

HUMAN GROWTH AND DEVELOPMENT CURRICULUM GUIDE

for

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board Approved June 2007

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GRADE: Early Childhood

Content Area	Objectives	Life Skills
	The student will:	I will:
Self-Esteem	<ol style="list-style-type: none"> 1. Identify ways (s)he is special. 2. Explain ways (s)he is special to friends and family members. 3. Explain how to make a wise choice. Problem solving - given choices. 4. Explain how to say "No" to harmful choices. 	<ul style="list-style-type: none"> • Act in ways that show I care about myself. • Make wise choices. • Say "No" to harmful choices.
Growth & Development	<ol style="list-style-type: none"> 1. Explain that the body has private parts; the parts of your body covered by your underwear or your swimsuit. 	<ul style="list-style-type: none"> • Take care of my body - hygiene.
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Discuss ways families are alike/different and unique. 2. Identify members of a family. 3. Identify ways family members show they care for each other. 4. Explain how a family may change, and healthy ways to cope with family changes. 5. Identify ways to help care for a baby. 	<ul style="list-style-type: none"> • Spend time with my family. • Show affection to family members. • Discuss family changes.
Pregnancy & Childbirth		<ul style="list-style-type: none"> • Show love if the family has a new baby. • Share feeling with family members if the family has a new baby.
STDs & HIV/AIDS	<ol style="list-style-type: none"> 1. Explain what germs are. 2. Identify ways germs are spread. 	<ul style="list-style-type: none"> • Wash my hands before eating and after using the bathroom. • Wash off cuts

GRADE: Kindergarten

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Self-Esteem	<ol style="list-style-type: none"> 1. Identify ways (s)he is unique. 2. Explain ways (s)he is special to friends and family members. 3. Explain how to make a wise choice. 4. Explain how to say "No" to harmful choices. 	<ul style="list-style-type: none"> • Act in ways that show I care about myself. • Make wise choices. • Say "No" to harmful choices.
Growth & Development	<ol style="list-style-type: none"> 1. Explain that the body has private parts, the parts of your body covered by your underwear or a swimsuit. 2. Explain that a boy grows to become a man and may become a father. 3. Explain that a girl grows to become a woman and may become a mother. 4. Identify safe persons within and outside of your family with whom you can share feelings about family changes. 	<ul style="list-style-type: none"> • Feel good about my body. • Feel proud to be a girl/boy. • Take care of my body.
Relationships & Sexual Behavior	<ol style="list-style-type: none"> 1. Identify ways others are special. 2. Tell how to treat others as special. 3. Explain how to make wise choices with peers to enhance friendships. 	<ul style="list-style-type: none"> • Show I care about others. • Make wise choices with friends/peers.
Marriage, Parenthood, and Families	<ol style="list-style-type: none"> 1. Discuss ways families are alike/different and unique. 2. Identify members of a family. 3. Identify ways family members show they care for each other. 4. Explain how a family may change, and healthy ways to cope with family changes. 5. Identify ways to help care for a baby. 6. Explain why a baby needs family members to care for it. 7. Identify ways to help care for a baby. 8. Identify safe persons within and outside of your family with whom you can share feelings about family changes. 	<ul style="list-style-type: none"> • Spend time with my family. • Show affection to family members. • Discuss family changes.

GRADE: Kindergarten Cont.

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Pregnancy & Childbirth		<ul style="list-style-type: none"> • Show love if the family has a new baby. • Share feelings with family members if the family has a new baby.
STDs & HIV/AIDS	<ol style="list-style-type: none"> 1. Explain what germs are. 2. Identify ways germs are spread. 3. Explain why it is important to have vaccines to stay healthy. 4. Identify who can help in an emergency situation. 5. Explain how to get help when someone is hurt while keeping him/herself safe. 	<ul style="list-style-type: none"> • Wash my hands before eating, after using the bathroom, and after touching bodily fluids. • Talk to my parents/guardians and/or teachers if I have questions about AIDS - DPI recommends incidental teaching only. <p style="text-align: center;"><u>UNIVERSAL HEALTH PRECAUTIONS</u></p> <ol style="list-style-type: none"> 1. Avoid touching someone else's bodily fluids or open skin. 2. DO NOT TOUCH any needles you may find.

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Self-Esteem	<ol style="list-style-type: none"> 1. Explain why it is important to do his/her best. 2. Identify ways that (s)he is unique to his/her family. 3. Identify ways to determine if a choice is wise. 4. Describe how to say "No" to harmful choices. 	<ul style="list-style-type: none"> • Try to do my best. • Show love to family members. • Make wise choices. • Say "no" to harmful choices.
Growth & Development	<ol style="list-style-type: none"> 1. Explain that the body has many private parts, the parts of your body covered by your underwear or a swimsuit. 2. Explain that a boy grows to become a man and may become a father. 3. Explain that a girl grows to become a woman and may become a mother. 4. Identify safe persons within and outside of your family with whom you can share feelings about family changes. 	<ul style="list-style-type: none"> • Feel good about my body. • Feel proud to be a girl/boy. • Take care of my body.
Relationships & Sexual Behavior	<ol style="list-style-type: none"> 1. Tell what makes a good friend. 2. Identify appropriate ways to show others (s)he cares about them. 	<ul style="list-style-type: none"> • Choose friends wisely.
Marriage, Parenthood, and Families	<ol style="list-style-type: none"> 1. Explain the importance of families. 2. Discuss ways families are alike/different and unique. 3. Identify responsibilities of the members in a family. 4. Identify safe persons within and outside of your family with whom you can share feelings about family changes. <li style="text-align: center;"><u>AS NEEDED</u> 5. Identify ways that a family may change. 6. Describe feelings that children may have when a family member dies. 7. Identify feelings that children may have when divorce occurs in a family. 8. Identify feelings that children may have when a blended family is 	<ul style="list-style-type: none"> • Show love to family members. • Help with family chores. • Share feelings with family members when family changes occur.

	<p>formed.</p> <p>9. Identify feelings that children may have when a family gets a new family member.</p> <p>10. Identify ways to help the family when a baby is born.</p>	
Pregnancy & Childbirth	<p>1. Describe what a cell is in simplest form.</p> <p>2. Explain that all living things are made from cells.</p>	<ul style="list-style-type: none"> • Share feelings with family members if a new baby comes into the family. • Show love to a new baby in the family.
STDs & HIV/AIDS	<p>1. Define what a germ is.</p> <p>2. Discuss that there are different kinds of illnesses caused by germs.</p> <p>3. Describe ways that illnesses may be spread and ways they are not spread.</p> <p>4. Explain how cells in the body fight germs.</p> <p>5. Explain how vaccines help the body to fight germs.</p>	<ul style="list-style-type: none"> • Not spread germs when I am ill. • Wash my hands before eating, after using the bathroom, and after touching bodily fluids. • Ask my parents/guardians questions I have about AIDS - DPI recommends only incidental teaching at this level. <p style="text-align: center;"><u>UNIVERSAL HEALTH PRECAUTIONS</u></p> <ol style="list-style-type: none"> 1. Avoid touching someone else's bodily fluids or open skin. 2. DO NOT TOUCH any needles you may find.

Content Area	Objectives	Life Skills
	The student will:	I will:
Self-Esteem	<ol style="list-style-type: none"> 1. Explain the advantages of having a positive self-concept. 2. List ways to show respect, responsibility, understanding, and self discipline. 3. Describe ways to make wise choices. 	<ul style="list-style-type: none"> • Make wise choices. • Say "No" to harmful behaviors.
Growth And Development	<ol style="list-style-type: none"> 1. Describe changes that occur as they grow. 2. Identify actions to keep his/her body healthy. 3. Identify safe persons within and outside of your family with whom you can share feelings about family changes. 	<ul style="list-style-type: none"> • Feel good about changes in my body.
Relationships & Sexual Behavior	<ol style="list-style-type: none"> 1. Discuss friendship. 	<ul style="list-style-type: none"> • Make wise choices with friends.
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Identify changes that occur within a family. 2. Discuss ways families are alike/different and unique. <p style="text-align: center;"><u>AS NEEDED</u></p> <ol style="list-style-type: none"> 3. Describe changes that may occur when an older family member comes to live with a family. 4. Describe changes that may occur in a family as a result of divorce. 5. Discuss feelings associated with the death of a family member. 6. Identify safe persons within and outside of your family with whom you can share feelings about family changes. 	<ul style="list-style-type: none"> • Show respect and acceptance to new family members. • Share feelings with family members about changes in the family.
STDs & HIV/AIDS	<ol style="list-style-type: none"> 1. Describe how germs are spread. 2. Identify ways the body protects itself from germs. 3. Explain why it is important to have vaccines to stay healthy. 4. Identify who can help in an emergency situation. 5. Explain how to get help when someone is hurt while keeping 	<ul style="list-style-type: none"> • Try not to spread germs when I am ill. • Wash my hands before eating, after using the bathroom, and after touching bodily fluids. • Ask my parents/guardians questions I have about AIDS - DPI recommends incidental teaching only.

him/herself safe.

UNIVERSAL HEALTH PRECAUTIONS

1. Avoid touching someone else's bodily fluids or open skin.
2. DO NOT TOUCH any needles you may find.

Content Area	Objectives	Life Skills
	The student will:	I will:
Self-Esteem	<ol style="list-style-type: none"> 1. Explain the advantages of having a positive self-concept. 2. Discuss ways to make wise choices. 3. Identify ways to say "No" when pressured to do actions which may cause harm to myself or others. 	<ul style="list-style-type: none"> • Choose actions that will enhance my life. • Make wise choices. • Say "No" to harmful behaviors.
Growth And Development	<ol style="list-style-type: none"> 1. Describe changes that occur as they grow. 2. Identify actions to keep his/her body healthy. 3. Identify safe persons within and outside of your family with whom you can share feelings about family changes. 	<ul style="list-style-type: none"> • Feel good about changes in my body.
Relationships & Sexual Behavior	<ol style="list-style-type: none"> 1. Discuss different meanings of the word "love". 2. Discuss the importance of showing respect, responsibility, understanding, and self-discipline in relationships. 3. Describe qualities of a good friend. 4. Tell ways to make and keep new friends. 	<ul style="list-style-type: none"> • Be a loving person. • Show respect, responsibility, understanding, and self-discipline. • Be a caring friend. • Make a new friend.
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Describe the feelings that arise when a divorce occurs in a family. 2. Describe the changes and feelings associated with a death in a family. 	<ul style="list-style-type: none"> • Treat new family members with love and respect. • Share feelings about family changes with family members. • Help the family when family changes occur.
STDs & HIV/AIDS	<ol style="list-style-type: none"> 1. Describe ways germs are spread. 2. Explain how the immune system helps protect a person from illness. 	<ul style="list-style-type: none"> • Try not to spread germs when I am ill. • Wash my hands before eating or after using the bathroom. • Ask my parents/guardians questions I have about AIDS - DPI recommends incidental teaching only. • Practice universal health precautions.

Content Area	Objectives	Life Skills
Self-Esteem	<p style="text-align: center;">The student will:</p> <ol style="list-style-type: none"> 1. Identify actions that develop positive self-concept. 2. Use the responsible decision-making model. 3. Demonstrate skills to say "No" to harmful actions. 	<p style="text-align: center;">I will:</p> <ul style="list-style-type: none"> • Choose actions that develop a positive self-concept. • Make responsible decisions. • Use skills to say "No" to harmful actions. • Show respect, understanding, responsibility, and self-discipline.
Growth & Development [Grouping separate by gender at this age level]	<p style="text-align: center;">Girls will</p> <ol style="list-style-type: none"> 1. Describe the changes that occur during puberty in girls. 2. Identify and explain the structure and function of the female reproductive organs. 3. Discuss menstruation and menstrual products. 4. Practice good hygiene. 5. Identify safe persons within and outside of your family with whom you can share feelings about family changes. <p style="text-align: center;">Boys will</p> <ol style="list-style-type: none"> 1. Identify the male reproductive organs and discuss their functions. 2. Discuss the purpose of circumcision and the importance of keeping an uncircumcised penis clean. 3. Practice good hygiene. 4. Identify safe persons within and outside of your family with whom you can share feelings about family changes. 	<ul style="list-style-type: none"> • Discuss concerns about puberty with a parent or trusted adults. • Practice good hygiene care to keep my body healthy. • Keep the area under the foreskin of the uncircumcised penis clean by washing it with soap and water.
Relationships & Sexual Behavior	<ol style="list-style-type: none"> 1. Identify qualities desirable in good friends. 2. Discuss opposite-gender friendships. 3. Identify different kinds of attraction to members of the opposite-gender. 4. Discuss why parents/adults have guidelines to follow for opposite gender friendships. 	<ul style="list-style-type: none"> • Form friendships with persons of the same and opposite gender. • Follow family guidelines for responsible behavior with friends of the same and opposite gender.

GRADE 4 Cont.

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Identify healthful ways family members communicate with one another. 2. Discuss sources of difficult family relationships. 3. Explain how difficult family relationships may interfere with the formation of healthful relationships with others. 	<ul style="list-style-type: none"> • Practice effective communication skills. • Participate in activities with family members. • Show support to an injured or ill family member. • Share feelings with family members about changes that occur in the family. • Be supportive if there is a new family member. • Be sensitive to the needs of others from different family make-ups.
STDs & HIV/AIDS	<ol style="list-style-type: none"> 1. Describe the role of the immune system in protecting the body against disease. 	<ul style="list-style-type: none"> • Ask my parents/guardians questions I have about AIDS. • Wash my hands before eating or after using the bathroom • Practice universal health precautions.

Content Area	Objectives	Life Skills
Self-Esteem	<p style="text-align: center;">The student will:</p> <ol style="list-style-type: none"> 1. Discuss the advantages of having self-respect and a positive self-concept. 2. Demonstrate the use of the responsible decision-making model and refusal skills to make responsible decisions. 	<p style="text-align: center;">I will:</p> <ul style="list-style-type: none"> • Choose actions that promote a positive self-concept. • Make responsible decisions consistent with responsible parent/guardian guidelines. • Use resistance skills to say "No" to peer pressure to engage in harmful actions. • Practice respect, understanding, responsibility, and self discipline.
Growth & Development (Grouping is separate by gender at this grade level).	<ol style="list-style-type: none"> 1. Identify the changes that occur during puberty. 2. Review the female reproductive organs and discuss their functions. 3. Describe the physiology of the menstrual cycle. 4. Describe the changes that occur in boys during puberty. 5. Identify the male reproductive organs and discuss their function. 6. List ways to care for the male and female reproductive systems. 7. Define sexual intercourse and other sexual activities from a physiological standpoint. 8. Explain how sexual activity can be dangerous and that abstinence or a return to abstinence is the only safe choice for adolescents. 9. Explain possible consequences of not choosing abstinence. <p style="text-align: center;">For Girls Only</p> <ol style="list-style-type: none"> 10. Explain the correct use of menstrual health products. 	<ul style="list-style-type: none"> • Discuss concerns about puberty with a parent/guardian or trusted adult. • Discuss personal cleanliness and use of deodorant for boys and girls. <p style="text-align: center;">For Girls Only</p> <ul style="list-style-type: none"> • Reduce menstrual cramps by taking warm baths and performing abdominal exercises. • Manage the side effects of menstruation. • Use and dispose of menstrual pads, shields, and/or tampons correctly.

Grade: 5 (con't)

Content Area	Objectives	Life Skills
Relationships & Sexual Behavior	<p style="text-align: center;"><u>The student will:</u></p> <ol style="list-style-type: none"> 1. Discuss the importance of mental, emotional, and physical attraction in the formation of relationships with members of the opposite gender. 2. Describe why expressing affection within set limits is healthful. 3. Demonstrate the use of refusal skills to say "No" to being sexually active. 	<p style="text-align: center;"><u>I will:</u></p> <ul style="list-style-type: none"> • Discuss with my parent/guardian or other trusted adult personal limits on expressing affection. • Express affection in healthful ways. • Choose abstinence until marriage. • Choose friends who practice abstinence. • Use resistance skills when friends and peers want to make harmful choices.
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Identify healthful ways family members communicate with one another. 2. Discuss sources of difficult family relationships. 3. Explain how difficult family relationships may interfere with the formation of healthful relationships with others. 	<ul style="list-style-type: none"> • Practice effective communication skills. • Participate in activities with family members. • Show support to an injured or ill family member. • Share feelings with family members about changes that occur in the family. • Be supportive if there is a new family member. • Be sensitive to the needs of others from different family make-ups.
STDs & HIV/AIDS	<ol style="list-style-type: none"> 1. Define STDs. 2. Explain how STDs are transmitted. 3. Explain how sexual activity can be dangerous and that abstinence is the only safe choice. 4. Identify causes, common signs and symptoms, and need for treatment of STDs. 	<ul style="list-style-type: none"> • Share concerns about STDs and AIDS with parent/guardian or other trusted adults. • Choose abstinence as a way of avoiding STDs and AIDS. • Choose not to share a needle to inject illegal IV drugs, to design a tattoo, or to pierce ears or other body parts. • Show compassion for persons with AIDS. • Practice universal health precautions. • Practice hand washing before eating and after using the bathroom.

Content Area	Objectives	Life Skills
	The student will:	I will:
Self-Esteem	<ol style="list-style-type: none"> 1. Discuss the advantages of having self-respect and a positive self-concept. 2. Identify emotional health and how to cope with the challenges of adolescence. 3. Demonstrate the use of the responsible decision-making model and refusal skills to make healthful decisions. 4. Discuss the importance of choosing friends who follow responsible parent/guardian guidelines. 	<ul style="list-style-type: none"> • Choose behaviors that promote a positive self-concept. • Choose behaviors that are consistent with responsible parent/guardian guidelines. • Show respect, understanding, responsibility, and self-discipline. • Choose friends who make responsible decisions. • Identify resources for emotional support.
Growth & Development (Grouped by co-ed classes)	<ol style="list-style-type: none"> 1. Describe the changes that occur in girls during puberty. 2. Describe the functions of the female reproductive organs. 3. Discuss the physiology of the menstrual cycle. 4. Explain the proper use and disposal of menstrual health products. 5. Describe the changes that occur in boys during puberty. 6. Describe the functions of the male reproductive organs. 7. Discuss circumcision and the reasons it may be performed. 8. Explain sperm production. 9. Explain how erection and ejaculation occur. 10. Define sexual intercourse and sexual activity from a physiological standpoint. 	<ul style="list-style-type: none"> • Have regular medical checkups. • Practice health habits that promote growth and development.
Relationships & Sexual Behavior	<ol style="list-style-type: none"> 1. Discuss the importance of mental, emotional, and physical attraction in the formation of relationships with members of the opposite gender. 	<ul style="list-style-type: none"> • Discuss with my parent/guardian or other trusted adult personal limits on expressing affection. • Express affection in healthful ways.

Content Area	Objectives	Life Skills
Relationships & Sexual Behavior (Cont.)	<p style="text-align: center;"><u>The student will:</u></p> <ol style="list-style-type: none"> 2. Describe why expressing affection within set limits is healthful. 3. Explain how sexual activity can be dangerous and that abstinence is the only safe choice. 4. Demonstrate the use of refusal skills to say "No" to being sexually active. 5. Describe behaviors that support the choice of abstinence or return to abstinence for a young person such as an abstinence pledge. 	<p style="text-align: center;"><u>I will:</u></p> <ul style="list-style-type: none"> • Choose abstinence until marriage. • Choose friends who practice abstinence. • Use resistance skills when friends and peers want to make harmful choices.
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Identify healthful ways family members communicate with one another. 2. Describe how memories are formed and the importance of memories in relationships. 3. Discuss sources of difficult family relationships. 4. Explain how difficult family relationships may interfere with the formation of healthful relationships with others. 5. Describe adjustments a family may have to make when a family member is seriously ill or injured. 6. Discuss feelings that may be associated with the death of a family member. 7. Discuss adjustments children may need to make when parents separate or divorce. 8. Identify feelings children may have as a result of parental dating and remarriage. 9. Discuss adjustments and feelings that may be associated with the formation of a blended family. 	<ul style="list-style-type: none"> • Practice effective communication skills. • Participate in activities with family members. • Show support to an injured or ill family member. • Share feelings with family members about changes that occur in the family. • Be supportive if there is a new family member. • Be sensitive to the needs of others from different family make-ups.

GRADE: 6 (Con't)

Content Area	Objectives	Life Skills
	The student will:	I will:
Marriage, Parenthood, & Families (Con't)	10. Describe changes that may need to be made when the family has a new family member.	
STDs and HIV/AIDS	<ol style="list-style-type: none"> 1. Discuss the transmission of STDs. 2. Discuss how STDs are caused by microorganisms such as bacteria and viruses. 3. Explain how the immune system protects the body against disease. 4. Explain how infection with HIV diminishes the ability of the immune system to fight disease. 5. Discuss the transmission of HIV through sexual intercourse, by sharing a needle to inject illegal IV drugs, to design a tattoo, or to pierce body parts, and from mother to child. 6. Explain how a pregnant female who is infected with HIV may infect her baby with HIV prior to or during the birth process. 7. Describe ways HIV infection is believed to occur. 8. Explain how a diagnosis of HIV infection is made. 9. Describe the progression of HIV. 10. Explain the impact of the AIDS epidemic on society. 11. Explain how sexual activity can be dangerous and that abstinence is the only safe choice. 12. Identify specific causes, signs and symptoms, and treatment of STDs. 	<ul style="list-style-type: none"> • Discuss concerns about STDs and AIDS with my parent/guardian or other trusted adult. • Choose abstinence as a way of avoiding STDs and HIV infection. • Avoid HIV infection by never sharing a needle to inject illegal drugs, to design a tattoo, or to pierce body parts. • Practice universal health precautions. • Practice washing hands before eating and after using the bathroom.
Self-Esteem	<ol style="list-style-type: none"> 1. Discuss the importance of self-respect and a positive self-concept in the formation of healthful relationships. 2. Identify activities that promote a positive self-concept. 	<ul style="list-style-type: none"> • Develop strengths and work on weaknesses to develop a positive self-concept. • Engage in a variety of activities that promote self-esteem.

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Self-Esteem (Cont.)	<ol style="list-style-type: none"> 3. Identify emotional health and how to cope with the challenges of adolescence. 4. Identify types of loving behavior including respect, understanding, responsibility and self discipline in relationships. 5. Explain how relationships and peer pressure may affect self-esteem. 6. Demonstrate the use of the Responsible Decision-Making Model to make healthful choices. 7. Demonstrate the use of resistance skills to say "No" to risk behaviors and to avoid risk situations. 	<ul style="list-style-type: none"> • Show respect, understanding, responsibility, and self-discipline in relationships. • Use the Responsible Decision-Making Model to make healthful choices. • Use resistance skills if pressured to engage in risk behaviors. • Identify signs and symptoms of depression.
Growth & Development	<ol style="list-style-type: none"> 1. Describe the structure and function of the organs of the male reproductive system. 2. Describe the changes that occur in males during puberty, and the roles that hormones play. 3. Explain how and why an erection occurs. 4. Describe the process of ejaculation and explain why nocturnal emissions may occur. 5. Explain why circumcision may be performed and the importance of careful cleaning under the foreskin for uncircumcised males. 6. Discuss the importance of testicular and breast self-examination in the early detection of cancer. 7. Describe the structure and functions of the female reproductive organs. 8. Discuss the changes that occur during puberty in females and the role that hormones play. 	<ul style="list-style-type: none"> • Change tampons and/or sanitary napkins frequently during menstruation if I am a girl. • Focus on good habits to avoid genital infection. • Avoid the use of feminine hygiene sprays, perfumed douches, and bubble bath to prevent vaginitis if I am a girl. • Discuss concerns about growth and development with my parent/guardian or other trusted adult.

GRADE: 7 (Con't)

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Growth & Development (Con't)	9. Identify how menstrual cycles vary. 10. Identify menstrual health products and discuss their proper use and disposal. 11. Identify procedures that reduce the risk of vaginal infections related to improper hygiene. 12. Identify procedures that relate to proper hygiene. 13. Discuss concerns about breast and penis size.	
Relationships & Sexual Behavior	1. Identify skills that increase the chance of success in relationships. 2. 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. Sexual orientation is sexual attraction to the same or opposite gender. 3. Explain that you cannot tell a person's sexual orientation by his/her appearance or any other external indicators. 4. Explain why it is hurtful to judge another person. It is illegal to use derogatory language or become violent toward an individual because he or she is not like me. 5. Help students understand that attitudes toward sexual orientation may be a strong part of family values and beliefs, and opinions often vary.	<ul style="list-style-type: none"> • Show tolerance for others. • Use "I" messages to communicate my feelings. • Use active listening skills. • Use the Responsible Decision-Making Model to make healthful choices. • Use resistance skills when pressured to engage in harmful behaviors. • Talk to parent/guardian and/or another trusted adult in order to develop my own values and beliefs about sexual orientation. • Choose behaviors consistent with my values. • Select friends/peers who choose abstinence. • Choose to date persons who have chosen abstinence. • Abstain from the use of alcohol and other drugs. • Understand that attitudes toward masturbation may be a strong part of family values and beliefs and opinions often vary.

Grade: 7 (Con't)

Content Area	Objectives	Life Skills
Relationships & Sexual Behavior (Con't)	<p style="text-align: center;">The student will:</p> <ol style="list-style-type: none"> 6. Demonstrate healthful ways to express feelings. 7. Discuss how values, belief systems, and religions may play a role in the development of healthful relationships. 8. Demonstrate the use of the Responsible Decision-Making Model to make healthful choices. 9. Demonstrate the use of resistance skills to say "No" to risk behaviors and to avoid risk situations. 10. Explain the advantages and disadvantages of dating for adolescents. 11. Discuss the responsibilities to self and others that accompany dating. 12. List desirable characteristics in a potential dating partner. 13. Explain why it is important to place limits on the expression of physical affection in a dating relationship. 14. Describe life skills which support the choice of abstinence or return to abstinence for adolescents. 15. Explain how sexual activity can be dangerous and that abstinence is the only safe choice. 16. Define masturbation. 17. Explain that some people masturbate; some people do not. 	<p style="text-align: center;">I will:</p> <ul style="list-style-type: none"> • Talk to parents/guardians or other trusted adults in order to help me develop my own values and beliefs about masturbation.

GRADE: 7 (Con't)

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Discuss the risks and responsibilities of teenage marriage. 2. Discuss the risks and responsibilities of teenage parenthood. 3. Describe adjustments family members may need to make as a result of marital separation and divorce. 4. Discuss the adjustments family members may need to make as a result of living in a single-custody family. 5. Discuss the adjustments family members may need to make as a result of parental dating and remarriage. 6. Discuss adjustments family members may need to make when a blended family is formed. 	<ul style="list-style-type: none"> • Choose abstinence to avoid teenage marriage and parenthood. • Participate in activities that involve relating to small children such as child sitting or camps. • Discuss family changes such as separation, divorce, parental dating, remarriage, and the formation of a blended family with parents/guardians or other trusted adults.
Pregnancy & Childbirth	<ol style="list-style-type: none"> 1. Describe the process of conception. 2. Explain how multiple births may occur. 3. Discuss the inheritance of parental characteristics. 4. Explain how pregnancy is determined. 5. Describe the development of the embryo and fetus. 6. Discuss the importance of prenatal care. 7. Identify behaviors that are healthful to the pregnant female and/or developing fetus. 8. Identify behaviors that are harmful to the pregnant female and/or developing fetus. 9. Define miscarriage/spontaneous abortion. 	<ul style="list-style-type: none"> • Choose abstinence in order to delay parenthood.

GRADE: 7 (Con't)

Content Area	Objectives	Life Skills
	The student will:	I will:
Pregnancy & Childbirth (Cont.)	<ol style="list-style-type: none"> 10. Explain how birth defects may be detected during pregnancy. 11. Identify problems associated with teenage pregnancy. 12. Describe the process of childbirth. 13. Discuss the importance of bonding between family members and the new baby. 	
Birth Control	<ol style="list-style-type: none"> 1. Explain how sexual activity can be dangerous and that abstinence or a return to abstinence is the only safe choice for adolescents. 2. Identify the continuum of choices regarding sexual behavior. 3. Identify considerations for choosing birth control measures. Explain how birth control measures may reduce risk but not eliminate risk of pregnancy and STDs. 4. Identify and discuss the use of hormonal contraceptives. 5. Identify and discuss the use of barrier birth control methods. 6. Discuss the use of spermicidal preparations as a method of birth control. 7. Discuss the use of the intrauterine device as a method of birth control. 8. Discuss that the use of douching is not a method of birth control. 9. Discuss the use of the basal body temperature, calendar, and mucus method of birth control. 10. Discuss that the use of withdrawal is not an effective method of birth control. 	<ul style="list-style-type: none"> • Discuss contraceptive use and guidelines for sexual behavior with a parent/guardian or other trusted adult. • Use information about birth control to make responsible decisions at the appropriate time. • Consult medical professionals when choosing birth control methods for personal use.

Grade: 7 (Con't)

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
STDs & HIV/AIDS	<ol style="list-style-type: none"> 1. Explain why abstinence or the return to abstinence is the most responsible choice for adolescents. 2. Identify ways STDs may be transmitted. 3. Explain how a baby may be infected with an STD during pregnancy. 4. Explain how a baby may be infected with an STD during vaginal delivery. 5. Discuss the cause, general signs and symptoms, and treatment of common STDs. 6. Identify and discuss risk behaviors for STD transmission. 7. Explain how infection with an STD may be avoided by choosing abstinence until marriage or commitment to a monogamous relationship. 8. Explain how the immune system helps to protect the body from disease. 9. Describe how HIV destroys the human immune system. 10. Describe risk behaviors and risk situations for HIV infection. 11. Explain the effectiveness of the latex condoms in reducing the risk of STD transmission. 12. Identify ways that HIV infection does not occur. 13. Explain why an HIV-infected person is susceptible to opportunistic infections. 14. Describe treatment available to an HIV-infected person. 15. Identify life skills an HIV-infected person may practice to help keep his/her immune system healthy. 	<ul style="list-style-type: none"> • Avoid STDs and HIV by practicing abstinence. • Discuss concerns about STDs and HIV with a parent/guardian or other trusted adult. • Avoid HIV infection by never sharing a needle to inject illegal IV drugs, design a tattoo, or to pierce body parts. • Talk with parent/guardian or trusted adult about family/religious guidelines regarding sexual behavior and contraceptive use. • Show compassion for persons with AIDS and their families. • Practice universal health precautions. • Practice hand washing before eating or after using the bathroom.

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Sexual Violence	<ol style="list-style-type: none"> 1. Provide a definition and examples of sexual harassment. 2. Describe the difference between a healthful flirtation and sexual harassment. 3. Identify guidelines to follow should sexual harassment occur. 4. Provide a definition and examples of child sexual abuse including child molestation, incest, and pedophilia. 5. Identify guidelines to follow should child sexual abuse occur and possible outcomes of reporting it. 6. Provide a definition of sexual assault and describe what to do if sexual assault occurs. 7. Discuss possible outcomes of reporting sexual assault. 8. Identify guidelines to follow to reduce the likelihood of being sexually assaulted. 9. Provide a definition of acquaintance rape and identify guidelines to follow to avoid dating/sexual violence. 10. Discuss what to do should acquaintance rape occur. 	<ul style="list-style-type: none"> • Firmly resist and report sexual harassment to an appropriate person. • Firmly resist and report child sexual abuse to a trusted adult. • Follow guidelines to reduce the likelihood of being a sexual assault victim. • Set clear limits for sexual behavior and share these limits with acquaintances and dates. • Stop sexual advances when a partner says "No" or resists. • Understand that no one has the right to force sexual contact on another person.

Content Area	Objectives	Life Skills
	The student will:	I will:
Self-Esteem	<ol style="list-style-type: none"> 1. Discuss the importance of self-respect and a positive self-concept in the formation of healthful relationships. 2. Identify emotional health, depression, and suicide, and how to cope with the challenges of adolescence. 3. Identify risk factors of suicide. 4. Identify activities that promote a positive self-concept. 5. Define gender roles, sexuality, and acceptance of individual differences. 6. Identify types of loving behavior. Including respect, understanding, responsibility, and self-discipline in relationships. 7. Explain how relationships and peer pressure may affect self-esteem. 8. Demonstrate the use of the Responsible Decision-Making model to make healthful choices. 9. Demonstrate the use of resistance skills to say "No" to risk behaviors and to avoid risk situations. 	<ul style="list-style-type: none"> • Develop strengths and work on weaknesses to develop a positive self-concept. • Engage in a variety of activities that promote self-esteem. • Show respect, understanding, responsibility, and self-discipline in relationships. • Use the Responsible Decision-Making Model to make healthful choices. • Use resistance skills if pressured to engage in risk behaviors. • Use resources to get help.
Growth & Development	<ol style="list-style-type: none"> 1. Identify and review the structure and function of the male reproductive system. 2. Describe the role of the scrotum in regulating the temperature of the testes. 3. Identify the function of the testes. 4. Explain the role of testosterone in the development of male secondary sex characteristics. 5. Explain how spermatogenesis occurs. 6. Describe the process of ejaculation. 7. Review why circumcision may be 	<ul style="list-style-type: none"> • Change tampons, or sanitary napkins frequently during menstruation if I am a girl. • Focus on good habits to avoid genital infection. • Avoid the use of feminine hygiene sprays, perfumed douches, and bubble bath to prevent vaginitis if I am a girl. • Discuss concerns about growth and development with my parent/guardian or other trusted adults.

	<p>performed and the importance of careful cleaning under the foreskin for uncircumcised males.</p> <ol style="list-style-type: none"> 8. Discuss the importance of testicular self-examination in the early detection of testicular cancer. 9. Identify and review the structure and function of the female reproductive organs. 10. Explain how menstrual cycles vary. 11. Identify menstrual health products and discuss their proper use and disposal. 13. Identify procedures that relate to proper hygiene. 14. Explain the importance of breast self-examination in the detection of breast cancer. 15. Explain the importance of regular pelvic examinations. 	
<p>Relationships & Sexual Behavior</p>	<ol style="list-style-type: none"> 1. Identify skills that increase the chance of success in relationships. 2. Define sexuality and gender stereotyping. 3. Demonstrate healthful ways to express feelings. 4. Discuss how values, belief systems, and religions may play a role in the development of healthful relationships. 5. Demonstrate the use of the Responsible Decision-Making Model to make a healthful choice. 6. Demonstrate the use of resistance skills to say "No" to a risk behavior or to avoid a risk situation. 7. Identify and discuss the characteristics of co-dependence in relationships. 	<ul style="list-style-type: none"> • Show tolerance for others. • Use "I" messages to communicate my feelings. • Use active listening skills. • Use the Responsible Decision-Making Model to make healthful choices. • Use resistance skills when pressured to engage in harmful behaviors. • Choose behaviors consistent with my values. • Select friends who choose abstinence. • Choose to date persons who have chosen abstinence. • Abstain from the use of alcohol and other drugs. • Understand that attitudes toward masturbation may be a strong part of family values and beliefs and opinions often vary.

GRADE: 8 (Con't)

Content Area	Objectives	Life Skills
	The student will:	I will:
Relationships & Sexual Behavior (Con't)	<ol style="list-style-type: none"> 8. Discuss the advantages and disadvantages of dating for adolescents. 9. Identify desirable characteristics in a potential dating partner. 10. Explain why it is important to place limits on the expression of physical affection in a dating relationship. 11. Explain how sexual activity can be dangerous and that abstinence is the only safe choice for adolescents. 12. Discuss the influence that drugs, especially alcohol, have on sexual behavior. 13. Define masturbation. 14. Explain that some people masturbate; some people do not. 	<ul style="list-style-type: none"> • Talk to parents/guardians or other trusted adults in order to help me develop my own values and beliefs about masturbation.
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Discuss the risks and responsibilities of teenage marriage. 2. Identify reasons for choosing to have children. 3. Identify qualities of a good parent. 4. Identify and describe the responsibilities of parenthood. 5. Discuss the risks and responsibilities of teenage parenthood. 6. Describe adjustments family members may need to make as a result of marital separation and divorce. 7. Discuss the adjustments family members may need to make as a result of living in a single parent family. 	<ul style="list-style-type: none"> • Choose abstinence to avoid teenage marriage and parenthood. • Discuss marriage with my parents/guardians or other trusted adults. • Participate in activities that provide an opportunity to supervise small children. • Discuss concerns about family changes that result from separation, divorce, and remarriage with parents/guardians or other trusted adults. • Choose abstinence or a return to abstinence to avoid teenage pregnancy.

GRADE: 8 (Con't)

Content Area	Objectives	Life Skills
	The student will:	I will:
Marriage, Parenthood, & Families (Con't)	8. Describe how a blended family is formed and the adjustments family members may need to make as a result of parental dating and remarriage.	
Pregnancy & Childbirth	<ol style="list-style-type: none"> 1. Describe the process of conception. 2. Explain how multiple births may occur. 3. Identify and discuss causes of infertility in males. 4. Identify and discuss causes of infertility in females. 5. Explain how pregnancy is determined. 6. Describe the development of the embryo and fetus. 7. Discuss the importance of prenatal care. 8. Identify behaviors that are healthful to the pregnant female and/or developing fetus. 9. Identify behaviors that are harmful to the pregnant female and/or developing fetus. 10. Describe the effects of pregnancy on the mother. 11. Identify signs that may indicate a problem during pregnancy. 12. Define reasons why spontaneous abortion or miscarriage occurs. 13. Explain that clinical abortion is legal in Wisconsin, but is a controversial issue. 14. Discuss the possible emotional, psychological, and physical effects of various birth options. 	<ul style="list-style-type: none"> • Choose abstinence or a return to abstinence in order to delay parenthood. • Discuss family beliefs regarding birth options with my parent/guardian or other trusted adult.

GRADE: 8 (Con't)

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Pregnancy & Childbirth (Con't)	<ol style="list-style-type: none"> 15. Explain that family values and beliefs may vary on this issue. 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 abortion. 16. Explain how birth defects may be detected during pregnancy. 17. Discuss the problems associated with teenage pregnancy. 18. Describe the process of childbirth. 19. Identify problems that may occur during childbirth. 20. Discuss the importance of bonding between family members and the new baby. 	
Birth Control	<ol style="list-style-type: none"> 1. Explain how sexual activity can be dangerous and that abstinence or a return to abstinence is the only safe choice for adolescents. 2. Identify considerations for choosing birth control. 3. Identify and discuss the use of hormonal contraceptives. 4. Identify and discuss the use of barrier birth control methods. 5. Discuss the use of spermicidal preparations as a method of birth control. 6. Discuss the use of the intrauterine device as a method of birth control. 7. Discuss that the use of douching is not an effective method of birth control. 8. Discuss the use of the basal body temperature, calendar, and mucus methods of birth control. 	<ul style="list-style-type: none"> • Talk with parent/guardian or a trusted adult about family/religious guidelines regarding sexual behavior and contraceptive use.

GRADE: 8 (Con't)

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Birth Control (Con't)	9. Discuss that the use of withdrawal is not an effective method of birth control. 10. Identify the advantages and disadvantages of sterilization as a method of birth control. 11. Identify the sterilization procedures commonly used for males and females.	
STDs & HIV/AIDS	1. Explain how pathogens that cause STDs are transmitted during sexual activity. 2. Describe how a baby may be infected with an STD during pregnancy. 3. Explain how a baby may be infected with an STD during vaginal delivery. 4. Discuss the cause, general signs and symptoms, and treatment of the following STDs: Genital warts/ Human Papilloma Virus (HPV). 5. Identify and discuss risk behaviors for STD transmission. 6. Explain how infection with an STD may be avoided by choosing abstinence until marriage or commitment to a monogamous relationship. 7. Explain how the immune system helps to protect the body from disease. 8. Describe how HIV destroys the human immune system. 9. Describe risk behaviors and risk situations for HIV infection. 10. Identify ways that HIV infection is not believed to occur. 11. Identify the diagnostic tests for HIV infection. 12. Discuss why an HIV-infected person is susceptible to opportunistic infections.	<ul style="list-style-type: none"> • Avoid STDs and HIV by practicing abstinence. • Discuss concerns about STDs and HIV with my parents/guardians or other trusted adults. • Avoid HIV infection by never sharing a needle to inject illegal IV drugs, to design a tattoo, or to pierce body parts. • Show compassion for persons with AIDS. • Practice Universal health precautions. • Practice washing hands before eating or after using the bathroom.

GRADE: 8 (Con't)

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
STDs & HIV/AIDS (Con't)	13. Discuss treatment for an HIV-infected person. 14. Identify life skills an HIV-infected person may practice to help keep his/her immune system healthy.	
Sexual Violence	1. Differentiate between healthful communication and sexual harassment. 2. Describe what to do if sexual harassment occurs and possible outcomes of reporting it. 3. Describe what to do if child molestation, incest, or pedophilia occur and possible outcomes of reporting it. 4. Define sexual assault. 5. Discuss sexual assault and describe what to do if sexual assault occurs. 6. Discuss possible outcomes of reporting sexual assault. 7. Identify ways to avoid being a sexual assault victim. 8. Explain behaviors that reduce the likelihood of dating/sexual violence. 9. Explain reasons why sexual assault and dating/sexual violence should be reported.	<ul style="list-style-type: none"> • Refuse sexual harassment and report it to an appropriate person. • Refuse sexual activity with adults, family members, and siblings, and tell trusted adults when pressured. • Take precautions to avoid being sexually assaulted. • Set clear guidelines and communicate these guidelines to dates and acquaintances. • Report sexual assaults and sexual assault attempts. • Seek medical attention should sexual assault occur. • Follow guidelines to reduce the risk of advances that may lead to acquaintance rape. • Stop sexual advances when a partner says "NO" or resists. • Understand that no one has the right to force sexual contact on another person.

GRADE: 9/10 Health - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12 Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
Self-Esteem	<p style="text-align: center;"><u>The student will:</u></p> <ol style="list-style-type: none"> 1. Differentiate between self-respect and self-centered behavior. 2. Identify emotional health and how to cope with the challenges of adolescence, depression, suicide, and self-injury. 3. Explain the importance of a positive self-concept in the development of relationships. 4. Identify the four types of loving behavior: respect, understanding, responsibility, and self discipline. 5. Explain how relationships and peer pressure may affect self-esteem. 6. Demonstrate the use of the Responsible Decision-Making Model to make healthful choices. 7. Demonstrate the use of resistance skills to say "No" to risk behaviors and to avoid risk situations. 	<p style="text-align: center;"><u>I will:</u></p> <ul style="list-style-type: none"> • Develop strengths and work on weaknesses to develop a positive self-concept. • Engage in activities which promote feelings of self-worth. • Show respect, understanding, responsibility, and self-discipline in relationships. • Use the Responsible Decision-Making Model to make healthful choices. • Use resistance skills if pressured to engage in risk behaviors. • Use resources to get help. • Identify alternative ways to cope.
Growth & Development	<ol style="list-style-type: none"> 1. Describe the anatomy of the male reproductive system. 2. Describe the role of the scrotum in regulating the temperature of the testes. 3. Identify the functions of the testes. 4. Explain the role of testosterone in the development of male secondary sex characteristics. 5. Explain how spermatogenesis occurs. 6. Describe the process of ejaculation. 7. Discuss common concerns about penis size. 8. Explain why circumcision may be performed and the importance of careful cleaning under the foreskin for uncircumcised males. 	<ul style="list-style-type: none"> • Regularly clean under my foreskin if I am an uncircumcised boy. • Practice testicular self-examination on a monthly basis if I am a male. • Change tampons or sanitary napkins frequently during menstruation if I am a girl. • Focus on good habits to avoid vaginal infection if I am a girl. • Avoid the use of feminine hygiene sprays, perfumed douches, and bubble bath to prevent vaginitis if I am a girl. • Practice breast self-examination on a monthly basis if I am a girl. • Have regular checkups.

GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12 Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Growth & Development (Con't)	9. Discuss the importance of testicular self-examination in the early detection of testicular cancer. 10. Describe procedures used for early detection of prostate cancer. 11. Describe the structure and functions of the female reproductive organs. 12. Discuss the influence of estrogen on the development of secondary sex characteristics in females. 13. Describe the three phases of the menstrual cycle. 14. Discuss the cause, symptoms, and treatment of menopause. 15. Discuss menstrual conditions such as amenorrhea, menorrhagia, oligomenorrhea, and dysmenorrhea. 16. Identify menstrual health products and discuss their proper use and disposal. 17. Identify procedures that reduce the risk of vaginal infections related to improper hygiene. 18. Identify procedures that relate to proper hygiene. 19. Explain the importance of breast self-examination in the detection of breast cancer. 20. Discuss the importance of mammography in the early detection of breast cancer. 21. Describe procedures used in a pelvic examination. 22. Identify reasons why dilatation and curettage may be performed. 23. Discuss concerns about breast size.	

GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12 Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
Relationships & Sexual Behavior	<u>The student will:</u>	<u>I will:</u>
	<ol style="list-style-type: none"> 1. Differentiate between inspiring and dispiriting relationships. 2. Identify skills that increase the chance of success in relationships. 3. Describe the characteristics of a loving, functional family. 4. Define sexuality and explain how a person's sexuality is influenced by the family. 5. Define sexuality and gender stereotyping. 6. Demonstrate healthful ways to express feelings. 7. Discuss the importance of values in the development of healthful relationships. 8. Demonstrate the use of the Responsible Decision-Making Model to make a healthful choice. 9. Demonstrate the use of resistance skills to say "No" to a risk behavior or to avoid a risk situation. 10. Discuss the importance of delayed gratification to the achievement of long term goals. 11. Identify characteristics and challenges a family may face. 12. Identify and discuss the characteristics of co-dependence. 13. Describe the effects of co-dependence on relationships. 14. Identify sources of help in the community for co-dependent persons. 15. Discuss the benefits of dating for adolescents. 16. Describe risks of dating for adolescents. 17. Describe desirable characteristics in a potential dating partner. 	<ul style="list-style-type: none"> • Show care and concern for others. • Use "I" messages to communicate my feelings. • Use active listening skills. • Use the Responsible Decision-Making Model to make healthful choices. • Use resistance skills when pressured to engage in harmful behaviors. • Choose behaviors consistent with my values. • Select friends who choose abstinence. • Choose to date persons who have chosen abstinence. • Abstain from the use of alcohol and other drugs. • Select entertainment that promotes healthful sexuality. • Describe the common core values to which each person can commit: honesty, promise keeping, respect, equality, social justice, self control, responsibility. • Recognize skills not learned in my family and make a plan to learn them. • Obtain help if harmful ways of relating were learned within my family setting. • Seek help for co-dependent tendencies. • Discuss dating guidelines with my parent/guardian or other trusted adult. • Select dates who are worthy of respect.

GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12 Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
Relationships & Sexual Behavior (Con't)	<p style="text-align: center;"><u>The student will:</u></p> <ol style="list-style-type: none"> 18. Explain why it is important to place limits on the expression of physical affection in a dating relationship. 19. Discuss the advantages of only engaging in sexual activity within a monogamous marriage or relationship. 20. Explain how sexual activity can be dangerous and that abstinence or a return to abstinence is the only choice for adolescents. 21. Give examples of how learned behaviors (family roles and behavior or pornography, for instance) influence sexual arousal. 22. Discuss the influence of testosterone on male sexual arousal. 23. Discuss the influence of estrogen and testosterone on female sexual arousal. 24. Give examples of how learned behavior influences sexual arousal. 25. Discuss the influence of drugs, especially alcohol, on sexual arousal and sexual behavior. 26. Explain how the body senses influence sexual arousal. 27. Discuss the role of pheromones in sexual attraction. 28. Discuss the influence of sexual fantasies on sexual arousal. (See Guidelines for responding to questions about masturbation.) 29. Describe ways to express one's interest and affection in healthful responsible ways. 30. Identify the four stages of the human sexual response. 	<p style="text-align: center;"><u>I will:</u></p>

GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12 Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
Relationships & Sexual Behavior (Con't)	<p style="text-align: center;"><u>The student will:</u></p> <ol style="list-style-type: none"> 31. Describe changes that occur in males and females during the excitement phase. 32. Describe changes that occur in males and females during the plateau phase. 33. Differentiate between the orgasmic response of males and females. 34. Describe the resolution phase in males and females and discuss the significance of the refractory period in males. 35. Discuss the influence of aging on sexual responsiveness. 36. Define impotence and discuss its causes. 	<p style="text-align: center;"><u>I will:</u></p>
Marriage, Parenthood, & Families	<ol style="list-style-type: none"> 1. Identify four types of intimacy (physical, emotional, social & spiritual) and discuss the role of intimacy in marriage. 2. Discuss factors that contribute to success in marriage. 3. Describe the risks and responsibilities of teenage marriage. 4. Evaluate reasons for choosing to have children. 5. Discuss qualities of a good parent. 6. Identify and discuss the responsibilities of parenthood. 7. Describe the characteristics of an abusive parent. 8. Identify and discuss the risks of teenage parenthood. 9. Describe the most common causes of conflict in marriage and relationships. 10. Discuss methods involved in conflict resolution in marriage and relationships. 	<ul style="list-style-type: none"> • Assess my ability to be intimate within relationships. • Choose abstinence to avoid teenage marriage and parenthood. • Identify long and short term goals. • Recognize places in the community where support is provided for families in crises. • Obtain opportunities to work with children to build parenthood skills. • Share concerns about family changes such as illness, death, separation, divorce, parental dating, and remarriage with a parent/guardian or trusted adult.

GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12 Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Pregnancy & Childbirth	<ol style="list-style-type: none"> 1. Describe the cellular basis of human reproduction. 2. Explain how gender is determined by the sex chromosomes a baby receives. 3. Discuss the inheritance of dominant and recessive characteristics. 4. Explain why some characteristics are genetically linked. 5. Describe the process of conception. 6. Identify and discuss causes of infertility in males. 7. Identify and discuss causes of infertility in females. 8. Describe ways to increase the probability of conception. 9. Identify and discuss alternate methods of fertilization. 10. Explain how pregnancy is determined. 11. Explain how a delivery date is established. 12. Describe the development of the embryo and fetus. 13. Discuss the importance of prenatal care. 14. Identify behaviors that are healthful to the pregnant female and/or developing fetus. 15. Identify behaviors that are harmful to the pregnant female and/or developing fetus. 16. Describe the effects of pregnancy on the mother. 17. Identify signs that may indicate a problem during pregnancy. 18. Describe the effects of pregnancy on the father. 19. Discuss sexual activity during pregnancy. 	<ul style="list-style-type: none"> • Choose abstinence to avoid teenage pregnancy. • Discuss contraceptive use and guidelines for sexual behavior with my parents/guardian or other trusted adult. • Discuss family beliefs regarding birth options with my parents/guardians or other trusted adults.

GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12 Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
Pregnancy & Childbirth (Con't)	<p style="text-align: center;"><u>The student will:</u></p> <ol style="list-style-type: none"> 20. Describe how multiple births may occur. 21. Discuss miscarriage or spontaneous abortion and why it occurs. 22. Explain that clinical abortion is legal in Wisconsin, but is a controversial issue. 23. Discuss state law regarding abortion. 24. Explain the possible emotional, psychological and physical side effects of abortion. 25. Explain that family values and beliefs may vary on this issue. Students will be encouraged to talk to their parent/guardian and/or another trusted adult in order to help them develop their own values and beliefs about abortion. 26. Define and describe the effects of pregnancy on the mother. 27. Explain how an ectopic pregnancy occurs and its implications. 28. Discuss the significance of the Rh factor during pregnancy. 29. Explain how birth defects may be detected during pregnancy. 30. Discuss the risks and responsibilities associated with teenage pregnancy for mothers and fathers. 31. Discuss the advantages and disadvantages of different childbirth options. 32. Identify and discuss methods of prepared childbirth. 33. Describe the different methods of pain relief during childbirth. 	<p style="text-align: center;"><u>I will:</u></p>

**GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12
Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues**

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Pregnancy & Childbirth (Con't)	34. Describe the events taking place during the three stages of labor. 35. Identify and discuss problems that may occur during childbirth. 36. Describe changes that occur in the mother during the postpartum period. 37. Discuss the importance of bonding between family members and the new baby. 38. Describe the processes of lactation and milk letdown. 39. Discuss the advantages and disadvantages of breast feeding. 40. Identify considerations in the resumption of sexual activity after childbirth.	
Birth Control	1. Explain how sexual activity can be dangerous and that abstinence or a return to abstinence is the only choice for adolescents. 2. Articulate how birth control is a shared responsibility between males and females and identify considerations for choosing birth control. 3. Discuss the use, effectiveness, benefits, side effects, contraindications, and cost of birth control methods such as the combination pill, progestin-only pill, injectable progestin, and other available methods. 4. Discuss the use, effectiveness, benefits, side effects, contraindications, and cost of barrier birth control methods such as the diaphragm, cervical cap, male condom, and female condom.	<ul style="list-style-type: none"> • Discuss family/religious beliefs regarding birth control with parents/guardian or other trusted adults. • Use information about birth control to make responsible decisions at the appropriate time. • Consult medical professionals when choosing birth control methods for personal use.

**GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12
Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues**

Content Area	Objectives	Life Skills
	<u>The student will:</u>	<u>I will:</u>
Birth Control (Con't)	<ol style="list-style-type: none"> 5. Discuss the use, effectiveness, benefits, side effects, contraindications, and cost of spermicidal preparations. 6. Discuss the use, effectiveness, benefits, side effects, contraindications, and cost of the intrauterine device. 7. Discuss that the use of douching is not a method of birth control. 8. Discuss the use, effectiveness, benefits, side effects, contraindications, and cost of birth control methods such as the basal body temperature method, the calendar method, and the mucus method. 9. Discuss that the use of withdrawal is not an effective method of birth control. 10. Discuss the benefits of using two birth control methods simultaneously. 11. Discuss the advantages and disadvantages of sterilization as a method of birth control. 12. Describe the sterilization procedures commonly used for males and females. 13. Discuss emergency contraception including the morning after pill and the advantages and disadvantages of emerging methods of birth control. 	
STDs AND HIV/AIDS	<ol style="list-style-type: none"> 1. Explain how infection with an STD may be avoided by choosing abstinence. 2. Identify and discuss risk behaviors for STD transmission. 	<ul style="list-style-type: none"> • Avoid STDs and HIV by practicing abstinence. • Discuss concerns about STDs and HIV with my parents/guardians or other trusted adults.

GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12
Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
STDs AND HIV/AIDS Cont.	<p style="text-align: center;">The student will:</p> <ol style="list-style-type: none"> 3. Explain how pathogens that cause STDs are transmitted during sexual intercourse. 4. Describe how congenital infection with an STD may occur. 5. Explain how a baby may be infected with an STD during vaginal delivery. 6. Discuss the cause, signs and symptoms, diagnosis and treatment, and risks of treatment, as well as long term health risks of the following STDs: bacterial vaginosis, candidiasis, trichomoniasis, chlamydia, gonorrhea, nongonococcal urethritis, syphilis, genital herpes, genital/HPV warts, pubic lice, and viral hepatitis. 7. Differentiate between the terms HIV and AIDS. 8. Explain how the immune system helps to protect the body from pathogens. 9. Describe how HIV destroys the human immune system. 10. Discuss the epidemiology of HIV infection in the United States and the world. 11. Describe risk behaviors and risk situations for HIV infection. 12. Identify the diagnostic tests for HIV infection. 13. Identify opportunistic infections commonly associated with AIDS. 14. Discuss treatment available to an HIV-infected person. 15. Identify life skills an HIV-infected person may practice to help keep his/her immune system healthy. 	<p style="text-align: center;">I will:</p> <ul style="list-style-type: none"> • Avoid HIV infection by never sharing a needle to inject illegal IV drugs, to design a tattoo, or to pierce ears or other body parts. • Show compassion for persons with AIDS and their families. • Take personal responsibility for protecting myself and my potential sexual partner against transmission of STDs. • Practice Universal health precautions. • Practice washing hands before eating or after using the bathroom.

GRADE: 9/10 Health (Con't) - Also Some Objectives Grade 9 or 10 Biology, Grade 10, 11, & 12 Family Living & Child Care, and Grade 11 & 12 Human Relations & Social Issues

Content Area	Objectives	Life Skills
Sexual Violence	<u>The student will:</u>	<u>I will:</u>
	<ol style="list-style-type: none"> 1. Examine the relationship between sexual assault and violence. 2. Identify and discuss sexual harassment. 3. Identify guidelines to follow should sexual harassment occur. 4. Identify and discuss kinds of child sexual abuse: incest, child molestation, and sexual assault. 5. Identify physical and behavioral indicators of child sexual abuse. 6. Identify guidelines to follow should child sexual abuse occur. 7. Define sexual assault and provide statistics about the incidence of sexual assault. 8. Identify reasons why sexual assault is often unreported and learn protective behaviors. 9. Describe guidelines to follow to be less vulnerable to the act of sexual assault. 10. Discuss dating/sexual violence and the communication problem often associated with it. 11. Identify guidelines to follow to protect against dating/sexual violence. 12. Explain suggested behaviors to follow to prevent dating/sexual violence. 13. Explain why it is important to report sexual assault and seek medical attention promptly. 14. Describe the trauma syndrome related to sexual violence. 15. Describe ways a partner can be supportive of a person who has been sexually assaulted. 16. Identify actions to take after receiving an obscene phone call. 	<ul style="list-style-type: none"> • Firmly resist sexual harassment. • Document and report sexual harassment to the appropriate person. • Follow guidelines to protect myself around adults who are abusive. • Report child sexual abuse to a trusted adult. • Follow guidelines to reduce the likelihood of assaulting or being sexually assaulted. • Set limits for sexual behavior and communicate these to dates and acquaintances. • Report sexual assault and seek prompt medical treatment should sexual assault occur. • Recognize violent and inappropriate sexual behavior and seek treatment if tendencies exist. • Avoid people and places associated with prostitution. • Stop sexual advances when a partner says "NO" or resists. • Understand that no one has the right to force sexual contact on another person.