



HUMAN GROWTH AND DEVELOPMENT PROGRAM

Created: Fall 2012

Preface

This curriculum is presented to supplement the parents/guardians' role as primary educators in the area of Human Growth and Development. The curriculum has strong strands in decision making, abstinence, conflict resolution, dealing with peer pressure, personal safety, sources of support, the importance of communicating with parents/guardians, etc.

Philosophy

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

Human growth & development is a normal and natural part of being human from birth to death. All individuals experience changes in their bodies, their relationships, and their sexual feelings. Society, however, often gives young people mixed messages and very little specific information about how to deal with their body changes & feelings. Individuals need an opportunity to learn about human growth & development in a medically-accurate manner so they can further develop a personal standard of behavior based on their family, religious, social, and educational experiences.

Role of Parents in the Human Growth and Development Program

Parents/guardians are the primary human growth and development educators of their children. Yet some parents/guardians are very uncomfortable discussing this topic, while other parents/guardians assume if they ignore the topic nothing will happen. Many children learn only from peers who may themselves be misinformed.

Today, children are bombarded with sexual messages and images which are often unrealistic or distorted. Mass media messages by print, radio, television, and the Internet permeate daily life. Studies indicate that parents/guardians are not the primary source of human growth & development education for their children and that peers and mass media are the primary sources of information.

The Matheson Memorial Library in Elkhorn has compiled the accompanying "Resource List for Parents/Guardians" to assist parents in locating age-appropriate materials to discuss with their children.

The emphasis of the Elkhorn Area School District's Human Growth and Development curriculum is abstinence and informed decision making. The purpose of human growth & development study is lifelong health: physical & mental wellness. Schools and parents/guardians need to continue to work together to help our children as they grow and develop.

Parents/guardians have the right to decide if his/her child will participate or opt out of portions of the Elkhorn Area School District's Human Growth and Development Program. Elkhorn Area School District honors a parent/guardian's right to make that decision.

Instruction

Starting in grades 4 and 5, students begin to learn about human growth & development and health-related issues in separated gender groups of girls and boys. In grade 6 – 12 curriculum is presented to mixed groups of girls and boys.

Grade 4: Instructional Sources include the School Nurse, Science/Health, and School Counseling

Touch that feels unsafe and/or uncomfortable

Anatomy & Physiology:

- Describe male and female reproductive systems including body parts and their functions.
- Identify medically-accurate information about female and male reproductive anatomy.

Puberty & Adolescent Development:

- Explain the physical, social and emotional changes that occur during puberty and adolescence.
- Describe how friends, family, media, society, and culture can influence ideas about body image.
- Identify medically-accurate information and resources about puberty and personal hygiene.
- Explain ways to manage the physical and emotional changes associated with puberty.
- Explain how the timing of puberty and adolescent development varies considerably and still can be healthy.
- Describe how puberty prepares human bodies for the potential to reproduce.

Identity:

- Identify parents/guardians or other trusted adults of whom students can ask questions about sexual orientation.
- Demonstrate ways to treat others with dignity and respect.
- Demonstrate ways students can work together to promote dignity and respect for all people.

Healthy Relationships:

- Describe the characteristics of healthy relationships.
- Compare positive and negative ways peers can influence friendships.
- Identify parents/guardians and other trusted adults they can talk to about relationships.
- Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
- Demonstrate ways to treat others with dignity and respect.

Personal Safety:

- Define teasing, harassment, and bullying and explain why they are wrong. Explain why people tease, harass or bully others.
- Identify parents/guardians and other trusted adults they can tell if they are being teased, harassed or bullied.
- Demonstrate ways to communicate about how one is being treated.
- Discuss effective ways in which students could respond when they are or someone else is being teased, harassed, or bullied.
- Persuade others to take action when someone else is being teased, harassed or bullied.
- Define sexual harassment and sexual abuse.
- Identify parents/guardians or other trusted adults they can tell if they are being sexually harassed or abused.
- Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal).
- Identify high risk behavior associated with the spread of HIV/HPV/AIDS and recognize its effects.
- Know how to identify and report sexual abuse.

National Sexuality Education Standards; Core Content and Skills, K-12: a Special Publication of the Journal of School Health, Special Report January 2012

Grade 5: Instructional Sources include the School Nurse, Science/Health, and School Counseling

Anatomy & Physiology:

- Describe male and female reproductive systems including body parts and their functions.
- Identify medically-accurate information about female and male reproductive anatomy.

Puberty & Adolescent Development:

- Explain the physical, social and emotional changes that occur during puberty and adolescence.
- Describe how friends, family, media, society, and culture can influence ideas about body image.
- Identify medically-accurate information and resources about puberty and personal hygiene.
- Explain ways to manage the physical and emotional changes associated with puberty.
- Explain how the timing of puberty and adolescent development varies considerably and still can be healthy.
- Describe how puberty prepares human bodies for the potential to reproduce.

Identity:

- Identify parents/guardians or other trusted adults of whom students can ask questions about sexual orientation.

- Demonstrate ways to treat others with dignity and respect.
- Demonstrate ways students can work together to promote dignity and respect for all people.

Pregnancy & Reproduction:

- Describe the process of human reproduction.

Healthy Relationships:

- Describe the characteristics of healthy relationships.
- Compare positive and negative ways peers can influence friendships.
- Identify parents/guardians and other trusted adults they can talk to about relationships.
- Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
- Demonstrate ways to treat others with dignity and respect.
- Examine the meaning of sexual harassment (police department presentation).

Personal Safety:

- Define teasing, harassment, and bullying and explain why they are wrong.
- Explain why people tease, harass or bully others.
- Identify parents/guardians and other trusted adults they can tell if they are being teased, harassed or bullied.
- Demonstrate ways to communicate about how one is being treated.
- Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied.
- Persuade others to take action when someone else is being teased, harassed or bullied.
- Define sexual harassment and sexual abuse.
- Identify parents/guardians or other trusted adults they can tell if they are being sexually harassed or abused.
- Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal).
- Identify high risk behavior associated with the spread of HIV/HPV/AIDS and recognize its effects.
- Know how to identify and report sexual abuse.

National Sexuality Education Standards; Core Content and Skills, K-12: a Special Publication of the Journal of School Health, Special Report January 2012

Grade 6: Health & Nutrition (6 weeks required)
POPS – Power of Positive Students (daily)
Science & School Counseling

- Identify, locate, and describe the major organs in the human body.

- Investigate the basic functions of the body systems and identify major organs in each system.
- Learn about basic anatomical changes during puberty and adolescence.
- Identify the sequence of events which show, in general, the development of the human organism from conception through adulthood.
- Identify characteristics of puberty and the effects of these changes on physical, emotional, and social development.
- Describe specific strategies/ways to care for each of the major systems of the body.
- Analyze the impact of children on a family, including role changes, responsibilities, and costs.
- Identify the major causes of birth defects such as alcohol or drug use, malnutrition, communicable disease, and/or heredity.
- Know & understand the causes & effects of Shaken Baby Syndrome.

Healthy Relationships:

- Describe the characteristics of healthy relationships.
- Compare positive and negative ways peers can influence friendships.
- Identify parents/guardians and other trusted adults they can talk to about relationships.
- Demonstrate positive ways to communicate differences of opinion while maintaining relationships. Demonstrate ways to treat others with dignity and respect.

Personal Safety:

- Define teasing, harassment, and bullying and explain why they are wrong.
- Explain why people tease, harass or bully others.
- Identify parents/guardians and other trusted adults they can tell if they are being teased, harassed or bullied.
- Demonstrate ways to communicate about how one is being treated.
- Discuss effective ways in which students could respond when they are or someone else is being teased, harassed, or bullied.
- Persuade others to take action when someone else is being teased, harassed or bullied.
- Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal).
- Identify high risk behavior associated with the spread of HIV/HPV/AIDS and recognize its effects.
- Know how to identify and report sexual abuse.

Grade 7: Health & Nutrition (6 weeks required)
POPS – Power of Positive Students (daily)
Science & School Counseling

- List the characteristics that help maintain friendships and compare their own characteristics with those on the list.
- Identify and practice skills that promote healthful relationships.
- Practice assertive, rather than aggressive or passive behavior.
- Develop, using a decision making process, a code of behavior for themselves that is consistent with a positive value system and positive goals.
- Know that the need for love and affection influences behavior.
- Appreciate the impact of family on, and importance of family to, individual development related to sexual decision-making.
- Identify criteria for acceptable dating behavior.
- Accept and value human sexuality as normal and essential to total well-being.
- Identify the responsibilities and consequences inherent in sexual relationships.
- Identify examples of pressures in our society that influence young people's sexual behavior.
- Know how to identify and report sexual abuse.
- Discuss the physical, emotional, and social problems associated with teenage pregnancy.
- Identify and practice refusal skills to be used by the student in critical situations.
- Identify the general reasons for and methods of preventing pregnancy.
- Describe factors that contribute to a successful marriage and family.
- Determine the hereditary, environmental, and lifestyle factors which place an individual at risk for disease and/or enhance their health.
- Analyze fad behavior as a force affecting healthful behavior.
- Interpret the results of a credible health risk appraisal (wellness inventory) in behavioral terms.

Healthy Relationships:

- Describe the characteristics of healthy relationships.
- Compare positive and negative ways peers can influence friendships.
- Identify parents/guardians and other trusted adults they can talk to about relationships.
- Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
- Demonstrate ways to treat others with dignity and respect.

- Examine the meaning of sexual harassment (police department presentation).

Personal Safety:

- Define teasing, harassment, and bullying and explain why they are wrong.
- Explain why people tease, harass or bully others.
- Identify parents/guardians and other trusted adults they can tell if they are being teased, harassed or bullied.
- Demonstrate ways to communicate about how one is being treated.
- Discuss effective ways in which students could respond when they are or someone else is being teased, harassed, or bullied.
- Persuade others to take action when someone else is being teased, harassed or bullied.
- Define sexual harassment and sexual abuse.
- Identify parents/guardians or other trusted adults they can tell if they are being sexually harassed or abused.
- Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal).
- Identify high risk behavior associated with the spread of HIV/HPV/AIDS and recognize its effects.

Grade 8: Health & Nutrition (6 weeks required)
POPS – Power of Positive Students (daily)
Science & School Counseling

- Identify assertive responses which say "no" to pressures to become sexually involved.
- Identify HIV/AIDS and recognize its effects.
- Identify the rights of individuals in social relationships.
- List reasons why teens should not become sexually involved.
- Abstinence from sexual activity is the preferred choice of behavior for unmarried pupils.
- Recognize that abstinence is the only 100 percent effective way to prevent pregnancy and sexually transmitted diseases.
- Dramatize assertive responses for pressure lines.
- Listen to and ask questions of teenage mothers and fathers and their situations.
- Appraise this issue of teen pregnancy and his/her decision of sexual involvement.
- Identify the major causes of birth defects such as alcohol or drug use, malnutrition, communicable disease, and/or heredity.
- Emphasis on decision making skills.
- Explain causes, symptoms, and ways to minimize the risk of contracting common forms of infectious diseases.
- Identify agencies that treat communicable diseases or

chronic disorders and describe their referral procedures.

- Identify high risk behavior associated with the spread of HIV/HPV/AIDS and recognize its effects.
- Recognize the need to set priorities for personal health activities.
- Identify sources, symptoms, and treatments of sexually transmitted diseases.

Healthy Relationships:

- Describe the characteristics of healthy relationships.
- Compare positive and negative ways peers can influence friendships.
- Identify parents/guardians and other trusted adults they can talk to about relationships.
- Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
- Demonstrate ways to treat others with dignity and respect.

Personal Safety:

- Define teasing, harassment, and bullying and explain why they are wrong.
- Explain why people tease, harass or bully others.
- Identify parents/guardians and other trusted adults they can tell if they are being teased, harassed or bullied.
- Demonstrate ways to communicate about how one is being treated.
- Discuss effective ways in which students could respond when they are or someone else is being teased, harassed, or bullied.
- Persuade others to take action when someone else is being teased, harassed or bullied.
- Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal).
- Identify high risk behavior associated with the spread of HIV/HPV/AIDS and recognize its effects.
- Know how to identify and report sexual abuse.

Grade 9 Health (1 semester required)

- Explain the meaning of sexuality.
- Identify factors affecting sexual behavior, beliefs, and values.
- Identify how to use refusal skills to deal with pressure related to sexual behavior.
- Identify how decision making plays a role in sexual behavior.
- Identify how to use decision making skills in one’s life.
- Identify disadvantages to being sexually active while in high school.

- Analyze the health impacts that sexual activity can have in a teen’s life.
- Identify physical, mental, emotional, and social consequences of teen pregnancy.
- Describe tests for pregnancy.
- Identify the major causes of birth defects such as alcohol or drug use, malnutrition, communicable disease, and/or heredity.
- Know & understand the causes & effects of Shaken Baby Syndrome.
- Identify methods of contraception.
- Abstinence from sexual activity is the preferred choice of behavior for unmarried pupils.
- Recognize that abstinence is the only 100 percent effective way to prevent pregnancy and sexually transmitted diseases.
- Understand parental/guardian responsibility and the socio-economic benefits of marriage.
- Understand the meaning of abortion and recognize possible medical complications.
- Define sexually-transmitted disease.
- Describe symptoms and complications of the most serious STDs (including HIV/HPV/AIDS) and their treatments.
- Explain how STDs (including HIV/HPV/AIDS) can be prevented.
- Recognize consequences of sexual activity related to legal responsibilities.
- Define sex role, sexuality, and sexual orientation.
- Discuss various research regarding sexual orientation.
- Discuss appropriate terminology to be used in reference to gay/lesbian students.
- Explain that it is not right to judge another person, use derogatory language, hate or become violent toward an individual because he or she is different.
- Help students understand that attitudes toward gender preferences may be a strong part of people’s values and belief systems, and opinions often vary.
- Recognize that HPV/HIV/AIDS is almost always preventable.
- Identify high risk behavior.
- Identify ways in which HPV/HIV/AIDS is/is not spread.
- Identify the meaning of HPV/HIV/AIDS carrier.
- Learn the keys to HPV/HIV/AIDS prevention.
- Recognize why there is no such thing as “safe sex” and emphasize abstinence.
- Explain how the risk of getting HIV or other STDs can be reduced.
- Criminal penalties for engaging in sexual activities involving a child.
- Sex offender registration requirements, reporting, and implications.

Healthy Relationships:

- Describe the characteristics of healthy relationships.
- Compare positive and negative ways peers can influence friendships.
- Identify parents/guardians and other trusted adults they can talk to about relationships.
- Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
- Demonstrate ways to treat others with dignity and respect.
- Examine the meaning of sexual harassment (police department presentation).

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Child Development and Parenting 1 & 2,

Grade 10-12 (1 semester-elective)

- Evaluate the risk of teen pregnancy and its impact on personal, family, and societal well being.
- Examine family planning issues.
- Compare and contrast various contraceptive methods, including abstinence as the preferred method.
- Examine various sexually transmitted diseases (HIV/HPV/AIDS) including their symptoms, risks, prevention, and treatment.
- Relate male/female anatomy to conception and pregnancy.
- Demonstrate an understanding of pregnancy, its signs, symptoms, and difficulties.

- Pregnancy, prenatal development, and childbirth.
- Understand parental responsibility and the socio-economic benefits of marriage.
- Compare and contrast the emotional, social, physical, and intellectual development of children ages 2 to 5.
- Identify care for infants through one year of age.
- Know & understand the causes & effects of Shaken Baby Syndrome.
- Examine types of early childhood programs.
- Understand the ages/stages of child development to properly instruct children.
- Set up the environment to encourage safe and appropriate behavior.
- Select age-appropriate activities.
- Use positive techniques to respond to incidences of inappropriate behavior.
- Develop understanding of middle childhood aged children.
- Criminal penalties for engaging in sexual activities involving a child.
- Sex offender registration requirements, reporting, and implications.

Biology, Gr. 9-10

(Full Year-required)

- Describe the formation of egg and sperm.
- Name the main body parts.
- Name the chief method of transmitting HPV/HIV/AIDS.
- Describe how HIV affects the immune system.
- Identify five types of pathogens, including STD pathogens.
- Describe four mechanisms of disease transmission, including STDs.
- List the major endocrine glands and their functions, including those related to the reproductive systems.
- Identify the major parts of the male and female reproductive systems.
- Describe the process of human fertilization including fertilization and the development of the egg.

American Literature – Multicultural Unit

Grade 11

(Full Year-required)

- With parent/guardian permission, students choose a title about a discriminated group to read, discuss, and reflect upon: African American, Hispanic, Asian American, Religious Freedom, Sexual Orientation, Middle Eastern, Disability, Family, or Native American.

Anatomy & Human Physiology, Grade 11-12
(Full Year-elective)

- Describe the functions of the male and female reproductive systems.
- Identify the development of the human embryo.

Advanced Placement Biology, Grade 11-12
(Full Year-elective)

- Differentiate between the male and female reproductive systems using medically-appropriate anatomical terminology.
- Demonstrate that life comes from life including human cell reproduction.

Program Materials Available for Preview

A provision of the legislation is to offer parents/guardians the opportunity to examine the complete human growth and development curriculum and all instructional materials. Requests may be made to the Director of Instruction at 723-3160 who will assist the parents/guardians in making arrangements to examine materials and meet with appropriate school personnel.

Participation and Exemption Procedures

Parents/guardians will be notified of Human Growth & Development topics through letters, newsletters and course syllabi.

Wisconsin Statute sec. 118.019 allows parents to exempt their child from instruction in human growth and development with a written request to the teacher or principal. This is referred to as an “opt-out” policy. Wisconsin Statute sec 118.01(2)(d)2c permits pupils to be exempted from instruction on physiology and hygiene, STDs, symptoms of disease and the proper care of the body if his or her parent files a written request with the teacher or school principal.

Students who do not participate in the program will be assigned to the library and may be required to complete a different assignment equal in length and expectations. The student must, however, participate in the remainder of the health instruction.

Legislation

Wisconsin Statute sec. 118.019 encourages all school boards to ensure that pupils in their districts are provided age-appropriate instruction in human growth and development. The instruction should support and enhance communication between pupils and their parents/guardians and provide pupils with the knowledge, skills, and support necessary to make healthy decisions now and throughout their lifetimes and to make responsible decisions about sexual behavior. Instruction must be:

- Age-appropriate: suitable to a particular age group of pupils based on the developing cognitive and emotional capacity of and behaviors typical for the age group.
- Medically accurate: supported by the weight of research conducted in compliance with accepted scientific methods; where appropriate, the information is published in peer-reviewed journals; and the information is recognized as accurate by relevant leading professional organizations or agencies, such as the American Medical Association, the American Public Health Association, or the American Academy of Pediatrics.

School boards that provide an instructional program in human growth and development must:

- Non-discrimination: Use instructional methods and materials that do not promote bias against pupils of any race, gender, religion, sexual orientation, or ethnic or cultural background, or against sexually active pupils or children with disabilities.
- Promote self-esteem and positive interpersonal skills, with an emphasis on healthy relationships, including friendships, marriage, and romantic and familial relationships.
- Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships; and present medically accurate information to pupils.
- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried pupils.
- Emphasize 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.
- Present medically accurate information and, when age-appropriate, address:
 - The importance of communication about sexuality and decision making about sexual

behavior between the pupil and the pupil's parents, guardians, or other family members.

- Reproductive and sexual anatomy and physiology, including biological, psychosocial, and emotional changes that accompany maturation.
- Puberty, pregnancy, parenting, body image, and gender stereotypes.
- The skills needed to make responsible decisions about sexuality and sexual behavior throughout the pupil's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors.
- The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the most reliable way to prevent pregnancy and sexually transmitted infections.
- The health benefits, side effects, and proper use of contraceptives and barrier methods approved by the federal food and drug administration to prevent pregnancy and barrier methods approved by the federal food and drug administration to prevent sexually transmitted infections.
- Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.
- How alcohol and drug use affect responsible decision making.
- The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality.
- Marriage and parental/guardian responsibility.
- Criminal penalties for engaging in sexual activities involving a child.
- Sex offender registration requirements, including who is required to report, what information must be reported, who has access to the information reported, and the implications of being registered.

School boards, on an annual basis, must provide parents/guardians 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/guardian may inspect the complete curriculum and instructional

materials. In addition, the curriculum and instructional materials must be made available at any time upon request.

A school board that elects not to provide an instructional program in human growth and development must, by September 30 of each school year, send home to the parent or guardian of each pupil enrolled in the school district a notice that includes:

- A statement that the school board is encouraged by state statute to provide instruction in human growth and development in grades kindergarten to 12.
- A statement that the school board is not providing any human growth and development instruction to pupils enrolled in the school district.

ADVISORY COMMITTEE In any school district that offers a human growth and development curriculum, the school board shall appoint an ad hoc advisory committee whose role is to advise the school board on the design and implementation of the human growth and development curriculum and to review the curriculum. Parents, guardians, teachers, school administrators, pupils, health care professionals, members of the clergy, and other residents of the school district shall comprise the committee. No one category of member shall constitute more than one-fifth of the membership of the committee, except that parents/guardians may comprise more than one-fifth of the membership of the committee. No more than one quarter of the members of the committee may be made up of employees of the school district or their spouses or members of the school board or their spouses.

GUIDELINES FOR OPT-OUT POLICIES

The state does not require parents to give permission for HGD instruction; however, *Wisconsin Statute sec. 118.019 allows parents to exempt their child from instruction in human growth and development with a written request to the teacher or principal. This is referred to as an “opt-out” policy. Wisconsin Statute sec 118.01(2)(d)2c permits pupils to be exempted from instruction on physiology and hygiene, STDs, symptoms of disease and the proper care of the body if his or her parent files a written request with the teacher or school principal.* Typically a school will provide them with the HGD curriculum outline. Wisconsin statutes do not provide, and legislative history does not support, the use of the parent/guardian “opt-in” method by local school districts where the “opt-out” method is statutorily specified. The opt-in method would require a parent to notify their child’s principal/teacher if they want their child to take instruction in HGD.

National Sexuality Education Standards recommends the following websites for parents:

Advocates for Youth
2000 M Street NW, Suite 750
Washington, DC 20036
(202) 419-3420
www.advocatesforyouth.org/parents-sex-ed-center-home

Answer
41 Gordon Road, Suite C
Piscataway, NJ 08854
(732) 445-7929
<http://answer.rutgers.edu/page/parentresources>

Sexuality Information and Educational Council of the United States (SIECUS)
90 John Street, suite 402
New York, NY 10038
(212) 819-9770
www.siecus.org?index.cfm?fuseaction=page.viewPage&pageID=632&nodeID=1

Age-appropriate books can also be found in each of our school libraries.

For students with Special Education or English Language Learners, modified curriculum and appropriate instructional materials will be selected.

BOOKS ON HUMAN SEXUALITY - Available at Matheson Memorial Library

This bibliography lists books available at Matheson Memorial Library in Elkhorn. While we have loosely grouped some of these titles by age, we do not recommend any specific book for a child of a certain age. We urge you, the parents, to read these books before you share them with your child to determine if they are appropriate.

Titles in the parenting section in the library, located by the children's play area. These are titles for elementary and tweens and most are meant to be read with parents.

- It's so amazing: A book about eggs, sperm, birth, babies and families by Robie Harris (1999) 612.6 HAR
- Who has what? All about girls' bodies and boys' bodies by Robie Harris (2011) 612.6 HAR
- Where do babies come from by Angela Royston (1996) 612.6 ROY
- Changing you: A guide to body changes and sexuality by Gail Saltz (2007) 612.6 SAL
- How you were born by Joanna Cole (revised) (1993) 612.63 COL
- Is this normal? Girls' Questions (2009) 613.0424 IS
- Ready, set, grow! By Lynda Madaras (2004) 613.0424 MAD
- Care and keeping of you: The body book for girls by Valorie Schaefer (1998) 613.0424 SCH
- American Medical Association's Girl's guide to becoming a teen (2006) 613.04243 AME
- Period Book: Everything you don't want to ask but need to know by Karen Gravelle (revised) (2006) (currently on order to replace missing copy)
- American Medical Association's Boy's guide to becoming a teen (2006) 613.04233 AME
- It's perfectly normal: A book about changing bodies, growing up, sex, and sexual health by Robie Harris (2009) 613.9 HAR
- My body, my self for boys by Lynda Madaras (revised) (2007) 613.953 MAD
- My body, my self for girls by Lynda Madaras (revised) (2007) 613.955 MAD
- Asking about sex and growing up: a question and answer book for kids (revised) (2009) 649.65 COL

Titles in the Young Adult section, located upstairs. They can be read independently by teens or with parents. Many of these titles are directed to older teens.

- Ready or not? A girls' guide to making decisions about dating, love, and sex by Tina Radziszewicz (2006) YA 305.235
- On relationships: a book for teenagers by Kimberley Kirberger (1999) YA 306.7083 KIR
- GLBTQ: The survival guide for gay, lesbian, bisexual, transgender and questioning teens by Kelly Huegel (2011) YA 306.72 HUE
- Body Drama: Real girls, real bodies, real issues, real answers by Nancy Redd (2008) YA 613.0424 RED
- Teenage body book by Kathy McCoy (2008) YA 613.0433 MCC
- Sex, puberty, and all that stuff: A guide to growing up by Jacqui Bailey (2004) YA 613.951 BAI
- Safe Sex 101: An overview for teens by Margaret Hyde (2006) YA 613.951 HYD
- What's happening to my body book for boys by Lynda Madaras (revised) (2007) YA 613.953 MAD
- What's happening to my body book for girls by Lynda Madaras (revised) (2007) YA 613.955 MAD

Titles in the Adult Nonfiction, located upstairs. They are directed towards parents.

- Talking to your kids about sex by Laura Berman (2008) 649.65 BER
- Beyond the Big Talk: Every parent's guide to raising sexually healthy teens by Debra Haffner(2001) 649.65 HAF
- The Talk: What your kids need to hear from you about sex by Sharon Maxwell (2008) 649.65 MAX
- Dr. Ruth's guide to teens and sex today by Ruth Westheimer (2008) 649.65 WES

Books about AIDS and HIV located in the adult nonfiction

- Frequently asked questions about AIDS and HIV (FAQ: Teen Life) (2009) 616.9792 ROB