

# **The School District of Belleville**

## **HUMAN GROWTH and DEVELOPMENT CURRICULUM**

**Reviewed January-June 2003**

**Reviewed May-June 2006**

**Reviewed March-May 2010**

## **Curriculum Dedication**

**This curriculum is dedicated to the health and well being of Belleville's children**

## **Acknowledgement**

**The School District of Belleville and community gratefully acknowledges the work of the Advisory Committee of 2010:**

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It is noted that the members of the group may have individual, personal differences with parts of this document. The final outcome of the Advisory Group's recommendations was provided to The School Board based on a majority decision.

# Mission Statement

The Belleville School District  
recognizes  
the primary role  
of parents and guardians as  
the human growth and development educators  
of their children.

The role of the school  
shall be to offer a consistent  
K-12 program of instruction  
in the area of human growth and development.

## **The Goals of the Human Growth and Development Curriculum**

Not in order of priority

**To encourage and promote communication between students and their families in the area of sexuality.**

**To teach students the skills to help them understand and develop healthy interpersonal relationships.**

**To inform students about their physical development, to have awareness of their feelings and behaviors and to be able to discuss the advantages of postponing sexual activity.**

**To provide students age-appropriate, accurate information on human development and sexuality including hygiene, puberty, the reproductive system, conception, prenatal development, abstinence, contraception, sexually transmitted infections, HIV/AIDS, childbirth, abortion, adoption, sexual abuse, sexual orientation, sexual harassment and family and life skills.**

## **STATEMENTS ON SCHOOL POSITION ON SENSITIVE ISSUES IN THE AREA OF HUMAN GROWTH AND DEVELOPMENT**

In recognition of the importance of the family in the education and discussion of potentially sensitive information, the School District of Belleville believes:

**That in the areas of sexual contact, contraception, sexual orientation, masturbation and abortion, the school will not take a position on the moral right or wrong; but in all cases above will refer the student to family discussion and health care providers.**

**Furthermore, the school will not go beyond a clinical definition of sexual acts explicitly covered by the curriculum, show actual examples of contraceptives, or demonstrate contraceptive devices until grade 7 or later.**

**Models of human anatomy may be used as appropriate for the age level in grade six strictly to instruct in the area of hygiene .**

For the purpose of this document, Human Growth and Development Curriculum, the following definitions are shared:

- **Contraception is the conscious decision to take action to prevent pregnancy.**
- **Homosexuality is the sexual preference toward a member of the same sex.**
- **Masturbation is the touching of the genital area to obtain sexual pleasure.**
- **Abortion is the spontaneous or elective ending of a pregnancy.**

## Comments from Advisory Groups

All Human Growth and Development Curriculum be titled as such.

All Human Growth and Development learner expectations be taught in an age appropriate manner.

Where appropriate, Human Growth and Development lesson plans may include outside presenters and other resources as long as a balanced approach is presented and the presenter is approved by the school administration.

The Human Growth and Development Curriculum is available to parents and community members on the school district website for review.

Parents have the right to opt their children out of any or all of the Human Growth and Development curriculum. The Human Growth and Development Curriculum will be submitted to parents so that parents may make that decision.

The School District of Belleville should ensure that every grade level is included in the Human Growth and Development Curriculum as indicated in the stated scope and sequence.

The School District of Belleville will increase communication with parents on the Human Growth and Development Curriculum by:

- An annual newspaper article
- An annual district newsletter
- A mailing of the curriculum
- A submission of the curriculum to parents at the start of the unit of instruction including student-parent homework

Human Growth and Development

Key to scope and sequence chart:

I = Introduce Concept

Professional discretion is recommended and encouraged in the development of instructional strategies and lessons to best determine the content of the curriculum at each grade level. Some objectives are targeted specifically for a certain grade and others may be introduced in a range of goals. It is the intent of the committee that once a concept is introduced, each year thereafter it is further developed in accordance with appropriateness of the age of the student.

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**Relationships (page one)**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will describe the concept of friendship and develop an appreciation of the importance of friendship.	I											
2. The student will acquire information and develop attitudes and behaviors that will assist in getting along with others.	I											
3. The student will realize that there are responsibilities involved in friendships and caring relationships.	I											
4. The student will identify the qualities of a compatible relationship.							I					
5. The student will describe the factors that enhance a successful committed relationship.							I					
6. The student will understand the magnitude of the responsibilities of parenthood, as well as the commitment and skills needed for parenting.							I					
7. The student will define the four kinds of abuse (physical, sexual, emotional and neglect). *	I											
8. The student will be able to describe the components of an abusive relationship.								I				
9. The student will identify self-protection strategies to protect against abuse.	I											

2009-2010 Comments

\* #7. The group reiterates the need for professional decision making in the instruction of students in Kindergarten, First, Second, and Third Grades relative to the different areas of abuse. It is age appropriate to teach younger children safety issues but as they are able to understand and developmentally accept.

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**Relationships (page two)**

<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
10. The student will describe examples of sexual harassment and explain strategies to deal with inappropriate situations. *					I							
11. The student will identify the four degrees of sexual assault and the penalties in the State of Wisconsin. **								I				
12. The student will be aware of, and know how to access the school harassment policy and other resources to help victims of abuse.	I											
13. The student will be aware of the choices of parenthood including the options of biological children, adopted children, foster children, or to remain childless.							I					
14. The student will explore the diversity of family.	I											

\*10. K-8 students will sign a sexual harassment understanding sheet following instruction. A copy will be sent home and the original filed in the student's cumulative folder.

\*\* 11. The pupil service team will develop a method to discuss the significance of age differences in dating and include information on males/females over 18 dating younger females/males. The pupil services team will ensure appropriate support for students and mandated reporting of sexual contact.

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**Human Sexuality-Abstinence (page one)**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will realize the benefits of sexual abstinence in their life.							I					
2. The student will recognize the difference between appropriate affection and inappropriate advances and realize the possible consequences of those behaviors.	I											
3. The student will be able to recognize the importance of the family in life and that the family will help share values, habits and attitudes.	I											
4. The student will understand peer pressure and describe the refusal skills needed to say “no” to behaviors that are inappropriate.	I											
5. The student will recognize that there are internal and external pressures affecting personal decisions (for example: self-esteem, peer pressure, multi-forms of media).	I											
6. The student will identify how family, religion, peers, and media influence sexuality.					I							
7. The student will understand that sexual feelings are not the same as sexual behaviors.					I							

**2009-2010 Comments: #2-#5** The advisory group discussed and stresses the importance of the teacher in ensuring that the Kindergarten content is appropriately paced for that young age so the learning is not overwhelming and is age-appropriate.

The 2009-2010 advisory group discussed at length the peer pressure issue and bullying and harassment.

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**Human Sexuality-Abstinence (page two)**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
8. The student will be able to describe a range of behaviors that demonstrate affection and love.	I											
9. The student will understand the responsibilities to self and others concerning dating.							I					
10. The student will identify preventative behaviors and risk situations that may result in intimate sexual behavior.							I					
11. The student will understand the connection between teenage pregnancies and alcohol and other drug use.							I					
12. The student will understand that sexual contact may result in pregnancy, sexually transmitted infections, as well as physical, emotional and social problems.							I					
13. The student will learn that s/he does not need to become sexually active to be accepted, whole, or complete. Abstinence is a normal and positive choice.							I					
14. The student will understand that each person must accept responsibility for choices made.							I					

Key to scope and sequence chart

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**Human Sexuality-Reproductive System**

<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will recognize the basic parts of the body and be able to name them using proper terminology.	I											
For expectations 2-5, boys and girls will be separated in Grades 4 and 5.												
2. The student will be able to identify male and female reproductive organs.					I							
3. The student will describe the functions of the male and female reproductive organs. *					I	I	See	Below				
4. The student will be able to define ovulation. *					I	I	See	Below				
5. The student will have an understanding of the significant changes in the female body, the process of menstruation, and its relationship to reproduction. *					I F	I M						
6. The student will identify appropriate care and common disorders of the reproductive organs.					I							
7. The student will learn the proper techniques for self-examination of the reproductive organs. **							I	I				

\*\*7. Students in 6<sup>th</sup> grade will only be introduced to this topic in 6<sup>th</sup> grade with pictures. In 7<sup>th</sup> grade models may be used.

**\*#3, #4, #5 – Females will be introduced to female subject matter in fourth grade and male subject matter in fifth grade. The same, in reverse, for boys.**

**( see #2) MODELS MAY ONLY BE USED IN GRADE SIX FOR THE PURPOSE OF HYGIENE INSTRUCTION.**

Human Growth and Development

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**Human Sexuality-Puberty**

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<b>Learners Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will define puberty and tell when it occurs in boys and girls.					I							
2. The student will recognize that each individual will have his/her own rate and timetable of growth.	I											
3. The student will realize that “growth spurts” may occur during the period of adolescence.					I							
4. The student will explain what hormones are and the changes they cause during adolescence.  For expectations 5-6, boys and girls will be separated in Grades 4 and 5.					I							
5. The student will be aware that nocturnal emissions or “wet dreams” may begin with the onset of puberty. *					M I	F I						
6. The student will define gynecomastia (male breast development) as being a normal occurrence.					I							
7. The student will identify physical/emotional changes that take place in boys and girls during puberty.					I							

\* 5. Males will be introduced to this topic at 4<sup>th</sup> grade and females at 5<sup>th</sup> grade.

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**Human Sexuality – Hygiene**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will learn that personal responsibility for hygiene promotes health and well-being.	I											
2. The student will learn which daily habits are needed for good hygiene.	I											
3. The student will realize that personal hygiene enhances self-concept, shows respect for others, and increases the respect others have for you.	I											

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**Human Sexuality – Masturbation**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
For this expectation, boys and girls will be separated in Grades 4 and 5.												
The student will be able to define masturbation and know that it is not physically harmful.					I							

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**Human Sexuality-Prenatal Development/Childbirth**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will be able to describe the process of conception, prenatal development, and birth. *					I							
2. The student will describe the development of the embryo and fetus.						I						
3. The student will describe labor and birth.							I					
4. The student will identify complications that can arise during pregnancy and birth, including spontaneous abortions and miscarriages.						I						
5. The student will know the difference between spontaneous and elective abortion.							I					
6. The student will know that physical features and growth patterns are determined largely by heredity.						I						
7. The student will realize that chromosomes from both parents carry genes that determine individual characteristics.						I						
8. The student will realize that heredity and environmental factors can cause birth defects.						I						
9. The student will recognize how nutrition and exercise affect the fetus.						I						
10. The student will recognize how smoking, drugs, and alcohol can be detrimental to the fetus.						I						
11. The student will identify risks involved with teenage pregnancy.						I						

\* 1. A human birth video may be shown at the 6<sup>th</sup> grade level with advance notice to parents and students on the content. Parents must be advised of their opt-out rights. Parents and students must also be advised of student's silent (eyes shut) opt out.

Human Growth and Development

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**Human Sexuality – Access to Information (Resources)**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will understand that the family should be the first resource in understanding human sexuality.					I							
2. The student will identify other community resources available in understanding human sexuality.					I							
3. The student will develop the communication skills needed to appropriately discuss issues and access information regarding sexuality.					I							

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**Human Sexuality – Naturalness of Sexuality**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will recognize that sexuality is an important part of one's physical, emotional, and social development.					I							
2. The student will recognize that having sexual thoughts and feelings are normal.					I							

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**Human Sexuality – Contraception**

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<b>Learners Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will be able to explain that it is possible to plan or avoid a pregnancy and that decision is influenced by many factors.							I					
2. The student will understand how reproductive systems are affected by contraceptive methods.							I					
3. The student will define the different methods of birth control and tell how they work.							I					
4. The student will be given instruction and demonstration in the proper use of contraceptives and will list their effectiveness rates, benefits, side effects and contraindications.								I				
5. The student will recognize the importance of communication with others as it relates to contraception (for example: family, physician, clergy, health professionals).							I					
6. The student will recognize the mutual responsibility of males and females as it relates to the use of contraceptives.							I					

Human Growth and Development

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**Human Sexuality and other Gender-Related Issues**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will be able to define homosexuality as the sexual preference toward a member of the same sex.						I						
2. The student will recognize that curiosity about, affection toward, and friendships between people of the same sex are different than homosexuality.						I						
3. The student will discuss the injustice of stereotyping people regarding sexual orientation.						I						
4. (a) The student will be able to define bisexuality as a sexual preference toward members of both sexes (4 b) and transgender as someone who is biologically of one gender but psychologically identifies with the opposite gender.							I 4a	I 4b				

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**Sexually Transmitted Infections (SRI)**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
1. The student will understand how to protect oneself from communicable diseases (universal precautions).	<b>I</b>											
2. The student will be able to describe the most common STI's, their symptoms and treatment, and be able to identify resources for diagnosis and care.								<b>I</b>				
3. The student will understand how sexually transmitted infections are acquired and how to protect oneself and others from related diseases.							<b>I</b>					
4. The student will understand how high-risk behaviors contribute to the spread of disease.						<b>I</b>						
5. The student will understand that AIDS/HIV is a disease, and know how it is acquired and how to protect oneself and others from related illnesses.							<b>I</b>					
6. The student will recognize myths and misconceptions related to HIV disease and all STI's.							<b>I</b>					
7. The student will understand long-range effects of STI's.							<b>I</b>					

**The Advisory Committee invests confidence and trust in the teaching staff and school administration to guarantee that the parameters of this document are implemented for Belleville School District Children.**