

# **Grade 9**

## **SCHOOL DISTRICT OF MILTON**

### **HUMAN GROWTH AND DEVELOPMENT**

#### **PHILOSOPHY**

The School District of Milton's curriculum is presented to supplement the parents' role as primary educators in Human Growth and Development. The school's role is to provide accurate information; the parent's role is to share, explain, and infuse family values. The curriculum has strong strands of abstinence and decision making. Many decisions, which at the time seem unimportant, have the ability to be devastating to an unprepared young person. The decision-making model encourages decisions which are:

- Safe
- Healthy
- Legal
- Respectful of self and others
- Following parental guidelines

#### **RATIONALE**

From conception to death, sexuality is a normal and natural part of being human. All individuals experience changes in their bodies, their relationships, and their sexual feelings. Society, however, often gives them mixed messages and very little specific information about how to deal with their sexuality. Individuals need an opportunity to learn about human sexuality in a factual manner so they can further develop a personal standard of behavior based on family, religious, and educational experiences.

It is important to recognize the acknowledged role of parents as the primary human growth and development educators of their children. Thus, curriculum materials presented in the classroom are designed to supplement and further the aims of parents in providing children with a balanced and thoughtful program.

The emphasis, therefore, of the School District of Milton's Human Growth and Development curriculum is twofold. The first component is presenting factual information without personal bias. The second is helping students learn how to use decision-making skills based on this information, including using these skills to analyze all alternatives. Abstinence – making the choice not to become sexually active – must be recognized as the best alternative, as well as the only 100% effective way to prevent pregnancy and sexually transmitted diseases.

The intent of instruction is not to teach specific personal values but to support the basic human values of healthy behavior, responsibility, honesty, and citizenship. Responsible individuals will not exploit others; will share their thoughts and feelings; and will not purposefully engage in behaviors that may threaten public health.

#### **GOAL**

To provide a developmentally appropriate K-12 instructional program that will include topics related to human growth and development in order to promote accurate and comprehensive knowledge and responsible decisions, and to support efforts of parents to provide moral guidance for their children.

#### **OBJECTIVES**

As related to the designated human growth and development curriculum:

- To increase self-awareness and build self-esteem
- To teach responsible decision-making skills
- To develop skills which lead to healthy interpersonal relationships, including an awareness of issues surrounding sexual harassment and sex stereotypes
- To teach facts about human sexuality, including reproductive systems, the fertility cycle of a woman, male responsibility, conception, prenatal development, childbirth, available prenatal and postnatal support, pregnancy risks, human development from conception through adulthood, and sexual orientation

- To teach facts about sexually transmitted diseases, including HIV/AIDS
- To encourage and explain the advantages of the postponement of active sexual involvement during adolescence through abstinence and sexual restraint
- To teach the skills and responsibilities required of parents, including facts about birth control and natural family planning
- To provide opportunity for discussion and questions related to protective behaviors
- Discuss safe and responsible use of technology, including internet safety.

## **NINTH GRADE CURRICULUM OUTLINE**

Human Growth and Development is taught as part of the required semester-long health class in high school.

### **Students will**

- List characteristics of healthy relationships
- Discuss the importance of healthy relationships throughout life
- Compare and contrast characteristics of love and infatuation
- Recognize the benefits of abstinence
- Identify abstinence as the only 100% effective way to prevent pregnancy, spread of sexually transmitted diseases, and all other negative mental and emotional consequences
- Analyze mental and emotional consequences of early sexual activity
- Discuss legal consequences of underage sexual activity
- Define oral, anal and penile/vaginal sex
- Label parts of the male and female reproductive systems
- List the functions of the parts of the reproductive systems
- Identify the pathway of a sperm from production to fertilization of the ova
- Determine facts and myths about sexual issues
- Discuss contraception use as the responsibility of both partners in a relationship
- Evaluate a variety of birth control options, how they are used and their effectiveness
- List steps to correctly putting on a condom
- Discover how easily sexually transmitted disease can be spread
- Summarize signs and symptoms of sexually transmitted diseases
- Distinguish ways to prevent the spread of sexually transmitted diseases
- Be provided with resources for reproductive health
- Recognize signs of pregnancy & ways to properly care for the body
- Examine the process of fetal development
- Describe the process of labor and birth
- Recognize complications of fetal development, labor, and delivery
- Distinguish effects of Fetal Alcohol Syndrome
- Discuss the risks of teenage pregnancy
- Identify negative consequences of drug use during pregnancy
- Discuss the differences between multiple births
- Evaluate responsibilities of parenting a child
- Be provided with community resources for dating violence prevention
- Define types of relationship abuse
- Recognize personal risk of sexual assault
- Describe personal strategies for avoiding abusive relationships
- Discover ways to help someone who is being abused
- Be provided the opportunity to ask questions regarding any topic covered in the human growth and development unit

**For more detailed information, please contact the classroom teacher.**

## **GUIDELINES FOR SENSITIVE ISSUES**

**Information about sexual orientation should begin in sixth grade.** Teachers will use the following guidelines to govern class discussion regarding sexual orientation.

- Give a definition of the term.
- As people grow up, they have different feelings at different times. They may find that at some points in their lives, they prefer to spend time with friends from their own gender, as opposed to members of the opposite sex. This preference does not necessarily predict any particular sexual orientation.
- It is not right to judge another person or to hate or become violent toward an individual because he or she is different from us. Slang terms exist which refer to homosexuals. These should be defined.
- Current research is unclear regarding how people develop their sexual orientation.
- Sexual orientation is often a strong part of people's values and belief systems, and opinions often vary. Students should be encouraged to talk to their parents and their religious leaders to help them develop their own values.

**Information about masturbation should begin in sixth grade.** Teachers will use the following guidelines to govern class discussion regarding masturbation.

- Give a definition of the term.
- Explain that stimulating oneself for sexual pleasure is something that some people do, beginning in infancy.
- Explain that some people masturbate; some people do not.
- Point out that parental and religious values may vary on this issue. Students should be asked to talk to their parents and their religious leaders in order to help them develop their own values and beliefs about masturbation.

**Information about birth control should begin in seventh grade unless appropriate questions require clarification.** Teachers will use the following guidelines to govern class discussion regarding contraception.

- Give a definition of the term.
- Convey an overriding message that the only 100 percent safe method of birth control is abstinence.
- Give information on contraception, natural planning as a method of birth control, including failure rates; and the possible negative side effects of various types of birth control.

**Information about abortion should begin in seventh grade unless appropriate questions require clarification.** Teachers will use the following guidelines to govern class discussion regarding abortion. Teachers will:

- Do a presentation and review of all stages of fetal development.
- Give a definition and explanation of spontaneous and clinical abortion.
- Explain that it is a legal option in this state but it may not be a moral option for particular individuals.
- Not teach that it is a form of birth control.
- Explain that the best course of action is abstinence because there are no easy solutions to an unplanned pregnancy.
- Point out that parental and religious values may vary on this issue. Students should be asked to talk to their parents and their religious leaders in order to help them develop their own values and beliefs about abortion.

## **PARENTAL PERMISSION**

Working together, we can promote positive attitudes about human growth and development. We recognize the delicate balance and approach which must be taken toward sensitive issues. We also recognize our responsibilities to support parental and family concerns and value systems.

As parents, you have the right to decide if your child will participate in the School District of Milton's Human Growth and Development Program. We honor your right to make that decision. You will be given the opportunity to preview the curriculum. Alternative programming may be designed, with parental involvement, for students who do not participate in this unit.

**It is your responsibility to contact your child's teacher regarding this alternative programming.**

**Please see enclosed insert if you choose alternative programming for your child.**

## GUIDELINE FOR THE USE OF ANONYMOUS QUESTIONS

The following guidelines were created to assist staff members as they respond to student's questions in regard to sexuality issues in grades 4-9:

- Students may write questions and give them to the teacher prior to the answer session. This gives the instructor the opportunity to consider appropriate responses to students' questions.
- Questions should be answered simply and factually. If more information is needed by students, more questions will be forthcoming.
- When students ask questions reflecting personal, sexual values, they will be referred to their parents and their religious leaders.
- Not every question asked by students needs to be answered.
- Questions regarding the sexual experiences of any particular person – including the instructor – should not be answered.
- Clinical definitions for slang terms should be provided.
- Students will be aware of the purpose of and guidelines for the anonymous questions.

### 1985 WISCONSIN ACT ON ENACTMENT: UNANIMOUSLY PASSED – NOVEMBER 12, 1985 (Senate Bill 237 – February 2012)

#### Highlights

##### (1) PURPOSE:

- Provide accurate information
- Support/enhance efforts of parents

##### (2) SUBJECTS:

- Program shall offer “age appropriate” instruction
- Program recommended topics
- Program required topics

#### 118.019 Human Growth & Development Instruction

**(1) PURPOSE:** The purpose of this section is to make available to pupils instruction in topics related to human growth and development in order to provide “medically accurate” information and comprehensive knowledge in this area; responsible decision making; support and enhance the efforts of parents to provide moral guidance to their children; foster a partnership between parents and the school district to promote the optimal health and well-being of pupils.

**SUBJECTS:** A school board may provide an instructional program in human growth and development in grades kindergarten to 12. If provided, the instructional program shall offer “age appropriate” information, which may include instruction in any of the following areas:

(a) Self-esteem, personal responsibility, positive interpersonal skills, and healthy relationships

(b) Reproductive and sexual anatomy and physiology

(c) Positive connection between marriage and parenting

(d) Importance of communication about sexuality between the pupil and pupil's parents

(e) Benefits and reasons for abstaining from sexual activity

(f) Nature and treatment of sexually transmitted infections

If provided, the instructional program shall include:

(a) Abstinance from sexual activity as the preferred choice of behavior for unmarried pupils

(b) Abstinance before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including HIV/AIDS (added 1990 AB 461)

(c) Parental responsibility and socioeconomic benefits of marriage for adults and their children

(d) Criminal penalties for engaging in sexual activity involving a child and sex offender registration requirements

(e) Pregnancy, prenatal development, and childbirth

(f) Stereotypes, protective behavior, and bullying

**(3) PARENTAL CONNECTIONS:**

School to provide:

- Curriculum outline
- Information as to how parent may inspect materials
- Access to materials
- Explanation of exemption

**(4) PUPIL EXEMPTION:**

- If parent files written request, no student may be required

**(5) ADVISORY COMMITTEE:**

- Board of Education shall appoint an ad hoc advisory committee to advise board on design and review of human growth and development curriculum every three years

**(3) DISTRIBUTION OF CURRICULUM TO PARENTS:** Each school board that provides an instructional program in human growth and development shall annually provide the parents of each pupil enrolled in the school district with an outline of the human growth and development curriculum used in the pupil's grade level information regarding how the parent may inspect the complete curriculum and instructional materials. The school board shall make the complete human growth and development curriculum and all instructional materials available upon request for inspection at any time, including prior to their use in the classroom.

**(4) EXEMPTIONS FOR INDIVIDUAL PUPILS:** No pupil may be required to take instruction in human growth and development or in the specific subjects under sub. (2) or (2m) if the pupil's parent files with the teacher or school principal a written request that the pupil be exempted. An exempted pupil will still receive instruction on how to recognize, avoid, prevent, and halt physically or psychologically intrusive or abusive situations.

**(5) ADVISORY COMMITTEE:** Each school board shall appoint an ad hoc advisory committee composed of parents, teachers, school administrators, pupils, health care professionals, members of the clergy, and other residents of the school district. No category shall constitute more than one fifth of the committee. No more than one quarter of the members may be made up of employees of the school district or board or their spouses. The committee's role is to advise the board on the design and implementation of the human growth. The advisory committee shall review the curriculum every three years.

**A special thanks to the members of the 2011-2012 Human Growth and Development Advisory Committee:** Mary Hackman (Student), Matt Biederwolf (Teacher), Dr. Randy J. Bartels (Administrator/Co-Chairperson), Nathan Crandall (Clergy Representative), Greg Devine (Teacher), Sherry Adamson (Parent/Community), Holly Nelson (Teacher), Betsy Lubke (Board Representative), Kristen Robinson (Parent/Community/Co-Chairperson), Jackie LaDew (Teacher), Pat Lanser (Health Care Professional), Dr. Daniel Staddler (Parent/Community), Tyler Wagner (Student), Dr. Michael S. Garrow (District Administrator)

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