ELMBROOK SCHOOLS
School District of Elmbrook

Board of Education Work Session Structure: Human Growth and Development

The goal of the work session is to gain a common understanding of the process and a comfort level with the next steps as we move towards implementation.

It is recommended that the BOE work session be divided into the four parts listed below. Each part would begin with a brief presentation followed by discussion and questions.

Overview (Eileen Depka) – 5 Minutes

Part One

- **Requirements and Process Overview** (Melanie Stewart) – 15-20 minutes
  - State Requirements
    - Committee make-up, structure, and purpose
    - Outcomes and State Requirements
  - Process Summary to Date
    - Gathering of committee
    - Identification and presentation of outcomes
    - BOE directives
    - Teacher materials review, lesson writing
    - Community feedback sessions
    - Committee recommendation meeting
      - Structure of feedback sessions including materials, time and attendance
      - Committee identification of actions requested

Part Two

- **Committee Recommendations to District** (2 Committee Representatives) – 15-20 minutes

Part Three

- **District Responses to Committee Recommendations** (Eileen Depka) – 10-15 minutes
  - Organization
  - Communication
  - Materials
  - Content
  - Training

Part Four

- **District Recommendations** (Eileen Depka) – 10-15 minutes
  - Undecided Outcomes: Recommendations from the district
    - Gr.1: Describe different family structures. (existing)
    - Gr. 8: Identify confusing feelings are not unusual in emerging adolescents. (includes sexual orientation) (edited)
    - Gr. 10: Identify options that may be presented in rape victim aftermath to include counseling, STI treatment, emergency contraception, and counseling if pregnancy results (new)
  - Implementation

The 2007-08 committee roster included (*2004 Advisory Committee Members):

Administrators

- Dr. Melanie Stewart, Facilitator* - CAO
- Chris Keadle, Social Worker* (elementary) – Burleigh/Dixon/Tonawanda
- Anne Kreul, Elementary Principal* - Swanson
- Don Galster, MS Principal - PPMS
- Pam Brees, Social Worker (MS, HS) – PPMS/BEHS
- Peggy Riemer, Psychologist (elementary, HS) – Dixon/BEHS

Teachers

- Gaylen Stoa, MS Teacher* - PPMS
- Jenni Niles-Burch - MS Teacher* - PPMS
- Jamie Meulemans, HS Health Teacher – BCHS
- Sal Logue, HS Health Teacher – BCHS
- Kim Leupold, HS Health Teacher – BEHS

Health Care & Clergy

- Mary Stuckey, District School Nurse
- Charlene Uhing (MS, HS parent), Physician
- Dr. Richard Wolf, Clergy (resigned – moved out of state in January)
- Jennifer Heckman, Clergy

Parents

- Lindalayne Holiday (All levels)
- Sheila Reynolds (MS, HS)*
- Lindy Simons (MS, HS)
- Cheri Mastel (MS)
- Lisa Larson (Elementary, MS)

Students

- Christopher Mendoza, Senior – BEHS (resigned during committee)
- Alexandra Sotiros, Junior – BEHS

Wisconsin Statutes Related to Human Growth and Development Lessons

115.35 Health problems education program.

The program shall be designed to educate youth with regard to critical health problems and shall include,
but not be limited to, the following topics as the basis for comprehensive education curricula in all elementary and secondary schools:
...sexually transmitted diseases, including acquired immunodeficiency syndrome; human growth and development

118.019 Human growth and development instruction.

1. Presents abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried pupils.

A school board **may** provide an instructional program in human growth and development in grades kindergarten to 12.
the program **may** include instruction in any of the following areas:
(a) Self−esteem, responsible decision making and personal responsibility.
(b) Interpersonal relationships.
(c) Discouragement of adolescent sexual activity.
(d) Family life and skills required of a parent.
(e) Human sexuality; reproduction; family planning, as defined in s. 253.07 (1) (a),

253.07(1)(a)

(a) "Family planning" means voluntary action by individuals to prevent or aid conception.
Family planning does not include the performance, promotion, encouragement or counseling in favor of,
or referral either directly or through an intermediary for, voluntary termination of pregnancy,
but may include the providing of nondirective information explaining any of the following:
1. Prenatal care and delivery.
2. Infant care, foster care or adoption.
3. Pregnancy termination.

including natural family planning; human immunodeficiency virus and acquired immunodeficiency syndrome;
prenatal development; childbirth; adoption; available prenatal and postnatal support; and male and female responsibility.
(f) Sex stereotypes and protective behavior.

The school board shall **ensure** that instruction related to the areas under sub. (2) (e) does all of the following:
1. Presents abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried pupils.
2. Emphasizes that abstinence from sexual activity before marriage is the most effective way to prevent pregnancy
and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome.

Elementary and Secondary
Curriculum
Subject Fields
Human Growth and Development

ADVISORY COMMITTEE

To consider modifications to the human growth and development outcomes, the Board of Education shall appoint an advisory committee composed of parents/guardians, teachers, school administrators, students, health care professionals, members of the clergy and other residents of the District. The advisory committee shall develop the human growth and development outcomes. After proposed lesson development and material selection, the advisory committee shall be reconvened to provide input on new materials and lessons.

The advisory committee shall review the outcomes at least every three years and shall file a written report with the Board. The committee review shall include but not be limited to input from community members, parents/guardians, students, staff and administrators.

OUTCOMES

The District recognizes the primary role that the family plays in developing values, attitudes, and behavior. The District believes that a sound K-12 program of instruction in human growth and development supports the efforts of the family and facilitates the development of positive student self-esteem, a sense of personal responsibility, and the ability of students to make rational and intelligent decisions. The District further believes that the information provided and the knowledge and skills acquired in this program enables students to make decisions regarding their own attitudes and behavior that supports the well being of the individual, the family, and society.

Instruction in human growth and development shall at all times encourage students to recognize and respect their own family's value system. Instruction is not intended to undermine home-instilled values or place students in positions which require them to divulge, defend or refute personal/family values. Teachers shall follow and use only those instructional lessons/materials for all human growth and development outcomes, which have been approved by a team including a director, teachers and parents.

The emphasis in human growth and development outcomes shall be on sound health and wellness practices to improve the individual's quality of life. These outcomes shall promote abstinence as the healthiest sexual behavior for students.

The human growth and development outcomes shall not encourage abortion as a positive pregnancy option, nor the use of contraceptives in any way that indicates approval of sexual activity by students.

No student shall be required to take instruction in a unit in human growth and development if the parent/guardian or adult student request an exemption in writing from that unit. A substitute unit of instruction shall be provided unrelated to Human Growth and Development for high school students and may be provided to students K-8. Likewise, a student with a disability shall not be excluded unless a parent/guardian opts out the student.

If changes in outcomes are proposed and deemed necessary to be addressed prior to the 3-year review, the advisory committee shall be reconvened to address such changes.

Elementary and Secondary
Curriculum
Subject Fields
Human Growth and Development

NEW MATERIALS AND LESSONS

A material and lesson review will be conducted at each grade level by district staff in order to find a match between district outcomes and lessons used to teach the outcomes. Materials and/or lessons will be recommended and/or written. Multiple review sessions will be scheduled to gather input from parents, committee members and members of the Board. Input will be collected and shared with the Board.

Any changes in new materials related to current outcomes must be approved by the Board on or before January 15th for second semester and August 1st for first semester. New materials can be suggested by following the procedures and timeline for the materials review process.

After approval, lessons will be available for review at each school, the public libraries, and the central office. Materials will be available for review at the schools and the central office. Lessons will be posted on the website unless protected by copyright.

Human Growth and Development outcomes are Board approved. Thus, secondary students shall be graded for work assigned during the instructional time period used for human growth and development. Students who have been exempted shall be graded on the substituted work assigned to be completed during the human growth and development instructional time.

PARENT/GUARDIAN RIGHTS

In recognition of the primary role of the family in developing values, attitudes and behaviors related to human growth and development, the District sets forth the following parent/guardian rights:

1. Annually, the parent/guardian of each student enrolled in the District shall receive an outline of the human growth and development outcomes to be used in the student's grade level as well as District policy on parent/guardian rights. The parents/guardians shall be informed of their right to inspect the complete outcomes and instructional materials.

2. Parents/guardians may contact their student's school library at any time during the school year to make arrangements to inspect the complete outcomes and instructional materials for the respective grades of that building. A copy of the printed outcomes and lessons excluding videos, textbooks, etc.) are also available at the public library.

3. Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.

4. Parents/guardians may observe classes in human growth and development.

5. No student shall be required to divulge, defend, or refute personal/family attitudes, values, or behaviors regarding human growth and development topics.

Elementary and Secondary
Curriculum
Subject Fields
Human Growth and Development

INSERVICE TRAINING

Teachers who have responsibility for providing human growth and development instruction shall receive a binder, which contains the District mission statement, human growth and development program goals, policy and procedures, and District outcomes. The binder shall have the outcome sheets which identify the lesson materials and activities and copies of all instructional content and assessment for their respective grade level human growth and development outcomes.

New staff members who teach human growth and development outcomes shall receive inservice regarding an overview of the instructional content and guidelines for discussion and question/answer sessions.

Substitute teachers shall not teach human growth and development materials/lessons.

Wis. Stats. 115.35(1)
Wis. Stats. 118.019

Elementary and Secondary
Curriculum
Subject Fields
Human Growth and Development

HUMAN GROWTH AND DEVELOPMENT ADVISORY COMMITTEE COMPOSITION

At three-year intervals the Board of Education shall reconvene the Human Growth and Development Advisory Committee to review the Human Growth and Development Curriculum. The recommended composition of the committee is as follows:

Teachers (3)
1 – Primary Teacher
1 – Upper Elementary Teacher
1 – Middle School Teacher

Health Care Professional (1)
1 – District School Nurse

Clergy (1)

Students (2)
2 – High school students selected by DAT

Administration (5)
1 – Curriculum Coordinator
1 – District Social Worker
1 – Elementary Principal
1 – Secondary Principal
1 – High School Principal

Clergy (1)

Parents (3)
1 – Elementary
1 – Middle School
1 – High School

Other Residents (3)
Selected randomly from applications recruited through local media who are:

– Residents with no children

The committee review shall include but not be limited to input from community members, parents, students and administrators. A reasonable attempt shall be made to reconstitute the Human Growth and Development Advisory Committee, together with resource people, to full membership, whenever the committee is active, by selecting those individuals fulfilling the criteria of any vacancy.

PARENT RIGHTS

Annually, the parent/guardian of each student enrolled in the District shall receive an outline of the human growth and development curriculum to be used in the student's grade level as well as the District policy on parent/guardian rights.

Elementary and Secondary
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Human Growth and Development

REQUEST FOR EXEMPTION FROM HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

Complete this form when requesting an exemption from any portion of the Human Growth and Development program. Complete one form for each opted out lesson.

Please return this completed form to the school principal.

Part I. PARENT

Parent Name _____ Student Name _____

School _____ Grade Level _____

1. From which portion of the HG&D program in this grade or course do you request exemption?

   _____

2. Have you reviewed the complete curriculum for this course/grade level? Yes No

   Comment: _____

Parent Signature _____ **Date** _____

Part II. SCHOOL ADMINISTRATOR

Date Received _____Referred to teacher (name) _____

Principal Signature _____ **Date** _____

(Retain a copy)

Part III. TEACHER

Replaces HG&D lesson on: _____

Brief description of alternate lesson(s): Topic_____

Materials to be used: _____

_____

Location of student: _____

Month/year when lessons will be completed_____

Teacher returns original completed form to building principal. Date _____

(*Teacher retains a copy of completed form for his/her records*.

Part IV. SCHOOL ADMINISTRATOR

Put completed form in a file and retain for four years. Date _____

Form revised 11/07/03

ELMBROOK SCHOOLS

Committee Recommendations to the District	Organizational/ Process Suggestion	Communication Suggestion	Materials Suggestions	Content Suggestions	Teacher-Related Suggestions	District Response to the Committee Recommendations
Identify the number of outcomes that should have abstinence educational information.	X					This recommendation will be shared with administrators for input and compared to current outcomes and state standards.
Create a common thread of skill building so students can make good decisions and avoid in risk-taking behavior. (e.g. choosing abstinence or safety issues)	X					Outcomes will be reviewed to identify common threads.
Collect student questions and submit to CAO so they can be retained for future HG&D committee.	X					Teachers will be asked to implement this practice this year.
All lesson outlines need to have a date adopted.	X					The district will identify all that are known and begin dating all new materials.
Lessons should clearly identify which lessons are optional to students. (students/parents can opt out)	X					Lessons will be labeled as optional or mandatory.
Clearly identify lessons that are mandatory.	X					
Compartmentalize controversial segments so that students can opt out yet those who are comfortable can participate.	X					The districts will look into the logistics and take action.
Compare the policy with the state statutes so that the policy is updated with which lessons are mandatory and which are optional.	X					District will make an updated policy recommendation and take it to the policy committee.
Pare back materials to those that are state-mandated.	X					Compare state statues with what is taught. Consider the impact of this recommendation. Such a decision could eliminate topics like bullying.
Determine if the district wants the broader scope that the district has or limit it to state-mandated information.	X					
Develop a consistent expectation/lesson/activity for students opting out of lessons.	X					

Provide a discreet process for those students who have opted out to be dismissed from class. (Let student know before the class so they do not need to go to the class then be dismissed causing potential embarrassment.)	X					Teachers will be asked for input on developing a plan by level. Plan will be shared and implemented.
Segregate boys and girls in groups for life cycles lessons.	X					This suggestion will be shared with administrators and staff to get input about the logistics and possibilities. Action will be taken accordingly.
Consider changing the format of how lessons are taught in order to have a block of time available for all lessons.	X					
Pull out materials related to life cycles so that parents can review that information separately.	X					These recommendations will be implemented before lesson implementation.
Maintain a complete inventory of lessons and materials.	X					
Track when something is added, updated, retired and by whom it was approved.	X					
Send a survey to the graduates to assess the effectiveness of the skills learned to avoid high risk behavior		X				This suggestion will be shared with administrators and staff to get input about the logistics and possibilities. Action will be taken accordingly.
Develop a transparent process and communicate clearly so that parents/students can make informed decisions about including their child in optional HG&D classes.		X				
Provide up-to-date information to parents.		X				The district will work to review all recommendations with the goal of enhancing parent communication. Input will be sought from all schools. Actions will be identified and implemented.
Provide parents with detailed information as to what will be taught and when it will be taught.		X				
Help parents be aware of the online health class option.		X				
Advertise earlier parents ability to review materials.		X				
Consider an evening with the parents to better link them to what is being taught in HG&D.		X				
Create parent link lessons for homosexuality, unintended pregnancies (abortion, adoption, early marriage, single parenthood – none is a good choice), and how far is too far with dating. Define the topic at school and have students go home to discuss topic with parents. Lessons could be signed off by parent or adult with whom the student had the discussion. (concern is that some students may not have a home in which such a discussion could or would occur.)		X				
Continue to encourage parent/student conversations regarding expectations and beliefs regarding HG&D topics.		X				
Identify and eliminate offensive and inappropriate materials.			X			
Medically accurate curriculum is needed			X			

Check the qualities of the materials and ensure that they are age-appropriate			X			These recommendations have been shared with teachers and are currently being reviewed. Actions will be identified and implemented.
Have teachers and students assess the effectiveness of the materials and consider the connections to other curricular areas			X			
Use the best-evidenced source and process to provide the information to our students.			X			
Provide quality and accurate pictures/materials within the binders.			X			
Throw out existing materials and start fresh.			X			
Continue to use Pam Stenzel video in 10th grade.			X			
Eliminate the Alligator River story.			X			
Clearly state content of instruction for outcome as well as identify future grade level content on the lesson cover sheet.			X			
Consider a packaged curriculum			X			This suggestion will be reviewed as part of the science curriculum cycle.
Support abstinence only with a discussion of contraceptives including failure rate.				X		These recommendations will be reviewed and connected to the appropriate outcomes. All will be shared with teachers and administrators. Actions will be identified and implemented.
Focus on helping students make good decisions regarding the emotional, physical and relational health.				X		
Ensure that materials emphasize abstinence and make it clear that abstinence is the only responsible choice.				X		
Building and reinforcing skills that lead to abstinence				X		
Be aware that the HG&D curriculum has a broad scope including aspects beyond abstinence. (e.g. bullying, self-esteem…)				X		
Promote positive peer pressure with students so that good decisions are accepted and expected among friends. Recognize potential risks and avoid the situations that encourage poor behavior.				X		
Ensure that the content is reflective of the needs of the majority of the community and not a vocal minority.				X		
Teach abstinence is best. Teach about contraceptives and STDs.				X		
Define what abstinence only and abstinence-based means.				X		
Build on the positive self-development programs like Capturing Kids Hearts program at the elementary. (focus on respect for others)				X		
Add information about emotional/psychological consequences.				X		
Ensure that the lessons reflect all of the outcomes. Review committee recommendations for inclusion.				X		

One parent suggests considering addressing pressures for girls to have sex, abstinence how-to's, after a certain point it's hard to turn back, abstinence 'til when, refusal skills, how to make waiting easier, brain isn't fully developed until 25, boy/girl hormone comparison, limitations in TV viewing.				X		
Ensure that faculty is held accountable so that what is in the binder is taught and that is ALL that is taught.					X	These recommendations will be incorporated into teacher training.
Provide ample teacher development for all teachers teaching HG&D so it is clear what the expectations are when teaching HG&D.					X	
Develop a protocol for faculty to provide answers or helpful sources for students with questions outside of what is allowed in the lessons.					X	
Clarify the parameters in which teachers can provide answers.					X	
Instruction should not put students in a situation that would cause students to divulge or defend home beliefs.					X	
Review that lessons are time efficient and content efficient based on the scope of the lesson topic.					X	
Consider hiring a company to teach HG&D.					X	This recommendation will be shared with administrators for input.

	Kindergarten HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						Outcomes Proposed by 2007-08 Advisory Committee	Suggestions for how Lessons can be taught				
	The learner will…											
1	Describe good and bad touching	X					Describe good and bad touching		NC	No	No	No
2	Identify the parts of their bodies that are private (those parts covered by a swimsuit).	X					Identify the parts of their bodies that are private (those parts covered by a swimsuit).		NC	No	No	No
3	Identify who is at fault in a situation of abuse (use of terminology of abuse including good touch, bad touch).	X					Identify who is at fault in a situation of abuse (use of terminology of abuse including good touch, bad touch) And reinforce abuse is not the child's fault.		U	No	No	No
4	Animals resemble their parents (growth over time). Foss - Animals 2x2.		X				Animals resemble their parents (growth over time). Foss - Animals 2x2.		NC	Yes	No	Yes
5	Identify a decision and cite examples of decisions they make.			X			Identify a decision and cite examples of decisions they make.		NC	Yes	No	Yes
6	Identify their interests, likes and dislikes, physical characteristics, talents, feelings, place within the family, and other aspects of their individuality.				X		Identify their interests, likes and dislikes, physical characteristics, talents, feelings, place within the family, and other aspects of their individuality.		NC	Yes	No	Yes
7	Demonstrate acceptable and healthy social skills.				X		Demonstrate acceptable and healthy social skills.		NC	Yes	No	Yes

	Kindergarten HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						Outcomes Proposed by 2007-08 Advisory Committee	Suggestions for how Lessons can be taught				
	The learner will…											
8	Describe the characteristics of a friend and family.					X	Describe the characteristics of a friend and family.		NC	Yes	No	Yes
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											

	First Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated;	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development**				
	The learner will…											
1	Demonstrate awareness that their bodies are their own private property.	X					Demonstrate awareness that their bodies are their own private property.		NC	No	No	No
2	Identify how to deal with a situation involving bad touch using the terminology "NO", get away, and tell someone.	X					Identify how to deal with a situation involving bad touch using the terminology "NO", get away, and tell someone. And reinforce that it is not the child's fault.		U	No	No	No
3	~~describe plant or animal growth and compare it to human~~ growth. Insects go through different stages of life. Foss - Insects		X				Insects go through different stages of life. Foss - Insects		NC	Yes	No	Yes
4	Identify choices that they make and resulting consequences.			X			Identify choices that they make and resulting consequences.		NC	Yes	No	Yes

	First Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated;	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development**				
	The learner will…											
5	Demonstrate respect for the similarities and differences of other individuals, i.e. interests, likes, dislikes, physical characteristics, talents, feelings, place within the family, and other aspects of their individuality.				X		Demonstrate respect for the similarities and differences of other individuals, i.e. interests, likes, dislikes, physical characteristics, talents, feelings, place within the family, and other aspects of their individuality.		NC	Yes	No	Yes
6	Describe how each person contributes to the community.				X		Describe how each person contributes to the community.		NC	Yes	No	Yes

	First Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated;	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development**				
	The learner will…											
7	Describe different family structures.					X	Describe different family structures.	There is not a full consensus on this outcome. One committee member did not like the open language and wanted the types of families identified.	NC	Yes	No	Yes
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											

	Second Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Suggested Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
1	Describe how to deal with an abuse situation involving bad touch using the terminology "NO", get away, and tell someone.	X					Describe how to deal with an abuse situation involving bad touch using the terminology "NO", get away, and tell someone. **Reinforce that abuse is not the child's fault.**		U	No	No	No
2	Describe how to deal with a situation involving harassment.	X					Describe how to deal with a situation involving harassment.		NC	No	No	No
3	Identify the basic human body parts (penis, vagina, breast, scrotum, testes, urethra, anus) and appropriate use of these terms.		X				Identify the basic human body parts (penis, vagina, breast, scrotum, testes, urethra, anus) and appropriate use of these terms.		NC	Yes	Yes	Yes
4	~~identify basic human body systems (excluding reproductive system) and their functions.~~ Outcome - Now in Grade 4		~~X~~						NC			
5	~~compare various animal life cycles.~~ Outcome - Now in Grades 1 and 3		~~X~~						NC			

	Second Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Suggested Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
6				X			**Identify the need for self-control**		New	Yes	No	Yes
7	Identify criteria for making a decision.			X			Identify criteria for making a decision.		NC	Yes	No	Yes
8	Demonstrate an acceptance of responsibility for their own behavior.			X			Demonstrate an acceptance of responsibility for their own behavior.		NC	Yes	No	Yes
9	Identify strategies to effectively deal with a variety of emotions.			X			Identify strategies to effectively deal with a variety of emotions.		NC	Yes	No	Yes
10	Identify the impact of emotions on responsible decision making.			X			Identify the impact of emotions on responsible decision making.		NC	Yes	No	Yes
11	Identify examples of interests and choices that people have.				X		Identify examples of interests and choices that people have.		NC	Yes	No	Yes
12	Identify role options available to men and women in their work and personal lives.				X		Identify role options available to men and women in their work and personal lives.		NC	Yes	No	Yes

	Second Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Suggested Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
13	Explain the interdependence between parent and child.					X	Explain the interdependence between parent and child.		NC	Yes	No	Yes
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											

	Third Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development**				
	The learner will…											
1	Demonstrate how to communicate abusive and harassing situations to appropriate adults.	X					Demonstrate how to communicate abusive and harassing situations to appropriate adults. **Reinforce that abuse is not the child's fault.**		**U**	No	No	No
2	Observe life cycles of plants and animals. Foss - Structures of Life		X				Observe life cycles of plants and animals. Foss - Structures of Life		**NC**	Yes	No	Yes
3	Demonstrate wise use of daily time; including goal setting.			X			Demonstrate wise use of daily time, including goal setting.		**NC**	Yes	No	Yes
4				**X**			**Develop the skills to encourage self-control.**	Provide situations that encourage children to exercise self-control.	**New**	Yes	No	Yes

	Third Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development**				
	The learner will…											
5	Describe changes in their interests, likes and dislikes, physical characteristics, talents, and feelings.				X		Describe changes in their interests, likes and dislikes, physical characteristics, talents, and feelings.		NC	Yes	No	Yes
6	Identify the characteristics of positive role models.				X		Identify the characteristics of positive role models.		NC	Yes	No	Yes
7	Develop an awareness of the feelings of others.					X	Develop an awareness of the feelings of others.		NC	Yes	No	Yes
8	Identify their responsibility in a small group situation.					X	Identify their responsibility in a small group situation.		NC	Yes	No	Yes
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											

	Fourth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated;	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	Suggestions for how lessons can be taught				
	The learner will…											
1	Review the concept of abuse including good and bad touching.	X					Review the concept of abuse including good and bad touching. **Reinforce that abuse is not child's fault.**		U	No	No	No
2	Review the concept that abuse is not their fault.	X					Review the concept that abuse is not their fault.		NC	No	No	No
3	Recognize and identify abusive, coercive, manipulative, and harassing behaviors. ~~Learn appropriate coping strategies~~	X					Recognize and identify abusive, coercive, manipulative, and harassing behaviors.		NC	No	No	No
4	Learn appropriate coping strategies to deal with abusive and harassing situations.	X					Learn appropriate coping strategies to deal with abusive and harassing situations.		NC	No	No	No
5	Identify the initial changes that occur in puberty.		X				Identify the initial changes that occur in puberty.		NC	Yes	Yes	Yes

	Fourth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated;	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	Suggestions for how lessons can be taught				
	The learner will…											
6	Develop an awareness of human function and structure of the body. Foss - Human Body		X				Develop an awareness of human function and structure of the body. Foss - Human Body	Moved from 2nd Grade in 2004	NC	Yes	Part	Yes
7	Demonstrate a wise use of time management skills, including goal setting and attainment.			X			Demonstrate a wise use of time management skills, including goal setting and attainment.		NC	Yes	No	Yes
8	Identify positive and negative characteristics of role models.				X		Identify positive and negative characteristics of role models.		NC	Yes	No	Yes
9	Describe the qualities they look for in a friend.					X	Describe the qualities they look for in a friend.		NC	Yes	No	Yes
10	Describe the qualities they look for in a friend.					X	Describe the qualities they look for in a friend.		NC	Yes	No	Yes
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											

	Fifth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…											
1	Identify abusive, coercive, and harassing situations. I~~dentify appropriate protective~~ and ~~coping strategies.~~	X					Identify abusive, coercive, and harassing situations. **Reinforce that abuse is not child's fault.**		U	No	No	No
2	Identify appropriate protective and coping strategies to deal with abusive, coercive and harassing situations	X					Identify appropriate protective and coping strategies to deal with abusive, coercive and harassing situations.	**Recommend to include Internet issues in lessons.**	NC	No	No	No
3	Identify human reproductive anatomy and its function.		X				Identify human reproductive anatomy and its function.		NC	Yes	Yes	Yes
4	Describe social, emotional, and physical implications of puberty.		X	**X**			Describe social, emotional, and physical implications of puberty.	**Include impacts on decision-making**	U	Yes	Yes	Yes
5	Recognize that human growth and development occurs at different rates.		X				Recognize that human growth and development occurs at different rates.		NC	Yes	Yes	Yes
6	Set and attain a realistic, measurable goal.			X			Set and attain a realistic, measurable goal.		NC	Yes	No	Yes

	Fifth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…											
7	Identify the necessary steps to the decision-making process.			X			Identify the necessary steps to the decision-making process.		NC	Yes	No	Yes
8				X			**Identify the rewards of exercising self control and the consequences of lack of self control.**		New	Yes	No	Yes
9	Identify and explain the importance of taking care of his/her own physical, emotional, and social needs.				X		Identify and explain the importance of taking care of his/her own physical, emotional, and social needs.		NC	Yes	No	Yes
10	Recognize how social, peer and media influences can affect one's body image (Self Esteem Strand)				X		Recognize how social, peer and media influences can affect one's body image (Self Esteem Strand)		NC	Yes	No	Yes
11	Demonstrate effective communication with peer groups and adults at school.					X	Demonstrate effective communication with peer groups and adults at school.		NC	Yes	No	Yes
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											

	Sixth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	~~SOCIETY AND CULTURE~~	**Proposed Outcomes**	**Comments**	**Changes (NC-No Change; U-Updated; D-Dropped; New)**	**State Statute**	**Opt Out by District Policy**	**Opt Out by State Statute**
	Grade Level Outcomes												
	Outcomes from 1998 with edits from June 2004							**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…												
1	Demonstrate strategies for dealing with abusive, coercive, manipulative, and harassing behavior.	X						Demonstrate strategies for dealing with abusive, coercive, manipulative, and harassing behavior **(adult to child and student to student).**	Include Internet in the lessons	**U**	No	No	No
2	Describe the process of human conception and birth.		X					Describe the process of human conception and birth.	boys and girls separate	**NC**	Yes	Yes	Yes
3	Describe physical, emotional and social changes of puberty		X					Describe physical, emotional and social changes of puberty.	boys and girls separate	**NC**	Yes	Yes	Yes
4	describe the anatomy and function of the male and female reproductive system		X					Describe the anatomy and function of the male and female reproductive system.	boys and girls separate	**NC**	Yes	Yes	Yes
5	describe skills to deal with ~~worry, guilt, and the i~~ssues of acceptance.			X				Describe skills to deal with **issues** of acceptance		**U**	Yes	Yes	Yes
6	~~describe the steps of the decision-making~~ model implement the steps of a Decision-making model identify a problem exists, brainstorming ideas on resolution ideas, weighing pros and cons of each proposed resolution, implement and evaluate the choice made			X				Implement the steps of a decision-making model: identify a problem exists; brainstorm ideas for resolution; weigh pros and cons of each proposed resolution; implement and evaluate the choice made.		**NC**	Yes	No	Yes

	Sixth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	~~SOCIETY AND CULTURE~~	**Proposed Outcomes**	**Comments**	**Changes (NC-No Change; U-Updated; D-Dropped; New)**	**State Statute**	**Opt Out by District Policy**	**Opt Out by State Statute**
	Grade Level Outcomes												
	Outcomes from 1998 with edits from June 2004							**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…												
7	Recognize high risk situations and use strategies			X				Recognize high risk situations and use strategies **to respond in a healthy way.**		U	Yes	No	Yes
8	Differentiate between healthy and unhealth~~y self-image and resulting~~ behavior (anorexia).				X			Differentiate between healthy and unhealthy self-image.	outcome was shortened	U	Yes	No	Yes
9	Identify behaviors associated with an unhealthy self-image (anorexia, bulimia, self-mutilation, sexual high risk behavior)				X			Identify behaviors associated with an unhealthy self-image (anorexia, bulimia, self **harm**) in contrast to healthy self-image (body weight)		U	Yes	No	Yes
10	Demonstrate ~~basic~~ effective and assertive communication t~~echniques with others including conflict~~ re (e.g. as it pertains to sexual harassment and how seek help.)					X		Demonstrate effective ~~and~~ assertive communication techniques **and self-advocacy skills** (e.g.. As it pertains to various types of harassment, **or bullying (student-to-student)** and how to seek help).		U	Yes	No	Yes
11	Develop the ability to resolve conflicts with others (negotiation and refusal)					X		Develop the ability to resolve conflicts with others (negotiation and refusal).		NC	Yes	No	Yes

	Sixth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	~~SOCIETY AND CULTURE~~	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes												
	Outcomes from 1998 with edits from June 2004							**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…												
12	Identify teasing behaviors and demonstrate skills to deal with them					X		**COMBINED WITH OUTCOME #10**		D			
13	Identify characteristics of positive and negative peer relationships					X		Identify characteristics of positive and negative peer relationships.		NC	Yes	No	Yes
14	Analyze the impact of peer pressure on an individual and group					X		Analyze the impact of peer pressure on an individual and group.		NC	Yes	No	Yes
15	Identify the concepts of friendships and dating					X		Identify the concepts of friendships and dating.		NC	Yes	No	Yes
16	Recognize harmful situations that can occur with the use of technology (I.e. chat rooms, Instant Messenger, etc.)						X	~~Recognize harmful situations that can occur with the use of technology (I.e. chat rooms, Instant Messenger, etc.).~~	This outcome is covered in other academic areas including Language Arts and Computer classes. Therefore redundant in HG&D.	D			
17	Explain the definitions and implications of sexual behavior (e.g. oral sex)					X				D			
18				**X**				**Exhibit self-control and self-discipline through understanding and monitoring their own thoughts, behavior and emotions.**		New	Yes	No	Yes

	Sixth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	~~SOCIETY AND CULTURE~~	Proposed Outcomes	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes												
	Outcomes from 1998 with edits from June 2004							**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…												
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.												

	Seventh Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
1	~~Demonstrate knowledge of protective behaviors against physical and verbal abuse as well as other types of abuse from adults and peers. (Include role-playing, particularly of verbal skills.)~~	X							**D**			
2	Identify harassing situations and demonstrate strategies to deal with them.	X					Identify harassing situations and demonstrate strategies to deal with them.		**NC**	No	No	No
3		X					Define physical, verbal, emotional and sexual abuse and the defining characteristics of each	**Include age-appropriate definitions from the la**	**New**	No	No	No
4	Identify sources of assistance if physically and/or verbally abused.	X					Identify sources of assistance if physically, verbally, emotionally, or sexually abused. **Reinforce that abuse is not the child's fault.**	**Include parents, school personnel, clergy, trusted relative or adult, etc. as sources.**	**U**	No	No	No

	Seventh Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
5		**X**					Explain that sexual activity by or with minors is illegal.	**Refer to laws.**	**New**	No	No	No
6	Describe physical, emotional, and social changes of puberty.		X				Describe physical, emotional, and social changes of puberty.		**NC**	Yes	Yes	Yes
7	~~demonstrate knowledge of~~ Explain the transmissio and prevention of STD's and HIV/AIDS.		X				Explain the transmission and prevention of STI's and their health consequences.	**Identify that ANY sexual activity involving the penis or vagina can result in STI's. Questions regarding oral sex should not be answered but referred to family. Include parent letters/communications to help encourage family dialogue on sensitive topics.**	**U**	Yes	Yes	Yes

	Seventh Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
8	~~identify situations for both male and female that warrant the use of protective~~ recognize harmful situations that can occur including those associated with the use of technology (e.g. chat rooms, Instant Messenger)		X					**Address in regular curriculum.**	**D**			
9				**X**			**Define and give examples of delayed gratification.**		**New**	Yes	No	Yes
10				**X**			**Identify the relationships among decision making, self-control, and delayed gratification with examples.**		**New**	Yes	No	Yes

	Seventh Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
11	recognize, value, and accept their self. on.				X		**Identify Positive Self-Talk techniques and skills and explain benefits of Positive Self-Talk (as relates to self-esteem-confidence)**		U	Yes	No	Yes
12					X		**Explain how a positive attitude builds and maintains self-esteem and confidence.**	**Include examples of how to use Positive Self-Talk**	New	Yes	No	Yes
13	Differentiate between healthy and unhealthy self image and resulting behaviors (I.e. bulimia, anorexia, self-mutilation, sexual high risk behaviors)				X		**Explain how self-talk influences the development of a healthy or unhealthy self-image.**		U	Yes	No	Yes

	Seventh Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
14					X		**Explain how negative "self-talk" leads to destructive behaviors (e.g. bulimia, anorexia, self-mutilation, sexual high risk behaviors)**	**New**	Yes	No	Yes
15	Identify the criteria for acceptable dating behavior				X				**D**	Yes	No	Yes
16	Describe factors of sexual stereotyping and discrimination in relationships. Use concrete examples of relationships in current times.				X				**D**			
17	Identify characteristics of positive and negative peer relationships					X	Identify characteristics of positive and negative peer relationships		**NC**	Yes	No	Yes

	Seventh Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
18	Identify the confusing emotions regarding relationships and dating (review)					X	**Identify the confusing/fluctuating emotions that may occur in boy/girl relationships in middle school.**		**U**	Yes	No	Yes
19	Analyze the impact of peer pressure on an individual and group.					X	**Analyze the impact of peer or group pressure on an individual, group, and boy/girl relationships.**		**U**	Yes	No	Yes
20	Explain the contributions, responsibilities, rights, and privileges of each family member.					X	Explain the contributions, responsibilities, rights, and privileges of each family member.		**NC**	Yes	No	Yes
21						**X**	**Identify age appropriate social interactions and behaviors between male and female students as sexual awareness develops in middle school.**	**Abstinence is the only appropriate behavior to show respect to one's self and others**	**New**	Yes	No	Yes

	Seventh Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
22						X	**Identify the social, emotional consequences of inappropriate social interactions and behaviors between male and female students in middle school.**	**(eg. rumors, loss of self respect, etc.**	**New**	Yes	No	Yes
23	Identify the concepts of friendship and how they relate to dating					X	**Identify appropriate and respectful behaviors in boy/girl group socializing as it relates to friendships and dating.**		**U**	Yes	No	Yes
24	Identify characteristics of positive and negative peer relationships.					~~X~~			**D**			
25	Demonstrate the ability to resolve conflicts with others (peers, adults, and family).					~~X~~			**D**			

	Seventh Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes from 2007-08 Advisory Committee (BLUE)**	**Suggestions for How Lessons can be taught**				
	The learner will…											
26	~~Describe specific roles and responsibilities of families (parents and children) which are complementary and conflicting.~~					~~X~~			D			
27	~~Describe and understand characteristics of family relationships during adolescence.~~					~~X~~			D			
28	Explain the legal definitions and implications of sexual behavior (e.g. oral sex)					~~X~~			D			
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											

	Eighth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…											
1	Review harassing situations (including sexual harassment and strategies to deal with them).	X					Review harassing situations (including sexual harassment and strategies to deal with them). **Reinforce that abuse is not the child's fault.**		**U**	No	No	No
2	Describe the anatomy and function of the male and female reproduction system.		X				Describe the anatomy and function of the male and female reproduction systems.		**NC**	Yes	Yes	Yes
3	Outline the general stages of fetal development from conception to birth and the birth process.		X				Outline the general stages of fetal development from conception to birth and the birth process.		**NC**	Yes	Yes	Yes
4	Identify the physical, social, and emotional ramifications of STD's.		X				Identify the physical, social, and emotional ramifications of STI's.	**(Include real life examples, such as color photos of diseases: herpes, syphilis chancre, GC, oral cancer, HIV/AIDS.)**	**NC**	Yes	Yes	Yes
5	Identify and understand HIV/AIDS, its transmission, ~~and~~ disease progression, and its emotional and social impact on the individual and society.		X				Identify and understand HIV/AIDS, its transmission, disease progression, and its emotional and social impact on the individual and society.	**Include examples of transmission of sexual and blood-borne disease, tattoo needles, piercing, injuries involving blood.**	**U**	Yes	Yes	Yes

	Eighth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…											
6	Identify the physical, social, and emotional benefits and challenges of abstinence and the ramifications of teen sexual activity and teen pregnancy for both males and females.		X				**Identify the physical, social and emotional benefits and challenges of abstinence for both males and females. Identify the ramifications of teen sexual activity and teen pregnancy for both males and females.**		U	Yes	Yes	Yes
7	Identify means of pregnancy and STD prevention, including abstinence		X				Identify means of pregnancy and STI prevention, including abstinence. **Identify why abstinence is your only responsible choice.**	**Include birth control vocabulary, lack of effectiveness and common misconceptions Also include simple definitions of sexual activity to be avoided and common misconceptions Presentation of material is suggested to be a video with discussion to follow to provide consistency to the lesson.**	U	Yes	Yes	Yes

	Eighth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…											
8				X			**Describe how the personal skills that students develop in self-control, self-discipline, and delayed gratification help them develop and preserve their future opportunities.**	**Suggestions: Learn how saving pays interest; Learn how abstinence pays dividends in development of affectionate, respectful, responsible relationships; Learn how to avoid or excuse themselves from situations of temptation at parties, etc.; Learn to fill the void by placing their energy into positive endeavors.**	**New**	Yes	No	Yes
9	Demonstrate the use of effective decision making skills in situations with self, friends, family, and school (including recognizing the importance of the family's ~~value~~ system when making decisions).			X			Demonstrate the use of effective decision making skills in situations with self, friends, family, and school (including recognizing the importance of the family's **expectations and value** system when making decisions).		**U**	Yes	No	Yes

	Eighth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…											
10	Demonstrate an awareness of the differences among assertive, aggressive, passive, and manipulative behavior and communication styles.			X			Demonstrate an awareness of the differences among assertive, aggressive, passive, and manipulative behavior and communication styles.	**Peer situations**	**U**	Yes	No	Yes
11	Identify how decisions regarding sexual activity affect self-image and your future. (Include social and emotional benefits and challenges of abstinence.)			X			Identify how decisions regarding sexual activity affect self-image and your future. (Include social and emotional benefits and challenges of abstinence.)		**NC**	Yes	No	Yes
12	differentiate between healthy and unhealthy self-image and resulting behaviors (bulimia, anorexia, self mutilation, steroids, ~~etc.~~) and other high risk behaviors).				X		Differentiate between healthy and unhealthy self-image and resulting behaviors (bulimia, anorexia, self mutilation, **drinking**, steroids and other high risk behaviors)		**U**	Yes	No	Yes
13					**X**		**Recognize and identify ways to maintain positive self esteem when dealing with fluctuating emotions.**		**New**	Yes	No	Yes

	Eighth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…											
14						**X**	**Describe the difference between acceptable, respectful physical contact and sexual harassment and/or assault.**		**New**	Yes	No	Yes
15	Demonstrate effective and assertive communication techniques.					X	Demonstrate effective and assertive communication techniques.	**Discuss messages sent through body language, facial expressions, gestures, clothing (discussing purpose of student dress code)**	**U**	Yes	No	Yes
16	Develop the ability to resolve conflicts with others (review).					~~X~~			**D**			
17	Identify the criteria for acceptable dating behavior					~~X~~			**D**			
18	Describe factors of sexual stereotyping and discrimination in relationships. Use concrete examples of relationships of today.					~~X~~			**D**			
19	Identify the confusing emotions regarding relationships and dating.					~~X~~			**D**			

	Eighth Grade HG&D Strands and Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Updated; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Grade Level Outcomes											
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for How Lessons can be taught**				
	The learner will…											
20	Identify the concepts of friendship and how they relate to dating.					X	Identify the concepts of friendship and how they relate to dating. **Identify appropriate and inappropriate dating relationship behaviors and how to set personal boundaries**	**In context with your family's values.**	U			
21	Identify confusing feelings in emerging adolescent sexual identity.					X	Identify confusing feelings **are not unusual in emerging adolescents. (includes sexual orientation)**	**There was not full consensus on this outcome after the committee meetings by two members.**	U			
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											

	Tenth Grade Health/Human Growth & Development Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	Proposed Outcome	Comments	Changes (NC-No Change; U-Update; D-Dropped; New)	State Statute	Opt Out by District Policy	Opt Out by State Statute
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development / Comments**				
	The learner will….											
1	Identify abusive relationships and recognize strategies to deal with them.	X					Identify abusive relationships and recognize strategies to deal with them. **Reinforce that abuse is not the child's fault.**		**U**	No	No	No
2		X					Identify discrimination and harassment, **including those protected categories (i.e., a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability)** and recognize strategies to deal with them.		**New**	No	No	No
3	Identify assault situations and strategies to deal with them.	X					Identify assault situations and strategies to deal with them.		**NC**	No	No	No
4	Identify the types and traits of a rapist.	X					**Identify types of rape including date rape and tactics used by a perpetrator**		**U**	No	No	No
5	Identify strategies to prevent assault.	X					Identify strategies to prevent assault.		**NC**	No	No	No

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	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development / Comments**				
	The learner will….											
6	Identify resources for victim aftermath, including emergency contraception and abortion.	X					Identify resources for victim aftermath including **family, health care, law enforcement, clergy, counselors and community agencies**		**U**	No	No	No
7		**X**					Identify options that may be presented in rape victim aftermath to include counseling, STI treatment, emergency contraception, and counseling if pregnancy results	**There is not full consensus on this outcome**	**New**	No	No	No
8	Demonstrate strategies to deal with assault.	X					**Redundant with another outcome - Drop**		**D**	No	No	No
9	Identify and describe the relationship between self esteem, decision making, and sexual responsibility and sexual orientation.		X				Identify and describe the relationship between self esteem, decision making, and sexual responsibility.	**Discussions may include issues of sexual orientation should the topic be raised by a student.**	**U**	Yes	Yes	Yes

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	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development / Comments**				
	The learner will….											
10	Identify the available methods of birth control, including abstinence.		X				Identify available methods **and the proper use** of birth control , including abstinence **as the only reliable choice.**	**Including behaviors that may lead to difficult situations and decision** **Not all are in full consensus on "and the proper use".**	**U**	Yes	Yes	Yes
11	Identify the various STI's including HIV, HbV, and HPV.		X				Identify the various STI's including HIV, HbV, and HPV.		**NC**	Yes	Yes	Yes
12	Distinguish between bacterial, viral, parasitic, and fungal STI's.		X				Distinguish between bacterial, viral, parasitic, and fungal STI's.		**NC**	Yes	Yes	Yes
13	Identify the differences in treatment, whether the STI's are curable or treatable.		X				Identify the differences in treatment, whether the STI's are curable or treatable.		**NC**	Yes	Yes	Yes
14	Identify the ways that STI's can be transmitted and prevented.		X				Identify the ways that STI's can be transmitted and prevented.		**NC**	Yes	Yes	Yes

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	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development / Comments**				
	The learner will….											
15	Identify the effects of contracting an STI could have on self, spouse, family, friends, and community.		X				Identify the effects of contracting an STI could have on self, spouse, family, friends, and community.		NC	Yes	Yes	Yes
16	Review the anatomy and function of the male and female reproductive system.		X				Review the anatomy and function of the male and female reproductive system.		NC	Yes	Yes	Yes
17	Review the general stages of fetal development including birth.		X				Review the general stages of fetal development including birth.		NC	Yes	Yes	Yes
18	Identify the personal, societal, legal, and economic ramifications of teen sexual activity and pregnancy.		X				Identify the personal, societal, legal, and economic ramifications of teen sexual activity and pregnancy.		NC	Yes	Yes	Yes

	Tenth Grade Health/Human Growth & Development Program Outcomes	ABUSE PREVENTION/INTERVENTION STRAND	LIFE CYCLES STRAND	DECISION MAKING STRAND	SELF-ESTEEM STRAND	RELATIONSHIPS STRAND	**Proposed Outcome**	**Comments**	**Changes (NC-No Change; U-Update; D-Dropped; New)**	**State Statute**	**Opt Out by District Policy**	**Opt Out by State Statute**
	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development / Comments**				
	The learner will….											
19	Identify the resources and options available in the event of teen pregnancy.		X				Identify the resources and **legal** options **(private adoption, agency adoption, kinship care, abortion, safe place for newborns statutes, single parenting, marriage)** available in the event of teen pregnancy.		**U**	Yes	Yes	Yes
20	identify the physical, social, and emotional benefits and challenges of abstinence and the ramifications of teen sexual activity and teen pregnancy for both males and females.		X				Identify the physical, social, and emotional benefits and challenges of abstinence and the ramifications of teen sexual activity and teen pregnancy for both males and females.	**ABC's of Abstinence - tools to assist students choose abstinence (websites) Added to 8th grade**	**U**	Yes	Yes	Yes
21	~~List and describe three types of decisions people often need to deal with.~~			X					**D**			

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	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development / Comments**				
	The learner will….											
22	Apply the 5-step process for making decisions to various situations.			X			Apply a decision-making process to various situations **(Common steps/questions include: Is it healthy?, Is it legal?, Is it safe?, Does it follow my parents and/or guardians guidelines?, Does it show respect ot self and others?) .**		**U**	Yes	No	Yes
23	Identify and describe the components of assertive communication and refusal skills as related to sexual				X		Identify and describe the components of assertive communication and refusal skills as related to sexual responsibility.		**NC**	Yes	No	Yes
24	Describe the changes that occur in family relationships during the life span of the family.					X		Move to general Health Curriculum	**D**			
25	Describe the different kinds of relationships and how they develop and change.					X	Describe the different kinds of relationships and how they develop and change.		**NC**	Yes	No	Yes

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	Outcomes from 1998 with edits from June 2004						**Outcomes Proposed by 2007-08 Advisory Committee**	**Suggestions for Lesson Development / Comments**				
	The learner will….											
26	Identify and describe components of successful marriages and components that lead to risk in marriage.					X	Identify and describe components of successful **relationships/**marriage and **unhealthy relationship patterns.**	Include statistics regarding marriage age & longevity of teen relationships	**U**	Yes	No	Yes
27			X				**Demonstrate knowledge and understanding about the improtance of annual gynecological esams, testicular self-exams, breast exams, PAP smears in the maiantenance of personal health.**	**Include information on HUMAN PAPILOMA VIRUS VACCINE and Meningitis vaccine include benefits and risks**	**New**	Yes	Yes	Yes
	Parents/guardians may exempt their students from lessons on physiology and hygiene, STD's, symptoms of disease and proper care of the body by written request each school year.											