

| By the end of 2nd grade, students should be able to: | K | 1 | 2 | 3 | 4 | Who teaches the content? | Notes or Instructional Materials |
|---|---|---|---|---|---|---|--|
| Anatomy and Physiology | | | | | | | |
| Use proper names for body parts, including male and female anatomy | X | X | X | | | Elementary Counselor- My Body is My Own in gender specific groups | Teachers will use the proper names for anatomy when the opportunity presents itself, otherwise students will know the names of the body parts by the end of 2nd grade. |
| Identify | | | | | | | |
| Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act | X | X | X | | | Elementary Counselor - one lesson per grade-level; inquire about social studies and science themes that are being covered in other content areas, library resources for read alouds | Power and respect in relationships - (Title IX) bullying and harassment; suicide |
| Pregnancy and Reproduction | | | | | | | |
| Explain that all living things reproduce | X | X | X | X | | Science instruction with insects and fish; plant unit in grade 3 (seed project) | |
| Healthy Relationships | | | | | | | |
| Identify different kinds of family structures | X | X | X | | | Daily interpersonal interactions with all staff. Be sure staff realize these are standards that are required to be taught. | |
| Demonstrate ways to show respect for different types of families | X | X | X | | | Elementary Counselor - Map of Families | |
| Describe the characteristics of a friend | X | X | X | | | Physical Education in K-5 cooperative play unit | |
| Identify healthy ways for friends to express feelings to each other | X | X | X | | | Morning meetings beginning in 4K - greeting each other and daily check-ins re: Social Emotional Learning; library classes often do book sharing on SEL themes | Choose common language among staff to communicate clear, consistent messages to students about expectations. |
| Personal Safety | | | | | | | |
| Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched | X | X | X | X | | Elementary Counselor: <i>My Body Belongs to ME</i> | There is a need to bolster up the sex trafficking issues as appropriate at the elementary level. Consider the use of <i>5 Stones</i> as a resource. Domestic abuse may also be appropriate as it relates to the bad touch between people. Educators and adults may need training in identifying and responding to reports of inappropriate touch. It is important to ensure that all youth have a safe person in school to whom they can talk. |
| Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched | X | X | X | X | | See Above | |
| Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable | X | X | X | X | | See Above | |
| Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable | X | X | X | X | | <i>My Body Belongs to ME</i> : It addresses touching in any way that is uncomfortable. | |
| Define bullying and teasing | X | X | X | X | | Many different ways and in many different settings. | |
| Explain why bullying and teasing are wrong | X | X | X | X | | Many different ways and in many different settings. The understanding of the abuse of power or authority. | Domestic abuse is a form of bullying that escalates over time. A discussion of safe relationships should be discussed in general. |
| Identify parents and other trusted adults they can tell if they are being bullied or teased | X | X | X | X | | <i>My Body Belongs to Me</i> helps students identify trusted adults as well as SAFE Strangers such as police officers, fire and rescue and other public safety officials. | |
| Demonstrate how to respond if someone is bullying or teasing them | X | X | X | X | | Several children's book are used in classroom counseling that help students identify bullying and give strategies to stop behavior. | |
| Explain why a person who has been bullied or teased is not at fault and needs support and understanding | X | X | X | X | | See above. | |

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|---|---|---|---|---|---|---|-------------------------------------|
| Describe how friends, family, media, society and culture can influence ideas about body image | X | X | X | | | Units on self-esteem, family and diversity used in classroom counseling | Resource: <i>It is OK to be me.</i> |

| By the end of 5th grade, students should be able to: | 3 | 4 | 5 | 6 | Who teaches the content? | Notes or Instructional Materials |
|--|---|---|---|---|---|---|
| Anatomy and Physiology | | | | | | |
| Describe male and female reproductive systems including body parts and their functions | X | X | X | | A guest nurse presents the information to fourth and fifth students with the support of the classroom teacher. | We have been at a loss for this since the COVID-19 pandemic as we did not present this virtually last year. A guest nurse if contracted to provide the information for the 2020-21 school year and this if the plan moving forward. |
| Identify medically accurate information about female and male reproductive anatomy | X | X | X | | A guest nurse presents the information to fourth and fifth students with the support of the classroom teacher. | |
| Puberty and Adolescent Development | | | | | | |
| Explain the physical, social and emotional changes that occur during puberty and adolescence | X | X | X | | Grade 5 discuss this is circle questions. | There are some concerns about a lack of education on mental health supports particularly during puberty especially what emotions are normal and when it is time to get help. It then makes it less of a taboo topic for youth. Consider bringing in more specialized programs and experts. |
| Describe how friends, family, media, society and culture can influence ideas about body image | X | X | X | | ISTE standards around digital citizenship are taught at each grade level. | This could be taught in any subject area. |
| Identify medically accurate information and resources about puberty and personal hygiene | X | X | X | | grade 5 discuss this is circle questions. | Elementary Counselor delivers a hygiene unit each year 2-5 |
| Explain ways to manage the physical and emotional changes associated with puberty | X | X | X | | | How to manage yourself as these changes occur |
| Explain how the timing of puberty and adolescent development varies considerably and can still be healthy | X | X | X | | | In 4th grade, girls learn about girls - boy about boys |
| Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues | X | X | X | | | In 5th grade, boys learn about girl reproductive parts - girls learn about boy reproductive parts |
| Describe how puberty prepares human bodies for the potential to reproduce | X | X | X | X | | An introductory video about reproduction would be helpful. The parents of fourth graders would be helpful to support youth through mental health issues to include social media and body image. Students may learn this information in gender-specific groupings in grade 4. Fifth and sixth graders would be in mixed gender groups. |
| Identity | | | | | | |
| Identify parents or other trusted adults of whom students can ask questions about my identity. | X | X | X | | Elementary counselor and teachers discuss this routinely as a core of the curriculum via self esteem, how to treat others with dignity and respect, accepting others, etc. Examples of specific situations where children repeat what they hear on social media or at home need to be added to the conversations. (Ex. students of color, that's so gay, that is a boy's color, that is something girls do) Normalize feelings of students so that it is easier to talk about. It is very sensitive and personal. The questioning about sexuality is beginning much earlier than in the past and definitely affects upper elementary students. Students have independently researched online. The school will provide educational resources that are safe, accurate, and reliable? Perhaps resources would be provided to students/parents online. Could the school provide a facilitated conversation between students and their parents to engage in these topics? ThedaCare has a phone line to call regarding questions regarding sexuality and reproduction. | |
| Demonstrate ways to treat others with dignity and respect | X | X | X | | | |
| Demonstrate ways students can work together to promote dignity and respect for all people | X | X | X | | | |
| Pregnancy and Reproduction | | | | | | |

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| Describe the process of human reproduction | | | X | X | MS science course - general conversation about mammals; a paragraph in our book may have made reference to humans. | Students are beginning to experiment in grade 5 so human reproduction should be introduced as an extension of the mammal instruction in science. |
| Healthy Relationships | | | | | | |
| Describe the characteristics of healthy relationships | X | X | X | | School counselor and teachers - daily conversations with students | |
| Compare positive and negative ways friends and peers can influence relationships | X | X | X | | School counselor and teachers - daily conversations with students | |
| Identify parents and other trusted adults they can talk to about relationships Demonstrate positive ways to communicate differences of opinion while maintaining relationships | X | X | X | | This area needs to be specifically assigned to be taught. The school counselor does a trusted adult activity where students identify their "go to" person. At MS, there have been surveys asking if students had safe people to go to--Mr. Cobarrubias and the Youth Risk Behavior Survey. Does someone circle back and let the "safe" adult know that they have been identified. (Right now the elementary focus has been on at-risk youth.) MES did the DPI climate survey about two years ago. That could be redone again. Secondary - May is mental health month (Sources of Strength) Elementary - School staff are being very sensitive to observe changes in children's behaviors, comments, etc. to have one on one support. | |
| Demonstrate ways to treat others with dignity and respect | X | X | X | | School counselor and teachers - daily conversations with students | |
| Personal Safety | | | | | | Especially surrounding different rates of development |
| Define teasing, harassment, sexual harassment, and bullying and explain why they are wrong | X | X | X | | | |
| Explain why people tease, harass or bully others | X | X | X | | | |
| Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied | X | X | X | | | |
| Demonstrate ways to communicate about how one is being treated | X | X | X | | | |
| Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied | X | X | X | | | |
| Persuade others to take action when someone else is being teased, harassed or bullied | X | X | X | | | |
| Define sexual abuse | X | X | X | | | |
| Identify parents or other trusted adults they can tell if they are being sexually abused | X | X | X | | | Age-appropriate, reproductive parts specific |
| Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) | X | X | X | | | |
| Explain why a person who has been teased, bullied, harassed, sexually harassed, or sexually abused is not at fault and needs support and understanding | X | X | X | | | |

| By the end of 8th grade, students should be able to: | 6 | 7 | 8 | H | Who teaches the content? | Notes or Instructional Materials |
|--|---|---|---|---|--------------------------|---|
| Anatomy and Physiology | | | | | | |
| Describe male and female sexual and reproductive systems including body parts and their functions | x | x | x | x | Murphy | Structure and Function of Male & Female, Endocrine System, Hormones, Thyroid Gland, Pituitary Gland, Gonads, Arenal Glands, Sperm, Testosterone, Testes, Scrotum, Penis, Semen, Sterility, Uterus, Ovaries, Ovulation, Fallopian Tube, Vagina, Cervix, Cramps, PMS, TSS |
| Puberty and Adolescent Development | | | | | | |
| Describe the physical, social, cognitive and emotional changes of adolescence | x | x | x | | Murphy/Connolly | Respect for yourself and others, Facial hair, ability to produce sperm, sexual urges, menstrual cycle, Physical changes |
| Analyze how friends, family, media, society and culture can influence self-concept and body image | x | x | x | | Murphy | Advertisements/Body image |
| Identify medically-accurate sources of information about puberty, adolescent development, sexual health and sexuality | x | x | x | | Murphy | CDC |
| Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make | x | x | x | | Middle School Staff | Daily lessons, social studies |
| Identity | | | | | | |
| Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender | x | | | | Krause/Murphy | 2nd semester |
| Differentiate between gender identity, gender expression and sexual orientation | | x | x | | Murphy | |
| Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity | | x | x | | | ISTE standards? Social studies and ELA |
| Access accurate information about gender identity, gender expression and sexual orientation | | x | x | | | ISTE standards? |
| Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations | | x | x | | Middle School Staff | |
| Develop a plan to promote dignity and respect for all people in the school community | x | x | x | | Connolly | guidance class, formal and informal meetings with students |
| Pregnancy and Reproduction | | | | | | |
| Describe the process of human reproduction | x | x | | | Murphy | Stages of Embryonic and Fetal Development and misconceptions |
| Define sexual intercourse and its relationship to human reproduction | | | x | x | Murphy | Benefits of Abstinence/100% |
| Define sexual abstinence as it relates to pregnancy and STI prevention | | | x | x | Murphy | |
| Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors | | | x | x | Murphy | High Risk Behaviors/Teens |
| Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors | | x | x | x | Murphy | Respecting Boundaries and morals |
| Explain the health benefits and effectiveness in pregnancy prevention of abstinence | | | x | x | Murphy | Abstinence 100%, condoms, birth control |
| Identify medically-accurate resources about pregnancy and STI prevention and reproductive health care | | | x | x | Murphy | Importance of Obstetrician/Doctor, Guidance Counselor |
| Apply a decision-making model to various sexual health decisions | | | x | x | Murphy | prenatal development |
| Describe the signs and symptoms of a pregnancy | | x | x | x | Murphy | |
| Identify prenatal practices that can contribute to a healthy pregnancy | | x | x | x | Murphy | Nutrition, avoiding alcohol, tobacco, drugs, |

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| Sexually Transmitted Diseases and HIV | | | | | | |
| Define STDs including HIV, and how they are and are not transmitted | | | x | x | Murphy | CDC/ Magic Johnson Documentary |
| Identify medically-accurate information about STDs, including HIV | | | x | x | Murphy | CDC Basic Information on common STDs |
| Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each | | | x | x | Murphy | Abstinence 100%, Alcohol & Drugs, High risk partners, unprotected & protected sex, multiple partners |
| Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors | | x | x | x | Murphy | High Risk Behaviors |
| Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV | | | x | x | Murphy | Open communication, values, friendships |
| Develop a plan to eliminate or reduce risk for STDs, including HIV | | | x | x | Murphy | CDC |
| Describe the signs, symptoms and potential impacts of STDs, including HIV | | | x | x | Murphy | |
| Healthy Relationships | | | | | | |
| Analyze the ways in which friends, family, media, society and culture can influence relationships | x | x | x | x | Murphy | Health Triangle, Keeping balance |
| Explain the criteria for evaluating the health of a relationship and compare and contrast the characteristics of healthy and unhealthy relationships | x | x | x | x | Murphy | Peers, Friendships, Cliques, Stereotype, Casual relationships, Close friendships, forming healthy relationships, values |
| Describe the potential impacts of power differences such as age, status or position within relationships | x | x | x | x | Murphy | High risk behaviors, Peer pressure, Mutual respect |
| Define and analyze the similarities and differences between friendships and romantic relationships | | | | | | Respect Boundaries, healthy relationships, Caring, Respect, open communication, concern for safety and well-being |
| Demonstrate communication skills that foster healthy relationships | x | x | x | x | Murphy | Connolly-guidance |
| Describe a range of ways people express affection within various types of relationships | x | x | x | x | Murphy | |
| Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others | x | x | x | x | Murphy | Connolly-guidance |
| Describe the advantages and disadvantages of communicating using technology and social media | x | x | x | x | Murphy and Krueger | Non-verbal cues, security risks, new communication methods |
| Analyze the impact of technology and social media on friendships and relationships | x | x | x | x | Murphy | Connolly-guidance |
| Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others using technology/social media | x | x | x | x | Murphy | Mutual respect, support, honest communication, beliefs, attitudes |
| Describe strategies to use social media safely, legally and respectfully | x | x | x | x | Murphy | Positives/Negatives, personal information, passwords, obtaining permission, screen time, research apps |
| Personal Safety | | | | | | |
| Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) and respecting boundaries | x | x | x | x | Murphy | Refusal strategies |
| Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong | | x | x | x | Murphy | Boundaries, respect, manipulation, passive, aggressive, blackmail, threats (This area may need more emphasis and include Title IX requirements.) |

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| Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted | x | x | x | x | Murphy | Trust, comfort, values |
| Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault | x | x | x | x | Murphy | Family, teachers, coaches |
| Describe ways to treat others with dignity and respect | x | x | x | x | Murphy | Connolly guidance |
| Advocate for safe environments that encourage dignified and respectful treatment of everyone | x | x | x | x | Murphy | School, home, sports, clubs |
| Demonstrate ways they can respond when someone is being bullied or harassed | x | x | x | x | Murphy | Stopit app, communication with teacher, parent, coach |
| Explain why a person who has been sexually harassed, sexually assaulted, or raped is not at fault and needs support and understanding | | x | x | x | Murphy/MS teachers/Connolly | Classes, health, guidance |
| Explain the laws concerning sexual activity | | | | | | guest police officer (consent) |

| By the end of 12th grade, students should be able to: | H | Who teaches the content? | Notes or Instructional Materials |
|---|---|--|---|
| Anatomy and Physiology | | | |
| Puberty and Adolescent Development | | | |
| Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood | x | Kaczorowski/Celske | Psychology, Human Biology (elective courses) - consider reinforcing content in required courses |
| Analyze how friend, family, media, society and culture can influence self-concept and body image | x | Connolly-class and small groups | |
| Apply a decision-making model to various situations relating to sexual health | x | | |
| Identify | | | |
| Differentiate between biological sex, sexual orientation/identity, and gender identity and expression | x | | |
| Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity | x | | |
| Explain how to promote safety, respect, awareness and acceptance | x | All teachers- should be explicit instruction to ensure standard is reinforced (ex. English 12- literature circles, essays of various types, etc.; student choice sometimes raise HGB concepts) | English, social studies, clubs, etc. |
| Advocate for public policies and programs that promote dignity and respect for all | x | Kaczorowski/Polkki | Social Studies - historical context or current events |
| Pregnancy and Reproduction | | | |
| Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods | x | | |
| Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors | x | | |
| Access medically-accurate information about contraceptive methods, including abstinence | x | | |
| Discuss the importance of communicating boundaries and choices about whether or when to engage in sexual behaviors | x | | |
| Apply a decision-making model to choices about contraception, including abstinence | x | Teach details again in the high school years in Biology for all students. | Students are asking more detailed questions about intercourse and are sexually active. They are making uninformed decisions that are high-risk (ex. presence of sperm, pulling out before ejaculation, Plan B (morning after pill as reliable option)) - Add to Biology for all students. |
| Describe the correct use of all contraceptives, including risk factors and reliability rates | x | Murphy-8th health | medical professional explain all methods |
| Describe the signs of pregnancy | x | Celske | Human Bio |
| Access medically-accurate information about pregnancy, prenatal care services and pregnancy options | x | Celske | Human Bio |
| Describe prenatal practices that can contribute to or threaten a healthy pregnancy | x | Celske | Human Bio |
| Analyze factors that influence decisions about whether and when to become a parent | x | Financial Literacy/Employability Skills | Enhance the instruction to include this level of detail in the HGD standards. |
| Assess the skills and resources needed to become a parent | x | Financial Literacy | |
| Sexually Transmitted Diseases and HIV | | | |
| Describe common symptoms of and treatments for STDs, including HIV | x | | |
| Explain how to access local STD and HIV testing and treatment services | x | | |
| Discuss the importance of communicating with a partner about STD and HIV prevention and testing | x | | |

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|--|---|---|--|
| Apply a decision-making model to choices about safer sex practices, preferring abstinence | X | | H=Health |
| Analyze individual responsibility about testing for and informing partners about STDs and HIV status | X | | |
| Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV | X | | |
| Access medically-accurate prevention information about STDs, including HIV | X | | |
| Develop a plan to eliminate or reduce risk for STDs, including HIV | X | | |
| Advocate for sexually active peers to get STD/HIV testing and treatment | X | | |
| Describe the laws related to sexual health care services, including STD and HIV testing and treatment | X | | |
| Healthy Relationships | | | |
| Describe characteristics of healthy and unhealthy romantic and/or sexual relationships | X | English Classes, AP Psychology | |
| Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship | X | | |
| Demonstrate how to access valid information and resources to help deal with relationships | X | Krueger, English classes, Connolly | |
| Demonstrate effective strategies to avoid or end an unhealthy relationship | X | | |
| Describe a range of ways to express affection within healthy relationships | X | | |
| Define sexual consent and explain its legal implications for sexual decision-making | X | Guest police officer | |
| Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity | X | Guest speaker-Alcohol and Drugs | |
| Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior | X | | |
| Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior | X | | |
| Evaluate the potentially positive and negative roles of technology and social media in relationships | X | Krueger, English classes | |
| Describe strategies to use social media safely, legally and respectfully | X | Krueger, English classes | |
| Personal Safety | | | |
| Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, rape and dating violence | X | Connolly-guidance | |
| Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted | X | Connolly-guidance | |
| Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault | X | Connolly-guidance | |
| Advocate for safe environments that encourage dignified and respectful treatment of everyone | X | All teachers | |
| Identify the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence | X | Senior English re: social issues - Guest Police Officer, social worker, therapist, Sexual Assault Crisis Center, etc. | sex trafficking is a topic of recent concern |
| Describe potential impacts of power differences (e.g. age, status or position) within sexual relationships | X | | |
| Demonstrate ways to access accurate information and resources for survivors of sexual abuse, rape, sexual harassment, sexual assault and dating violence | X | | |

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|---|---|---|----------------------------------|----------|
| | x | | | |
| | x | | | |