, legally, and respectfully using technology regarding receiving or sending media.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe the potential impacts of power differences such as age, status, or position within relationships.

Ninth Grade

Students will:

- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Explain the different human sexual response cycles and the role of hormonal changes in the body.
- Review characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Review the definition of sexual consent and explain its implications for sexual decision-making.
- Review the definition of Sexual Orientation
- Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.
- Apply a decision-making model to various situations relating to sexual health.
- Demonstrate effective strategies to avoid or end an unhealthy relationship
- Compare and contrast situations and behaviors that may constitute **sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence**.
- Discuss Sexual Abuse
 - Discuss the cycle of abuse.
 - Identify counseling, medical, and legal resources for sexual abuse, sexual assault, and abusive relationships.
- Discuss family dynamics such as nuclear, singular parent, blended, inter-racial, and same-sex.
- Evaluate technology and social media's potentially positive and negative roles in relationships.
- Access medically accurate information about contraceptive methods, including abstinence and condoms

Tenth Grade

Students will:

- Use clinical vocabulary. Inappropriate language, including slang, will be identified, corrected, and discouraged.
- Emphasize that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and STIs.
 - Provide the health benefits, side effects, effectiveness, and proper use of FDA-approved contraceptives and methods to prevent pregnancy and sexually transmitted infections (STIs).
- Describe common symptoms of and treatments for STIs, including HIV.
- Demonstrate effective ways to communicate **personal boundaries** as they relate to intimacy and sexual behavior.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Consider the options for a pregnant female and the biological father.
 - Raising a child, Safe Haven Law and adoption.
- Define abortion and its current legal status in Wisconsin. Provide instruction in parental responsibility and the socio-economic benefits of marriage for adults and their children.

Definitions

State and national agencies and other reputable publications were utilized when determining definitions. These definitions may be altered to the developmental and social maturity of the particular age group being taught.

Sexual Orientation:

a person's identity in relation to the gender or genders to which they are sexually attracted;

Consent:

Words or overt actions by a person who is competent to give informed consent indicating a freely given agreement to have sexual intercourse or sexual contact.

Sexual Harassment:

means unwelcome sexual advances, unwelcome requests for sexual favors, unwelcome physical contact of a sexual nature, or unwelcome verbal or physical conduct of a sexual nature. "Sexual harassment" includes conduct directed by a person at another person of the same or opposite gender.

Sexual Abuse:

Sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. Sexual exploitation and abuse include sexual relations with a child in any context.

Sexual Contact:

The intentional touching, either directly or through the clothing, of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person

Gender Identity:

An individual's sense of their self as man or woman,

Personal Boundaries:

A boundary is simply a limit we establish for ourselves that allows us to build healthy relationships with others.

Sexual Assault:

Also known as Sexual violence, it is any type of unwanted sexual contact. This includes words and actions of a sexual nature against a person's will and without their consent. A person may use force, threats, manipulation, or coercion to commit sexual violence.

Rape:

The penetration, no matter how slight, of the vagina or anus with any body part or object or oral penetration by a sex organ of another person, without the consent of the victim.

Incest:

Whoever marries or has nonmarital sexual intercourse, as defined in s.948.01(6), with a person he or she knows is a blood relative, and such relative is, in fact, related in a degree within which the marriage of the parties is prohibited by law.

Dating Violence:

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.