

Human Growth and Development (HG&D) Advisory Committee (AC) Agenda
2/13/18
5-7:30 Central Administrative Office
Rm 100

Agenda:

1. Introductions of Advisory Committee Members
2. Review Purpose of the Committee
3. Continue on Gr. 10 draft learning targets and proposed adjustments
4. Parent notification
 - a. Presentation by Elmbrook Staff on current practice to inform parents of content and opt out
 - b. Activity to gain feedback for practice improvement
5. Next Steps if Ready
 - a. K-10 Drafts to TLC on March 8, 2018 9:30-11:30
6. Adjournment

HGD Advisory Committee Ground Rules

1. One speaker at a time.
2. Silence equals consent.
3. Address the issue not the person.
4. Respect/honor others' opinions.
5. Disagree without being disagreeable.
6. Shared support of the recommendation.
7. Time limits are set for meetings (1.5 hours maximum).

Kindergarten HG&D Strands and Current Outcomes	Kindergarten HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify the parts of their body that are private (those parts covered by a swimsuit). (LC)	I can identify the parts of my body that are private (those parts covered by a swimsuit). (AP.2.CC.1)		X				RC-2A2
Animals resemble their parents (growth over time). (LC)	I can explain how animals resemble their parents (growth over time). (PR.2.CC.1)		X				RC-2A2
Describe good and bad touching. (AP/I)	I can describe good and bad appropriate and inappropriate touching. (PS.2.CC.1)	X					RC-2F
	I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3)	X					RC-2F
	I can identify parents and other trusted adults to ask questions or to tell about uncomfortable situations (including bullying and teasing). (PS.2.AI.1) (PS.2.AI.2)	X					RC-2F
Identify a decision and cite examples of decisions they make. (AP/I)	I can describe how to respond to a situation that makes me feel uncomfortable (for example: bullying and teasing). (PS.2.IC.1) (PS.2.IC.2)	X					RC-2F

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Identify who is at fault in a situation of abuse (use terminology of abuse including good touch, bad touch.) (AP/I)	I can describe how to respond to an uncomfortable situation including bad-inappropriate touch using the terminology "NO", get away, and tell someone. (PS.2.SM.1)	X					RC-2F
Describe the characteristics of a friend and family. (R)	I can describe the characteristics of a good friend. (HR.2.CC.2)					X	RC-2C
Demonstrate acceptable and healthy social skills. (R)	I can identify how to be a good friend and respect others. (HR.2.IC.2)					X	RC-2C
Identify their interests, likes and dislikes, physical characteristics, talents, feelings, place within the family and other aspects of their individuality.	I can identify what makes me unique. (ID.2.CC.1)				X		RC-2C
	I can explain my likes and dislikes. (ID.2.INF.1)				X		RC-2C

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	I can identify the parts of my body that are private (those parts covered by a swimsuit.) (AP.2.CC.1)		X				RC-2A2
Insects go through stages of life. (LC)	I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC.1)		X				RC-2A2
Demonstrate awareness that their bodies are their own private property. (AP/I)	I can demonstrate awareness that my body is my own private property. (PS.2.CC.1)	X					RC-2F
	I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3)	X					RC-2F
	I can identify parents and other trusted adults to ask questions or tell about uncomfortable situations [including abuse ("good-touch, bad touch") (appropriate and inappropriate touch), bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2)	X					RC-2F
Identify choices that they make and resulting consequences. (AP/I)	I can describe how to respond to a situation that makes me feel uncomfortable [abuse ("good-touch, bad touch") (appropriate and inappropriate touch), bullying and teasing]. (PS.2.IC.1) (PS.2.IC.2)	X					RC-2F

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Identify how to deal with a situation involving bad touch using the terminology "No," get away, and tell someone. (AP/I)	I can describe how to respond to an uncomfortable situation including bad touch using the terminology "NO", get away, and tell someone. (PS.2.SM.1)	X					RC-2F
Describe different family structures. (R)	I can describe different family structures and how they work together. (HR.2.CC.1)					X	RC-2C
	I can describe characteristics of a good friend. (HR.2.CC.2)					X	RC-2C
Describe different family structures. (R)	I can identify ways to show respect for families that are different than my own. (HR.2.IC.1)					X	RC-2C
	I can describe ways to express my feelings with respect and kindness. (HR.2.IC.2)					X	RC-2C
Demonstrate respect for the similarities and differences of other individuals, i.e. interests, likes and dislikes, physical characteristics, talents, feelings, place within the family, and other aspects of their individuality. (SE)	I can identify what makes me unique and compare my interests to others. (ID.2.CC.1)				X		RC-2C
	I can identify the ways in which others influence my like and dislikes. (ID.2.INF.1)				X		RC-2C
Describe how each person contributes to the community. (SE)					X		

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Identify basic human body parts (penis, vagina, breast, scrotum, testicles, urethra, anus) and appropriate use of these terms. (LC)	I can identify basic human body parts, including male and female anatomy and expected use of these names. (AP.2.CC.1)		X				RC-2A2
Identify basic human body systems (excluding reproductive system) and their functions. (LC)	I can identify basic human body systems (excluding reproductive system) and their functions. (AP.2.CC.1)		X				RC-2A2
	I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC.1)		X				RC-2A2
	I can demonstrate awareness that my body is my own private property. (PS.2.CC.1)	X					RC-2F
Describe how to deal with a situation involving harassment. (AP/I)	I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3)	X					RC-2F
Explain the interdependence between parent and child. (AP/I)	I can identify parents and other trusted adults to ask questions or tell about uncomfortable situations [including abuse ("good-touch, bad-touch") (appropriate and inappropriate touch), bullying, and teasing]. (PS.2.Ai.1) (PS.2.Ai.2)	X					RC-2F

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	I can describe how to respond to a situation that makes me feel uncomfortable [abuse ("good touch, bad touch") ("appropriate and inappropriate touch"), bullying and teasing]. (PS.2.IC.1) (PS.2.IC.2)	X					RC-2F
Describe how to deal with an abuse situation involving bad touch using the terminology "No," get away and tell someone. (AP/I)	I can describe how to respond to an uncomfortable situation including bad inappropriate touch using the terminology "NO", get away, and tell someone. (PS.2.SM.1)	X					RC-2F
	I can describe different family structures and how family members have roles that support each other. (HR.2.CC.1)					X	RC-2C
	I can describe the characteristics of a good friend. (HR.2.CC.2)					X	RC-2C
	I can explain ways to show respect for families that are different than my own. (HR.2.IC.1)					X	RC-2C
Identify strategies to effectively deal with a variety of emotions. (R)	I can explain respectful ways to express my feelings and solve problems. (HR.2.IC.2)					X	RC-2C
	I can identify ways to show respect for individuals' similarities and differences that make them unique.(ID.2.CC.1)				X		RC-2C

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	I can explain the ways in which others influence my likes and dislikes. (ID. 2.INF.1)				X		RC-2C
Identify examples of interest and choices that people have. (SE)					X		
Identify role options available to men and women in their work and personal lives. (SE)					X		
Identify criteria for making a decision. (DM)				X			
Demonstrate an acceptance of responsibility for their own behavior. (DM)				X			
Identify the impact of emotions on responsible decision making. (DM)				X			

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	I can identify male and female anatomy. (AP.5.CC.1)		X				RC-2A2
Observe life cycles of plants and animals. (LC)	I can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (PR.5.CC.1) CC: (3-LS1-1)		X				RC-2A2
	I can identify ways my body will change during puberty. (PD.5.CC.1)		X				RC-2A2
	I can identify that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)		X				RC-2A2
	I can identify the media messages and the influence of the messages on body image. (PD.5.INF.1) I can identify the influence of messages from media, family, friends, society and culture that affect ideas about relationships, self-esteem, and body image. (PD.5.INF.1)		X				RC-2A9
	I can identify accurate and medically reliable sources of information about puberty and hygiene (hair, skin, nails, sweat, body odor). (PD.5.AI.1)		X				LD

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	I can identify parents or trusted adults that can answer questions related to puberty. (PD.5.AI.2)		X				LD
	I can identify ways to take care of my physical, emotional, and social needs during puberty (hygiene, friendships, family support system, etc.). (PD.5.SM.1)		X				RC-2A2, RC-2A7
	I can define teasing and bullying and why they are wrong (including cyberbullying). (PS.5.CC.1)	X					RC-2F
	I can explain why people tease or bully others. (PS.5.INF.1)	X					RC-2F
Demonstrate how to communicate abusive and harassing situations to appropriate adults. (AP/I)	I can identify parents and other trusted adults in my life. (PS.5.AI.1) (PS.5.AI.2)	X					RC-2C
Develop an awareness of the feelings of others. (AP/I)	I can identify ways to communicate about how I or someone else is being treated. (PS.5.IC.1)	X					RC-2F
	I can identify refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)	X					RC-2F
	I can identify effective ways to respond if I or someone else is being teased or bullied. (PS.5.SM.1)	X					RC-2F

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	I can identify ways to persuade others to take action when someone is being teased or bullied. (PS.5.ADV.1)	X					RC-2F
	I can describe characteristics of a healthy friendship. (HR.5.CC.1)					X	RC-2C
	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					X	RC-2A7
Identify the characteristics of a positive role model. (R)	I can describe how to be a positive friend to others. (HR.5.INF.1)					X	RC-2C
	I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)					X	RC-2C
Demonstrate how to communicate abusive and harassing situations to appropriate adults. (R)	I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)					X	RC-2C
	I can identify ways to treat others with dignity and respect. (HR.5.SM.1)					X	RC-2C
	I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)					X	RC-2A7
	I can identify ways to treat others with dignity and respect. (ID.5.SM.1)				X		RC-2C

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Describe changes in their interests, likes and dislikes, physical characteristics, talents and feelings. (SE)	I can identify ways that people can work together to show dignity and respect for all people. (ID. 5.ADV.1)				X		
Identify their responsibility in a small group situation. (DM)				X			
Describe changes in their interests, likes and dislikes, physical characteristics, talents and feelings. (SE)					X		
Identify their responsibility in a small group situation. (DM)				X			
							RC-2C

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Develop an awareness of human function and structure of the body. (LC)	I can identify my anatomy and reproductive system. (AP.5.CC.1)		X				RC-2A2
Identify the initial changes that occur in puberty. (LC)	I can identify the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1)		X				RC-2A2
	I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)		X				RC-2A2
	I can identify that puberty prepares the body for potential reproduction. (PAD.5.CC.3)		X				RC-2A2
	I can identify the influence of messages from media, family, friends, society and culture that affect ideas about relationships, self-esteem, and body image. (PD.5.INF.1)		X				RC-2A9
	I can explain how to determine accurate and medically reliable sources of information about puberty and hygiene. (PD.5.AI.1)		X				LD
	I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)		X				LD

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	I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1)		X				RC-2A2, RC-2A7
Review the concept of abuse including good and bad touching. Recognize and identify abusive, coercive, manipulative or harassing situations. (AP/I)	I can recognize and define teasing, types of abuse (coercive, manipulative, physical), harassment, and bullying and explain why they are wrong. (PS.5.CC.1)	X					RC-2F
Review the concepts that abuse is not their fault. (AP/I)	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2F
	I can explain why people tease, harass, or bully others. (PS.5.INF.1)	X					RC-2F
	I can identify parents and trusted adults that I can tell if I am being teased, abused, harassed, or bullied. (PS.5.AI.1)	X					RC-2F
	I can explain ways to communicate about how I or someone else is being treated. (PS.5.IC.1)	X					RC-2F
	I can explain various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)	X					RC-2F
Learn appropriate strategies for abusive, coercive, manipulative or harassing situations. (AP/I)	I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1)	X					RC-2F

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	I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1)	X					RC-2F
Describe the qualities they look for in a friend. (R)	I can identify characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1)					X	RC-2C
	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					X	RC-2A7, RC-2C
Identify positive and negative characteristics of role models. (R)	I can compare positive and negative friend/peer relationships. (HR.5.INF.1)					X	RC-2C
	I can explain how I can be a positive friend to others. (HR.5.INF.1)					X	RC-2C
	I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)					X	RC-2A7, RC-2C
	I can identify parents and other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)					X	RC-2C
Identify behaviors and communication strategies that maintain positive relationships. (R)	I can identify behaviors and communication strategies that maintain positive relationships. (HR.5.IC.1)					X	RC-2A7, RC-2C

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	I can explain ways to treat others with dignity and respect. (HR.5.SM.1)					X	RC-2C
	I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)					X	RC-2A7
	I can explain ways to treat others with dignity and respect. (ID.5.SM.1)				X		RC-2C
	I can explain ways that people can work together to show dignity and respect for all people. (ID.5.ADV.1)				X		RC-2C
Demonstrate a wise use of time management skills including goal setting and attainment. (DM)				X			

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Identify human reproductive anatomy and its function. (LC)	I can identify my anatomy, reproductive system, and their functions. (AP.5.CC.1)		X				RC-2A2
	I can identify accurate and medically reliable sources to gain more information about my anatomy. (AP.5.AI.1)		X				RC-2A2
	I can identify the medical terminology related to the process of human reproduction (egg, sperm, fertilization, etc.). (PR.5.CC.1)		X				RC-2A2
Describe social, emotional and physical implications of puberty. (LC)	I can explain the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1)		X				RC-2A2
Recognize that human growth and development occurs at different rates. (LC)	I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)		X				RC-2A2
	I can explain that puberty occurs to prepare the body for potential reproduction. (PAD.5.CC.3)		X				RC-2A2
	I can describe how the messages (media, family, friends, society, culture) impact our ideas about relationships, self-esteem and body image. (PD.5.INF.1)		X				RC-2A9

Fifth HG&D Strands and Current Outcomes	Fifth HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)		X				LD
Identify and explain the importance of taking care of his/her own physical, emotional and social needs. (LC)	I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1)		X				RC-2A2, RC-2A7
Identify abusive, coercive and harassing situations. (AP/I)	I can define teasing, types of abuse (coercive, manipulative, physical), harassment, and bullying and explain why they are wrong.(PS.5.CC.1)	X					RC-2F
	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2F
	I can explain why people tease, harass, or bully others. (PS.5.INF.1)	X					RC-2F
	I can identify parents and trusted adults that I can tell if I am being teased, harassed, or bullied. (PS. 5.AI.1)	X					RC-2F
	I can demonstrate ways to communicate about how I or someone else is being treated. (PS.5.IC.1)	X					RC-2F
	I can demonstrate various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)	X					RC-2F

Fifth HG&D Strands and Current Outcomes	Fifth HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify appropriate protective and coping strategies to deal with abusive, coercive and harassing situations. (AP/I)	I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1)	X					RC-2F
	I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1)	X					RC-2F
	I can describe characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1)					X	RC-2C
	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					X	RC-2A7
	I can compare positive and negative ways a peer/friend can influence a relationship. (HR.5.INF.1)					X	RC-2C
	I can describe how I can make good decisions even when I feel influenced by a friend/peer. (HR.5.INF.1)					X	RC-2A7, RC-2C
	I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)					X	RC-2A7, RC-2C

Fifth HG&D Strands and Current Outcomes	Fifth HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify parents and other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)					X	RC-2C
Demonstrate effective communication with peer groups and adults at school. (R)	I can explain ways to effectively communicate my opinions and ideas in order to maintain positive relationships. (HR.5.IC.1)					X	RC-2A7, RC-2C
	I can identify and express boundaries in relationships, including social media. (HR.8.IC.2)					X	RC-2A7, RC-2C
	I can explain ways that I can advocate to show dignity and respect for others. (HR.5.SM.1) (ID.5.SM.1)				X	X	RC-2A7, RC-2C
	I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)					X	RC-2A7
Set and attain a realistic, measurable goal. (DM)				X			
Identify the necessary steps to the decision-making process. (DM)				X			
Recognize how social, peer, and media influences can affect one's body image. (SE)					X		

Sixth Grade HG&D Strands and Current Outcomes	Sixth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Describe the anatomy and function of the male and female reproductive system. (LC)	I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)		X				RC-2A2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		X				RC-2A2
	I can identify that sexual intercourse can lead to human reproduction. (PR.8.CC.1)		X				
	I can explain that sexual abstinence is the only certain way to prevent pregnancy. (PR.8.CC.2)		X				
	I can identify trusted adults and/or medically accurate resources to answer questions about pregnancy prevention and reproductive health care. (PR.8.AI.1)		X				
Describe physical, emotional, and social changes of puberty. (LC)	I can describe the physical, social and emotional changes of adolescence. (PD.8.CC.1)		X				RC-2A2
Differentiate between healthy and unhealthy self-image. (SE)	I can analyze how friends and families can influence my self-concept and body image. (PD.8.INF.1)		X				RC-2A9
	I can identify medically accurate sources of information about puberty and adolescent development. (PD.8.INF.1)		X				RC-2A2
Describe skills to deal with issues of acceptance. (DM)	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)			X			RC-2A7, RC-2C

Sixth Grade HG&D Strands and Current Outcomes	Sixth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Demonstrate strategies for dealing with abusive, coercive, manipulative, and harassing behavior (adult to child and student to student). (AP/I)	I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1)	X					RC-2F
	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2F
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). (R)	I can identify trusted adults that I can go to if I know someone who is being teased, bullied, harassed, or abused. (PS.8.AI.1)	X					RC-2F
	I can describe how to treat others with dignity and respect and how to respond when someone is being bullied or harassed. (PS.8.SM.1) (PS.8.SM.2)	X					RC-2F
Recognize high risk situations and use strategies to respond in a healthy way. (DM)	I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1)					X	RC-2C
	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					X	RC-2A7
Identify characteristics of positive and negative peer relationships. (R)	I can analyze the ways in which friends and family can influence relationships. (HR.8.INF.1)					X	RC-2C
	I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)					X	RC-2C
	I can identify and express boundaries in relationships, including social media. (HR.8.IC.2)					X	RC-2C

Sixth Grade HG&D Strands and Current Outcomes	Sixth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)					X	RC-2A7
	I can communicate respectfully with all people. (ID.8.ADV.1)				X		RC-2A7, RC-2C
Exhibit self-control and self-discipline through understanding and monitoring their own thoughts, behavior and emotions. (SE)	I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)				X		RC-2A7, RC-2C
Describe the process of human conception and birth. (LC)			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. (DM)				X			
Identify behaviors associated with an unhealthy self-image (anorexia, bulimia, self-harm) in contrast to health self-image (body weight). (R)						X	
Develop the ability to resolve conflicts with others (negotiation and refusal). (R)						X	
Analyze the impact of peer pressure on an individual and group. (R)						X	
Identify the concepts of friendships and dating. (R)						X	

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)		x				RC-2A2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		x				RC-2A2
	I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1)		x				RC-2A2
	I can explain that sexual abstinence is the the only certain way to prevent pregnancy and sexually transmitted infections. (PR.8.CC.2)		x				RC-2A5, RQ-2mC, RQ-2mD
	I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1)		x				RQ-2mD, RQ-2mE, RQ-2mH
	I can identify trusted adults and/or medically accurate resources to answer questions about pregnancy prevention and reproductive health care. (PR.8.AI.1)		x				RC-2A1
Describe physical, emotional, and social changes of puberty. (LC)	I can describe the physical, social, cognitive and emotional changes of adolescence. (PD.8.CC.1)		x				RC-2A2
	I can analyze how media society and culture can influence my self-concept and body image. (PD.8.INF.1)		x				RC-2A9

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify medically-accurate sources of information about puberty, adolescent development and human growth and development. (PD.8.INF.1)		x				RC-2A2
	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)			x			RC-2A7. RC-2C
Identify harassing situations and demonstrate strategies to deal with them. (AP/I)	I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1)	x					RC-2AF
Identify sources of assistance if physically, verbally, emotionally, or sexually abused. Reinforce that abuse is not the child's fault. (AP/I)	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	x					RC-2F
	I can identify trusted adults that I can go to if I know someone who is being teased, bullied, harassed, or abused. (PS.8.AI.1)	x					RC-2F
	I can describe how to treat others with dignity and respect and how to respond when someone is being bullied or harassed. (PS.8.SM.1) (PS.8.SM.2)	x					RC-2F
Explain the transmission and prevention of STI's and their health consequences. (LC)	I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1)		x				RC-2A11, RQ-2ml
	I can identify risks associated with sexual behavior. (SH.8.CC.2)		x				RC-2A5, RQ-2mD
	I can explain medically-accurate information about STI's. (SH.8.AI.1)		x				RC-2A11, RQ-2ml

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1)					x	RC-2C
	I can describe the potential impacts of power differences such as age, status, or position within relationships. (H.R.8.CC.2)					x	RC-2C
Identify the criteria for acceptable dating behavior. (SE)	I can analyze the similarities and differences between friendships and romantic relationships. (HR.8.CC3)					x	RC-2C
	I can identify age appropriate social interactions and behaviors between male and female peers. (HR.8.CC.4)					x	RC-2A7, RC-2C
Recognize harmful situations that can occur including those associated with the use of technology (e.g. chat rooms, instant messenger). (AP/I)	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					x	RC-2A7
	I can analyze the ways in which friends, family, media, society, and culture can influence relationships. (HR.8.INF.1)					X	RC-2A9
	I can identify positive and negative impacts of technology on friendships and relationships. (HR.8.INF.2)					X	RC-2C
	I can develop a plan to stay safe, legal and respectful when using social media. (HR.8.GS.1)					X	RC-2A7
	I can explain the criteria for evaluating the health of a relationship. (HR.8.SM.1)					X	RC-2C

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can describe strategies to use social media safely, legally and respectfully. (HR.8.SM.2)					X	RC-2A7
	I can communicate respectfully with all people. (ID.8.ADV.1)				X		RC-2A7, RC-2C
	I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)				X		RC-2A7, RC-2C
Define and give examples of delayed gratification. (DM)				X			
Identify the relationships among decision making, self-control, and delayed gratification with examples. (DM)				X			
Identify positive self-talk techniques and skills and explain benefits of positive self-talk (as relates to self-esteem-confidence) (SE)					X		
Explain how a positive attitude builds and maintain self-esteem and confidence. (SE)					X		
Explain how self-talk influences the development of a healthy or unhealthy self-image. (SE)					X		
Explain how negative self-talk leads to destructive behaviors (e.g. bulimia, anorexia, self-mutilation, sexual high risk behaviors). (SE)					X		
Define physical, verbal, emotional, and sexual abuse and the defining characteristics of each. (AP/I)		X					

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	
Explain that sexual activity by or with minors is illegal. (AP/I)		
		<p>ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.</p>
		<p>LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 4-7.</p>
		<p>DECISION MAKING STRAND Describe the process used in making responsible decisions.</p>
		<p>SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.</p>
		<p>RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.</p>
		<p>State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)</p>

Eighth Grade HG&D Strands and Current Outcomes	Eighth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended instruction for males and females be taught together for grade 8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Describe the anatomy and function of the male and female reproductive system. (LC)	I can describe male and female reproductive systems and their functions. (AP.8.CC.1)		X				RC-2A2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		X				RC-2A2
	I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1)		X				RC-2A2
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 male and females. (LC)	I can explain that sexual abstinence is the only certain way to prevent pregnancy and <i>sexually transmitted infections</i> . (PR.8.CC.2)		X				RC-2A5, RQ-2mC, RQ-2mD
	I can identify trusted adults and/or medically accurate resources to answer questions about reproductive health. (PR.8.AI.1)		X				RC-2A1
Outline the general stages of fetal development from conception to birth and the birth process. (LC)	I can outline stages of fetal development from conception to birth and the birth process (PR.8.CC.5, PR.AI.1)		X				RC-2A2, RQ-2mF
	I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1)		X				RQ-2mD, RQ-2mE, RQ-2mH
	I can describe the physical changes of adolescence. (PD.8.CC.1)		X				RC-2A2
	I can identify medically-accurate sources of information about puberty, adolescent development and sexuality. (PD.8.INF.1)		X				RC-2A2

Eighth Grade HG&D Strands and Current Outcomes	Eighth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended instruction for males and females be taught together for grade 8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)		X				RC-2A7, RC-2C
	I can describe factors of sexual stereotyping and discrimination toward others. (ID.8.IC.1)				X		RC-2C
Identify the physical, social, emotional ramifications of STI's. (LC)	I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1)		X				RC-2A11, RQ-2ml
	I can identify risks associated with sexual behavior. (SH.8.CC.2)		X				RC-2A5, RQ-2mD
Identify and understand HIV/AIDS, its transmission and disease progression, and its emotional and social impact on the individual and society. (LC)	I can describe the signs, symptoms and potential impact of STI's and HIV. (SH.8.CC.3)		X				RC-2A5, RQ-2ml
	I can understand the impact of alcohol and drugs on sexual decision-making. (SH.8.INF.1)		X				RC-2A8
	I can explain medically-accurate information about STI's. (SH.8.AI.1)		X				RC-2A11, RQ-2ml
Identify means of pregnancy and STI prevention, including abstinence. Identify why abstinence is your only responsible choice. (LC)			X				

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Review the anatomy and function of the male and female reproductive system.	I can identify and describe the major parts and functions of male and female reproductive systems. (AP.12.CC.1)		X					RC-2A2
	I can identify health screenings and habits for keeping sexual and reproductive organs healthy. (WI.HE.7.4.B2)						X	RC-2A7
	I can explain the different human sexual response cycles and the role of hormonal changes in the body. (AP.12.CC.1)		X					RC-2A2
	I can describe the signs of pregnancy, prenatal practices and the birth process. (PR.12.CC.4) (PR.12.CC.5)		X					RC-2A10, RQ-2mF
Identify the available methods of birth control, including abstinence. (LC)	I can justify abstinence as the safest, most effective method of protection from disease and pregnancy. (PR.12.CC.1, PR.12.DM.1)		X					RC-2A5, RQ-2mC, RQ-2mD
	I can compare and contrast different methods of contraception and their effectiveness in preventing pregnancy and sexually transmitted infections. (PR.12.CC.1, PR.12.DM.1)		X					RC-2A7, RQ-2mD
	I can identify consequences of decisions when choosing abstinence, protected sexual intercourse, and/or unprotected sexual intercourse. (PR.12.DM.1)		X					RC-2A5, RQ-2mD

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify the various STD's including HIV, HbV and HPV. (LC)	I can identify the symptoms and treatment of STI's. (SH.12.CC.1)		X					RC-2A11, RQ-2ml
Identify the differences in treatment, whether the STD's are curable or treatable. (LC)	I can explain how to access local STI testing and treatment. (SH.12.AI.1)		X					RC-2A11, RQ-2ml
	I can analyze factors that influence condom use and other safer sex decisions (SH.12.INF.1)		X					RC-2A7
	I can evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STI's, including HIV (SH.12.CC.2)		X					RC-2A11, RQ-2mD
Identify and describe the components of assertive communication and refusal skills as related to sexual responsibility. (R)	I can demonstrate skills to communicate with a partner about prevention of STI's. (SH.12.CC.2) (SH.12.IC.1)		X					RC-2A7, RQ-2ml
Describe the different kinds of relationships and how they develop and change. (R)	I can determine characteristics of a healthy relationships and recognize signs of an unhealthy relationship. (HR.12.CC.1)					X		RC-2C
	I can analyze how the media influences one's belief about a healthy sexual relationship. (HR.12.INF.1)					X		RC-2A9
	I can demonstrate effective strategies to avoid or end an unhealthy relationship (HR.12.IC.1)					X		RC-2C

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify and describe the components of assertive communication and refusal skills as related to sexual responsibility. (R)	I can demonstrate effective ways to communicate personal boundaries and respect boundaries set by others as they relate to intimacy and sexual behavior. (HR.12.IC.2) (HR.12.SM.1) (HR.12.CC.2)					X		RC-2A7, RC-2C
	I can define sexual consent and explain implications for sexual decision making. (HR.12.CC.3)					X		RC-2A7
Identify strategies to prevent assault. (AP/I)	I can compare and contrast bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and understand consequences. (PS.12.CC.1)	X						RC-2F, RQ-2mG, RQ-2mH
Identify resources for victim aftermath. (AP/I)	I can explore the role of social media in shaping views and attitudes toward bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (PS.12.INF.2)	X						RC-2A9
Demonstrate strategies to deal with assault. (AP/I)	I can understand the conditions involved in giving and recognizing consent. (HR.12.CC.3)					X		RC-2A7
Identify and describe the relationship between self esteem, decision making, and sexual responsibility and sexual orientation.	I can identify ways to seek medical, mental, and legal professionals for help and support. (PS.12.AI.1) (PS.12.IC.1) (PS.12.IC.2)	X						RC-2D

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can advocate and support a survivor and encourage safe environments. (PS.12.ADV.1)	X						RC-2C
Review the general stages of fetal development including birth. (LC)			X					
Identify the personal, societal, legal, and economic ramifications of teen sexual activity and pregnancy. (LC)			X					
Identify the resources and options available in the event of teen pregnancy. (LC)			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. (LC)			X					
Distinguish between bacterial, viral parasitic and fungal STD's. (LC)			X					
Identify the ways that STD's can be transmitted and prevented. (LC)			X					
List and describe three types of decisions people often need to deal with. (DM)				X				
Apply the 5-step process for making decisions to various situations. (DM)				X				

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Describe the changes that occur in family relationships during the lifespan of the family. (R)						X		
Describe the different kinds of relationships and how they develop and change. (R)						X		
Identify and describe components of successful marriages and components that lead to risk in marriage. (R)						X		
Identify the effects of contracting an STD could have on self, spouse, family, friends and community. (R)						X		