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# **Richmond School Human Growth & Development**

## **Mission Statement**

The Richmond School District recognizes the primary role of parents as the human growth and development educators of their children. The role of the school shall be to offer a consistent K-8 program of instruction in the area of human growth and development to supplement and complement the standards established in the home, church, and community.

## **Goals**

1. To encourage and promote communication between students and their families in the area of sexuality.
2. To enable students to feel comfortable about their physical development and their feelings.
3. To provide students with accurate information about human sexuality- including reproductive systems, puberty, hygiene, conception, prenatal development, childbirth, contraception pregnancy risks, and human development.
4. To teach students the skills to help them understand and develop healthy interpersonal relationships and be aware of appropriate behavior.
5. To provide accurate information about sexually transmitted diseases.
6. To teach the advantages of postponing sexual activity during adolescence by abstinence and sexual restraint.

This document is intended to provide an overview of the K-8 Human Growth & Development Curriculum at Richmond School so that parents are informed regarding what is taught, and their role in delivering this important information.

## **Statement on Human Growth & Development Instruction at Richmond School**

Wisconsin Statute 118.019 encourages all school boards to provide students in grades Kindergarten to 12 with human growth and development (HGD) instruction. The purpose of this instruction is to promote accurate and comprehensive knowledge, responsible decision making, and to support and enhance the efforts of parents to provide moral guidance to their children. (Wisconsin Statute 118.019)

Young people receive mixed messages about sexual behavior from the media and from their peers--messages that often conflict with the goals and hopes their parents and teachers have for them. Students need opportunities to learn about human sexuality in a factual manner so they can develop a personal standard of behavior based on their own family's religious, social, and educational experiences.

### **Human Growth & Development Curriculum**

HGD instruction must provide information appropriate to each grade level and the age and maturity of the students. The curriculum may be part of a distinct course or may be integrated and connected across subjects; e.g., health, family and consumer education, developmental guidance, science, social studies, and other subjects. Teachers assigned to teach HGD must have the appropriate training and necessary comfort level with the subject matter. This is ensured through ongoing staff development to maintain and enhance instructional skills.

The HGD Curriculum at Richmond School promotes:

- abstinence
- building strong families
- responsible parenthood through instruction on topics such as family life and parenting skills
- personal responsibility
- refusal skills and assertiveness
- protective behaviors to prevent sexual abuse, assault, and date rape

Consistent with WI Stat. 118.019, the *Brighter Futures* plan recommends that HGD instruction should stress abstinence from sexual intercourse as the expected norm for students. We promote a clear and strong message that the decision to be sexually active is an adult one to be made when an individual is fully cognizant of the social, emotional, financial, legal and physical consequences of this decision. \*

The past and current rates of adolescent pregnancy, abortion, and infection from sexually transmitted diseases (STDs) leads us to believe that despite our best efforts, some young people will continue to choose to be sexually active and may experience adverse, life-altering and even life-threatening consequences. Therefore, we believe all students will benefit from accurate information on family planning and the risks of sexual activity outside of a monogamous relationship. This information will include the advantages and limitations of contraception, especially in relation to prevention of pregnancy and sexually transmitted diseases (STDs). Teachers will also inform students about the best way to obtain additional information and services within the school and greater community.

Provision of instruction about contraceptives has historically been a controversial issue in some communities. Wisconsin Statute 118.019 makes it clear that the decision to offer such instruction belongs to the local school board after receiving input from its appointed HGD committee. A survey of Wisconsin parents by the University of Wisconsin - Extension found that 90% of parents wanted schools to teach about both abstinence and birth control in grades 7-12 (Wisconsin Parents Speak Out, 1996).

### **Human Growth & Development Committee**

School districts that offer HGD instruction must convene a committee appointed by the school board to review the design and implementation of the curriculum. This committee should be convened at least every three years. Membership on the committee shall include parents, teachers, school administrators, students (when age appropriate), health care professionals, members of clergy, and other residents of the school district. It is also recommended this committee represent a cross section of opinions from the community and use, to the extent possible, a consensus decision-making approach.

### **Parents as Partners**

We believe parents are the primary educators of their children and should be active partners with schools in ensuring their children's success. This partnership includes instruction on HGD. HGD instruction should support positive communication between parents and their children. To this end, homework assignments may be designed to encourage a discussion between the child and his/her parents and provide the parents with an opportunity to communicate their expectations and values concerning their child's human growth and development education. In addition, parents have the right to 1) review all HGD materials and 2) exempt their children from parts or all of HGD instruction [WI Stat. 118.019].

\*(Wisconsin law considers sexual contact with a person under the age of 16 years to be a felony [WI Stat. 948.02] and sexual intercourse with a person 16 or 17 years old to be a misdemeanor [WI Stat. 948.09].)

Wisconsin Statutes

118.019 Human growth and development instruction.

118.019(1)

**(1) Purpose.** The purpose of this section is to encourage all school boards to make available to pupils instruction in topics related to human growth and development in order to promote accurate and comprehensive knowledge in this area and responsible decision-making and to support and enhance the efforts of parents to provide moral guidance to their children.

118.019(2)

**(2) Subjects.** A school board may provide an instructional program in human growth and development in grades kindergarten to 12. If provided, the program shall offer information and instruction appropriate to each grade level and the age and level of maturity of the students. The program may include instruction in any of the following areas:

118.019 (2)(a)

(a) Self-esteem, responsible decision-making and personal responsibility.

118.019(2)(b)

(b) Interpersonal relationships.

118.019(2)(c)

(c) Discouragement of adolescent sexual activity.

118.019(2)(d)

(d) Family life and skills required of a parent.

118.019(2)(e)

(e) Human sexuality; reproduction; family planning, as defined in s. 253.07 (1) (a), including natural family planning; human immunodeficiency virus and acquired immunodeficiency syndrome; prenatal development; childbirth; adoption; available prenatal and postnatal support; and male responsibility.

118.019(2)(f)

(f) Sex stereotypes and protective behavior.

118.019(3)

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

118.019(4)

**(4) Exemption for individual pupils.** No pupil may be required to take instruction in human growth and development or in the specific subjects under sub. (2) if the pupil's parent files with the teacher or school principal a written request that the pupil be exempted.

118.019(5)

**(5) Advisory committee.** In any school district that offers a human growth and development curriculum, the school board shall appoint an advisory committee composed of parents, teachers, school administrators, pupils, health care professionals, members of the clergy and other residents of the school district. The advisory committee shall develop the human growth and development curriculum and advise the school board of the design, review and implementation of the advisory committee's human growth and development curriculum. The advisory committee shall review the curriculum at least every 3 years.

118.019 - ANNOT.

History: 1985 a. 56; 1987 a. 399; 1989 a. 203; 1995 a. 27; 1997 a. 27

**Richmond School**  
**Program Overview of Human Growth & Development**

Kindergarten - Third Grade

- Self Esteem - understanding of self, "top dog", individual projects/names/family projects. Delivered in general classroom, guidance, health, and social studies.
- Character Education Traits - respect, responsibility, citizenship, caring, fairness, trustworthiness, decision making. Delivered in guidance, health, social studies, science, and PE.
- Interpersonal Relationships - sharing, peer pressure, being part of a group, friendships, similarities and differences, families, communication skills/resolving conflicts. Delivered in classroom, guidance, health, social studies, language arts, and PE.
- Personal Wellness - physical health and wellness, recognizing difference between appropriate and inappropriate touching, harassment, abuse prevention, self-protective behaviors (ie. sexual predators, etc.). Delivered in health, guidance, social studies, science, and PE.

Fourth - Sixth Grade

- Self-Esteem - awareness activities, assertive behaviors, names, individual project. Delivered in general classroom, guidance, health, social studies, and language arts.
- Character Education Traits - see above.
- Interpersonal Relationships - see above.
- Personal Wellness - human sexuality, reproduction, body cleanliness and hygiene, maturation and changes, growth rates and life cycles, accurate terminology, hormones, menstrual cycles, self-protective behaviors (ie. sexual predators, etc.). Delivered in guidance, general classroom, PE, and science.

Seventh - Eighth Grade

- Self Esteem - see above.
- Character Education Traits - see above.
- Interpersonal Relationships - love and infatuation, dating behaviors, existence of sexual orientation, marriage and family, teen marriages. Delivered in health, guidance, and language arts.
- Personal Wellness - terminology of human sexuality, reproductive system, conception, prenatal development, childbirth, pregnancy risks, human development from birth through adulthood, harassment, and sexual harassment, abuse prevention and laws, self-protective behaviors (ie. sexual predators, etc.), choices and consequences, abstinence, avoiding pregnancy, sexually transmitted diseases. Delivered in health, guidance, science, and language arts.

**Richmond School  
Human Growth & Development**

**Scope & Sequence K-8**

I = Introduce Concept

D = Develop Concept

**Special Note: Questions often arise out of children's curiosity. When this happens such issues will be addressed in a developmentally age-appropriate manner.**

**Human Sexuality - Reproductive System**

<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. The student will recognize the basic parts of the body and be able to name them using proper terminology.		I	D	D	D	D	D	D	D
2. The student will recognize the structural differences between males and females.			I	D					
<b>For expectations 3-6, boys and girls will be separated in grades 4 and 5.</b>									
3. The student will be able to identify male and female reproductive organs.					I	D	D	D	D
4. The student will describe the functions of the male and female reproductive organs.					I	D	D	D	D
5. The student will be able to define ovulation.					I	D	D	D	D
6. The student will have an understanding of the significant changes in the female body, the process of menstruation, and its relationship to reproduction.					I	D	D	D	D

**Human Sexuality - Puberty**

<b>Learner Expectations Boys &amp; girls will be separated in grades 4-5 for issues introduced at these grade levels.</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. The student will define puberty and tell when it occurs in boys and girls.					I (Girls)	I (Boys)	D	D	D
2. The student will recognize that each individual will have his/her own rate and timetable of growth.	I	D	D	D	D	D	D	D	D
3. The student will realize that "growth spurts" may occur during the period of adolescence.					I	D	D	D	D
4. The student will explain what hormones are and the changes that occur during adolescence.					I (Girls)	I (Boys)	D	D	D
5. The student will be aware that nocturnal emissions or "wet dreams" may begin with the onset of puberty.						I	D	D	D

6. The student will define gynecomastia (male breast development) as being a normal occurrence.						I	D	D	D
7. The student will identify physical/emotional changes that take place in boys and girls during puberty.					I (Girls)	I (Boys)	D	D	D

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### Human Sexuality - Hygiene

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

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### Human Sexuality - Masturbation

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. The student will be able to define masturbation and know that it is not physically harmful.									I

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### Human Sexuality - Prenatal Development/Children

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. The student will be able to describe the process of conception, prenatal development, and birth.						I	D	D	D
2. The student will describe the development of the embryo and fetus.							I	D	D
3. The student will describe the stages of labor and birth.									I
4. The student will identify complications that can arise during pregnancy and birth.									I
5. The student will understand the difference between intentional and spontaneous abortion.									I
6. The student will know that physical features and growth patterns are determined by heredity.						I	D	D	D
7. The student will realize that chromosomes from both parents carry genes that determine heredity.						I	D	D	D

8. The student will realize that heredity and environmental factors can cause birth defects.						I	D	D	D
9. The student will recognize how nutrition and exercise affect the unborn.						I	D	D	D
10. The student will recognize how the misuse of smoking, drugs, and alcohol can be detrimental to the unborn.						I	D	D	D
11. The student will identify risks involved with teenage pregnancy including premature birth, smaller babies, and poor diet.									I

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### Human Sexuality - Access to Information (Resources)

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

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### Human Sexuality - Naturalness of Sexuality

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

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### Human Sexuality - Homosexuality

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	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. The student will be able to define homosexuality as the sexual preference toward a member of the same sex.							I	D	D
<b><u>A basic explanation of the following objectives may be given in grades 4-8, only if asked for by a student.</u></b>									
2. The student will recognize that curiosity about, affection toward, and friendships between people of the same sex are different than homosexuality.									
3. The student will discuss the injustice of									

stereotyping people regarding homosexuality.									
4. The student will be able to define bisexuality as a sexual preference toward members of both sexes.									
5. The student will recognize that there are many theories as to the nature of homosexuality.									

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### Human Sexuality - Contraception

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

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### Sexually Transmitted Diseases

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

6. The student will recognize myths and misconceptions related to HIV disease and all STDs.									I
7. The student will understand long-range effects of STDs.									I
8. The student will understand the effects of STDs on a pregnant mother.									I

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**Abstinence**

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<b>Learner Expectations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. The student will realize the benefits of sexual abstinence in their lives.								I	D
2. The student will recognize the difference between appropriate affection and inappropriate advances and realize the possible consequences of those behaviors.	I	D	D	D	D	D	D	D	D
3. The student will be able to recognize the importance of the family in life and that the family will help shape values, habits, and attitudes.	I	D	D	D	D	D	D	D	D
4. The student will understand peer pressure and describe the refusal skills needed to say "no" to behaviors that are inappropriate.	I	D	D	D	D	D	D	D	D
5. The student will recognize that there are internal and external pressures affecting personal decisions (for example: self-esteem, peer pressure, multi-forms of media).	I	D	D	D	D	D	D	D	D
6. The student will identify how family, religion, peers, and media influence sexual behaviors.							I	D	D
7. The student will understand that sexual feelings are not the same as sexual behaviors.					I	D	D	D	D
8. The student will be able to describe a range of behaviors that demonstrate affection and love.	I	D	D	D	D	D	D	D	D
9. The student will understand the responsibilities to self and others concerning dating.									I
10. The student will identify preventative behaviors and risk situations that may result in intimate sexual behavior.									I
11. The student will understand that the majority of teenage pregnancies occur when one or both of the parties involved are under the influence of a controlled substance.									I
12. The student will understand that sexual intercourse during adolescence often does result in pregnancy, sexually transmitted diseases, as well as physical, emotional, and social problems.									I
13. The student will learn that he/she does									I

not need to become sexually active to be acceptable, whole, or complete. Abstinence is an all-around normal and positive choice of behavior.									
14. The student will understand that each person must accept responsibility for choices made.									I

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### Relationships

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

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## **Sexual Harassment at School**

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*Provided by the Wisconsin Coalition Against Sexual Assault*

### **What is school-based sexual harassment?**

School-based sexual harassment is unwanted sexual attention that someone experiences on school grounds or at school-sponsored functions. Examples of sexual harassment include the following behaviors, when they are unwanted:

- Sexual touching or pinching or sexually brushing against someone
- Snapping bras
- Forcing someone to kiss or do something sexual
- Pressuring someone into sexual activity in return for a good grade
- Name-calling (like "honey" or "bitch")
- Giving or showing sexual pictures or notes to someone
- Rating someone (such as on a scale from 1 to 10)
- Flashing or mooning
- Pulling clothing off, down, or up
- Cornering or blocking someone in a sexual way
- Howling, catcalling, or whistling
- Spying on someone as he or she is dressing or showering
- Writing sexual graffiti about someone or spreading sexual rumors about someone
- Making sexual comments or jokes, or asking sexual questions
- Making sexual gestures or giving sexual looks or leers

### **When is it covered in the Human Growth & Development Curriculum?**

It is covered in a developmentally appropriate way in all grades at Richmond School.

### **Who experiences sexual harassment?**

The majority of teenagers experience some form of sexual harassment while they are in school. Girls are sexually harassed more often and at younger ages, but boys can be sexually harassed too. A 1993 American Association of University Women report found that 85 percent of girls and 76 percent of boys in high school have experienced some form of sexual harassment during their school years. When someone experiences unwanted sexual attention, that attention can be classified as sexual harassment regardless of the gender or age of the victim.

### **Who does the harassing?**

Students, teachers, administrators, custodians, coaches, or other school staff members can perpetrate sexual harassment. Both males and females can sexually harass others.

### **How do I know if what I'm experiencing is sexual harassment? Maybe someone is just flirting with me.**

According to the law, the feelings of the person receiving the attention determine whether or not a behavior is sexual harassment. Flirting is welcome, whereas sexual harassment is unwanted.

### **How do I know if I'm sexually harassing someone?**

Ask yourself, "Why do I think this person wants this attention? Am I sure that he or she doesn't mind that I say or do these things? How would I feel if someone said or did this to my sister or brother, or to me?" If you aren't sure whether or not the person welcomes the attention, ask.

**Why do some people make such a big deal out of this? It's just a part of life. People who are offended by it have no sense of humor.**

Sexual harassment is serious, illegal and degrading. No one should have to tolerate abuse. Sexual harassment should not be dismissed by saying that "boys will be boys" or by saying that experiencing it will help someone learn to deal with the "real world." Students who have been sexually harassed, especially girls, report that they find it harder to concentrate and study, think about changing schools, earn lower grades, and like themselves less as a result of the harassment.

**If a girl is promiscuous, or is dressed provocatively, isn't it partly her fault if she is sexually harassed?**

No. Sexual harassment, like rape or any form of abuse, is never the fault of the victim, and is always the responsibility of the perpetrator.

*"It made me feel that a woman isn't worth much, and it shouldn't be that way."* - Female high school student, *"Hostile Hallways,"* American Association of University Women, 1993.

*"No, I do not enjoy it. I mean, it's my body."* - Male student, *Sexual Harassment and Teens,* Strauss, 1992.

*"On the day our advertisements were due, two people had advertisements for Coke and swimsuits, both showing women in a very sexual manner. When they were put up guys whistled, hollered, and said 'Yaa' and 'Ohhh.' Some guys stood up and clapped. In the pictures both women were lying down, practically wearing nothing... I looked at the teacher... I said to myself, 'How does the teacher view me?'"* - Female student, *Sexual Harassment: High School Girls Speak Out,* Larking, 1994.

*"The worst place is the lounge. There's usually a group of guys who start talking and making rude comments about girls. I would never go in there alone... They usually say things like 'Go fetch! Get us something to eat. Go fetch a Coke. Come do sexual favors for us.'" - Female high school student, Failing at Fairness, Sadker and Sadker, 1994.*

*"You may laugh or something because you're nervous and people are looking at you, but it does bother you - it affects your self-esteem."* - Female student, *Sexual Harassment and Teens,* Strauss, 1994.

**What can I do if I am being sexually harassed at school?**

Many students who are sexually harassed do nothing, but ignoring harassment will not make it stop and may make it worse.

- Remember that the harassment is not your fault.
- Make it clear to the harasser that you don't want him or her to do those things. If you don't want to confront the person, write a letter.
- Tell someone you trust, like a parent, teacher, or counselor, about the harassment.

- Keep any notes or pictures the harasser sends you. Keep a record of when and where each incident occurs. This information will be useful if you report the harassment to a school administrator, or if you decide to take legal action.
- If the harassment continues, notify a principal or administrator. Under Title IX, which made sex discrimination in schools illegal, your school is legally responsible for providing an environment free of sexual harassment.
- If the harassment continues, you may file a complaint by contacting: U.S. Department of Education Office for Civil Rights, 111 N. Canal St., Suite 1053, Chicago, IL 60606-7204, (312) 886-8434. Call WCASA for more information.

## Resources Used

### 8th

- Learning About AIDS, What Teens Need to Know, Weekly Reader, 1999
- Human Biology & Health, Prentice Hall Publication, 2000
- The Schlissing Teen Health Video Series, STD's Video, 1994
- The Miracle of Life, Video
- The Schlissing Teen Health Video Series, Puberty Video, 1994.
- I Have AIDS - A Teenager Story, Video, Children's Television Workshop, 1989.
- Healthward Bound, a Lifelong Journey, Health, Great Plains National, 1997
- Sexual Harassment, It Hurts Everybody, Video, Sunburst
- Tampax Health Ed Program on Puberty & Menstruation, 1999

### 7th

- Human Biology & Health, Prentice Hall Publication, 2000
- Human Growth V, Video, SVE & Churchill Media, E.C. Brown Foundation, 1998.
- Healthward Bound, a Lifelong Journey, Health, Great Plains National, 1997
- Sexual Harassment, It Hurts Everybody, Video, Sunburst
- Incredible Human Machine, Video, National Geographic, 1986
- Healthward Bound, a Lifelong Journey, Health, Great Plains National, 1997
- Kotex Health Ed Program on Puberty & Menstruation, 1999
- Health Promoting Wave, Health Wave, Inc., 1997
- Stick Up For Yourself, 1999

### 5th & 6th

- Always Health Ed Program on Puberty & Menstruation
- Health Promotion Wave, Health Wave, Inc., 1998
- Learning Relationship Skills, Video Workshop, Sunburst, 1999
- Building Healthy Relationships, Video Workshop, Sunburst, 2002

### 4h

- Just Around the Corner for Girls (Marsh Media, 2005)
- Just Around the Corner for Boys (Marsh Media, 2005)

See Guidance, Science, Physical Education, Health, Social Studies, Language Arts and individual grade level curriculum guides for additional resources used.

**Suggested resources for parents are available in the parent section of the LMC.**