



# Williams Bay School District

## Human Growth & Development Curriculum

### **Williams Bay Middle and Senior High School**

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**WILLIAMS BAY SCHOOL DISTRICT**  
**Human Growth & Development Curriculum**  
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## **Mission Statement**

The Williams Bay School District is committed to providing a Human Growth and Development program available to all students to help develop positive self-concept; understand their sexuality; understand the legal, medical, and psychological reasons for a commitment to abstinence; develop strategies for responsible decision making; to recognize and promote healthy lifestyles. The program will encourage communication between parents and children. The purpose of this curriculum is not just to prevent pregnancy and the spread of disease, but also to give students a healthy, solid foundation on which to build meaningful, responsible and productive lives.

## **Rational for Human Growth and Development Instruction**

Wisconsin Statute 118.019 encourages all school boards to provide students in grades Kindergarten to 12 with human growth and development instruction. The purpose is “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. The statute specifically identifies seven instructional topics that include the following: Abstinence as the only reliable way to prevent pregnancy and STDs; medically accurate information about human papilloma virus (HPV), HIV, and AIDS; pregnancy, prenatal development, and childbirth; parental responsibility and the socio-economic benefits of marriage; abstinence as the preferred choice of behavior for non-married students; criminal penalties for engaging in sexual activity involving a child; and sex offender registration requirements.

## **K-12 Guidelines for All Classes**

Teachers should encourage the development of a responsible attitude toward sexuality that endorses abstinence from sexual activity except within the confines of a committed, caring, long-term relationship as in marriage. Teachers should support aggressive efforts to reduce adolescent pregnancy and sexually transmitted diseases.

### **ABSTINENCE**

All curriculum will convey a strong message promoting abstinence and will include a clear message that it is possible behavior for those students already sexually active to change behavior.

### **BIRTH CONTROL INFORMATION**

This is not hypocritical to an abstinence-based program. Information on contraception should include the mention of failure rates, which the overriding message that the only 100% safe method is abstinence.

### **ABORTION**

It is legal, but may not be a moral option for some individuals. Students should be encouraged to discuss this further with their parents, clergy or other trusted adults.

### **IMPROPER TOUCHING**

Improper touches happen in a variety of situations. It may be male to female, but it could be female to male, a male to male, or female to female situation. In addition, it could be teen to child or adult to child. The important thing to remember is that if a situation feels uncomfortable, even if it has gone on for a while, students should follow the advice: Say No! Get Away! Tell Someone!

### **LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUESTIONING (LGBTQ)**

Many people have strong opinions and feelings about homosexuality. Because of that, instructors should suggest that students discuss this further with their parents, their clergy or another trusted adult. The main thing students should remember is the importance of not picking on or teasing others because of their beliefs, lifestyle or race.

### **MASTURBATION**

Some people masturbate; some do not. Because parental and religious values vary on this issue, students should be encouraged to discuss this further with their parents, clergy or other trusted adult.

**PLEASE NOTE:** Use of materials for the Human Growth and Development curriculum in other courses and other printed or media materials, which discuss Human Growth and Development topics such as those listed above, must be approved by the Administrators. Some materials may be referred to the Human Growth and Development Committee for approval.

## Belief Statements

The district believes in the importance of...

- Educating students to understand the legal, medical, and psychological reasons to make responsible decisions about sexuality and sexual behavior.
- Educating students about the benefits and reasons for abstaining for sexual activity.
- Educating students about the importance of understanding the influences of family and belief systems and cultural environment when forming personal values.
- Encouraging communication between pupils and their parents or guardians about human growth and development.
- Provide accurate information which enables students to protect themselves from unintended pregnancy and Sexually Transmitted Infections (STIs).
- Educating students about reproductive physiology and anatomy, body image, self-esteem, gender stereotypes, healthy relationships, puberty, pregnancy, and parenting.
- Developing healthy life skills such as goal setting, responsible decision making, communication, and stress management.
- Identifying counseling, medical and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.
- Provide a curriculum that uses instructional methods and materials that do not promote bias regarding pupils of any race, gender, sexual orientation, or ethnic/cultural backgrounds or regarding sexually active pupils or children with disabilities.
- Educate students to understand their own growth and development.

# Guidelines for Staff and Outside Resource Persons

## Grades K – 5

Staff and outside resource persons follow guidelines for answering student questions on sensitive topics. Even though specific objectives are not taught in a child's grade, questions may still arise. These guidelines will help parents understand how staff and outside resource persons handle these sensitive topics.

### Guidelines for Responding to Questions

- Students have many different kinds of questions about human growth and development. The following student guidelines help students to ask their questions in a safe environment.
- Students may write questions and put them into a question box to give them to the teacher prior to the answer session. This gives the instructor the opportunity to consider appropriate responses to students' questions.
- Questions will be answered simply and factually.
- If students ask questions reflecting personal, sexual values, they will be referred to their parent/guardians/trusted adults.
- Not every question asked by students needs to be answered; the teacher will use professional judgement.
- Questions regarding the sexual experiences of any particular person will not be answered.
- Correct terminology for slang terms will be provided whenever appropriate.
- Answer questions directly and simply, responses should be limited to questions asked.
- Encourage children to talk with their parents if they have additional questions.
- Share with parents that age appropriate materials are available to parents at the school and/or the public library.

### Guidelines for Responding to Questions about Sexual Orientation

- Explain that as people grow up, they have different feelings at different times. Students may find that at some points in their lives, they prefer to spend time with friends from their own gender. This does not identify a person's sexual orientation.
- Explain that you cannot tell a person's sexual orientation by his/her appearance or any other external indicators.
- Explain it is not right to judge another person, use derogatory language, hate, or become violent toward an individual because he or she is not like them.
- Help students understand that attitudes toward sexual orientation may be a part of family values and beliefs, and opinions often vary. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about sexual orientation.

### Guidelines to Responding to Questions about Sexual Intercourse

- Explain that family values and beliefs, and opinions often vary. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about

### Guideline for Responding to Questions about Gender Identity (Transgender)

- Explain that a person may be born a boy but feel in his head that he is a girl. A person may be born a girl but feel in her head she is a boy.
- Say the word we use for this is "transgender."

# Elementary Human Growth and Development Objectives

## Kindergarten Human Growth and Development Objectives

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- Discuss the importance of taking care of your body.
- Discuss respect for self and others.
- Discuss that the body has many different parts.
- Identify differences between the body of a boy and the body of a girl.
- Discuss which body parts are private for a girl.
- Discuss which body parts are private for a boy.
- Discuss that an unsafe touch/action can come from a stranger or a person you know.
- Identify examples of safe touch and unsafe touch or unwanted touch/action.
- Discuss what to do should an unsafe or unwanted touch /action occur.
- Say “NO” should anyone attempt to give an unsafe or unwanted touch.
- Yell and run away if an unwanted touch/action occurs.
- Understand that private parts are what are covered by a swimsuit.
- Recognize an unsafe or unwanted touch/action.
- Identify responsible persons with whom (s) he can talk about an unsafe touch/action.
- Tell the five important people if an unsafe or unwanted touch occurs and keep telling them until action is taken.
- Discuss the various types of family dynamics.

## First Grade Human Growth and Development Objectives

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- Discuss respect for self and others.
- Discuss that each person is unique and has individual needs.
- Discuss the various types of family dynamics.
- Identify body parts that private for a girl and those that are private for a boy.
- Discuss the difference between a safe touch and an unsafe or unwanted touch/action.
- Discuss that an unsafe touch/action can come from a stranger or a person you know.
- Discuss saying “No” to an unsafe touch/action.
- Discuss what to do should an unsafe touch/action occur.

## Second Grade Human Growth and Development Objectives

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- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Identify actions to keep one’s body healthy.
- Discuss why family members need each other for support, encouragement, and protection.
- Discuss that an unsafe touch/action can come from a stranger or a person you know.
- Identify body parts that are considered private.
- Distinguish between good and bad touches/actions.
- Discuss what to do should a bad touch occur.

## Third Grade Human Growth and Development Objectives

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- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth. Discuss actions to keep the body healthy.
- Discuss why family members need each other for support, encouragement, and protection.
- Discuss good personal hygiene.
- Discuss that an unsafe touch/action can come from a stranger or a person you know.
- Identify parts of the body that are considered private.
- Distinguish between safe and unsafe touches/actions.
- Describe actions that may be taken should an unsafe touch/action occur.

## **Fourth Grade Human Growth and Development Objectives**

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- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Describe the changes that occur during puberty in girls.
- Explain the function of the female reproductive organs and their role in conception.
- Discuss menstruation and the menstrual cycle.
- Explain the proper use and disposal of menstrual health products.
- Discuss circumcision and male hygiene.
- Discuss why family members need each other for support, encouragement and protection.
- Discuss methods of personal hygiene.
- Discuss that an unsafe touch/action can come from any person; a stranger or a person you know.

## **Fifth Grade Human Growth and Development Objectives**

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- Define abstinence and identify the positive outcomes of abstinence
- Discuss respect for self and others.
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Describe the changes that occur during puberty in girls.
- Identify the female reproductive organs and discuss their functions.
- Describe menstruation and the menstrual cycle.
- Explain the proper use and disposal of menstrual health products.
- Describe the changes that occur in boys during puberty.
- Identify the male reproductive organs, discuss their functions.
- Discuss circumcision and male hygiene.
- Discuss the responsibilities of parenthood.
- Discuss why family members need each other for support, encouragement and protection.
- Discuss methods of personal hygiene.
- Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender.
- Identify parents or other trusted adults of whom students can ask questions about sexual orientation
- Demonstrate ways students can work together to promote dignity and respect for all people.



## **Middle/High School (6-12) Guidelines for Students, Staff and Outside Resource People**

### **Student Guidelines**

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- Students have many different kinds of questions about human growth and development. The following student guidelines help students to ask their questions in a safe environment.
- Students may write questions and give them to the teacher prior to the question/answer session. This gives the instructor the opportunity to consider appropriate responses to students' questions.
- Questions will be answered simply and factually.
- If students ask questions reflecting personal, sexual values, they will be referred to their parent/guardians/trusted adults.
- Not every question asked by students needs to be answered; the teacher will use professional judgement.
- Questions regarding the sexual experiences of any particular person will not be answered.
- Correct terminology for slang terms will be provided whenever appropriate.

### **Guidelines for Staff and Outside Resource Persons**

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- Staff and outside resource persons also follow guidelines for answering student questions on the sensitive topics of contraception, abortion, masturbation, and sexual orientation. These guidelines will help parents understand how staff and outside resource persons handle these sensitive topics.

### **Guidelines for Responding to Questions About Contraception**

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- Convey an overriding message that the only 100 percent safe method of birth control is abstinence. Information on contraception will be simple and factual.
- Convey a clear message that it is important for those students already sexually active to modify their behavior.
- Answer questions directly and simply. Response should be limited to questions asked.
- Explain that family values and beliefs may vary on this issue. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about contraception.

### **Guidelines for Responding to Questions About Abortion**

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- Emphasize that the practice of abstinence eliminates the possibility of pregnancy.
- Explain that abortion is legal in Wisconsin, but it is a controversial issue.
- Explain the emotional, psychological and physical effects of abortion.
- Explain that family values and beliefs may vary on this issue. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about abortion.
- Answer questions directly and simply. Response should be limited to questions asked.
- Use contraception if they decide to become sexually active.

### **Guidelines for Responding to Questions About Masturbation**

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- Give a definition of the term.
- Explain that some people masturbate, some people do not.
- Help students understand that attitudes toward masturbation may be a part of family values and beliefs and opinions often vary. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about masturbation.
- Answer questions directly and simply. Response should be limited to questions asked.

### **Guidelines for Responding to Questions About Sexual Intercourse**

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- Encourage abstinence for all students.
- Define sexual intercourse.
- Sexual intercourse can result in pregnancy and sexually transmitted infections.
- Answer questions directly and simply. Response should be limited to questions asked.
- Explain that family values and beliefs, and opinions often vary. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about sexual intercourse.

## **Guidelines for Responding to Questions About Sexual Orientation**

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- Explain that as people grow up, they have different feelings at different times. Students may find that at some points in their lives, they prefer to spend time with friends from their own gender. This does not identify a person's sexual orientation.
- Explain that you cannot tell a person's sexual orientation by his/her appearance or any other external indicators.
- Explain it is not right to judge another person, use derogatory language, hate, or become violent toward an individual because he or she is not like them.
- Help students understand that attitudes toward sexual orientation may be a part of family values and beliefs, and opinions often vary. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about sexual orientation.
- Answer questions directly and simply. Response should be limited to questions asked.
- Explain that family values and beliefs, and opinions often vary. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about sexual orientation.

## **Guidelines for Responding to Questions About Gender Identity (Transgender)**

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- Younger students: Explain that a person may be born a boy but feel in his head that he is a girl. A person may be born a girl but feel in her head that she is a boy.
- Older students: Explain that the term transgender refers to people whose gender presentation or identity is different from their biological sex, for example, a biological male who appears or identifies at least in some respects as female, or a biological female who appears or identifies at least in some respects as male.
- Explain that a person's gender identity (who they think themselves as being) is different from their sexual identity (to whom they're attracted outside of themselves).
- Explain that family values and beliefs, and opinions often vary. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about.
- Answer questions directly and simply. Response should be limited to questions asked.
- Explain that family values and beliefs, and opinions often vary. Students will be encouraged to talk to their parents/guardians/trusted adults in order to help them develop their own values and beliefs about gender identity.

# Middle School Human Growth and Development Objectives

## Sixth Grade Human Growth and Development Objectives

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- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Introduce sexual intercourse and explain that it can result in pregnancy and disease that can alter life goals
- Describe the changes that occur in girls during puberty.
- Practice healthy habits that promote positive growth and development.
- Discuss the physiology of the menstrual cycle.
- Explain the proper use and disposal of menstrual health products.
- Describe the changes that occur in boys during puberty.
- Describe the functions of the male reproductive organs.
- Discuss circumcision and male hygiene.
- Explain sperm production.
- Explain how erection and ejaculation occur.
- Describe the process of fertilization.
- Describe the development of the fertilized egg, embryo, and fetus.
- Discuss why family members need each other for support, encouragement and protection.
- Identify the ways people can be abused (physical, emotional, sexual, verbal, and neglect) and its impact on a child
- Describe actions a child may take if sexual abuse occurs.
- Define and discuss sexual orientation
- Identify the ways people can be abused (physical, emotional, sexual, verbal, and neglect) and its impact on a child
- Identify safe internet, email, social networking, and cell phone practice

Students will be instructed in separate learning environments based on their gender identity.

## **Eighth Grade Human Growth and Development Objectives**

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- Define Abstinence and identify the positive outcome of abstinence
- Cite examples of ways specific individuals of the same age are similar and different in their growth.
- Describe the structure and function of the male and female reproductive system.
- Review the changes that occur with males and females during puberty
- Discuss the role of hormones in the development of male and female secondary sex characteristics.
- Explain how and why an erection occurs.
- Describe the process of ejaculation and explain why nocturnal emissions may occur.
- Discuss the importance of testicular self-examination and breast exam
- Define and discuss sexual orientation
- Define and discuss masturbation
- Discuss the process of conception/fertilization.
- Discuss the signs of pregnancy
- Describe the process of labor and childbirth.
- Identify methods of contraception stressing failure rates and negative side effects.
- Discuss the physical and psychological risks associated with sexual activity.
- Provide a definition and examples of sexual harassment
- Describe the difference between healthy flirtation and sexual harassment
- Identify guidelines to follow should sexual harassment occur. Define and discuss child sexual abuse
- Identify guidelines to follow should child sexual abuse occur.
- Provide a definition of sexual assault
- Discuss the negative impact of sexually explicit and excessively violent media
- Explain human sexuality as normal and essential to total well-being
- Identify ways to assertively say "no" to pressure.
- Discuss the physical, psychological and social health problems associated with teenage pregnancy.
- Identify a pregnant teenager's choices
- Explain the responsibilities of being parents.
- Discuss gender identity
- Discuss different types of family dynamics
- Discuss the birth process and labor.
- Describe what to do if sexual harassment and/or assault occur
- Identify safe internet, email, social networking, and cell phone practice
- Describe that sexually transmitted infections are caused by microorganisms such as bacteria and viruses.
- Explain that practicing abstinence reduces the spread of sexually transmitted infections.
- Discuss ways that sexually transmitted infections occur and are transmitted.

## High School (9-12) Human Growth and Development Objectives

- Define abstinence and identify the positive outcomes of abstinence.
- Discuss human sexuality as normal and essential to total well-being.
- Discuss the process of responsible decision-making.
- Identify and practice ways to assertively say "no" to pressure.
- Discuss different family dynamics.
- Discuss why family members need each other for support, encouragement and protection.
- Identify the sequence of events which show, in general, the development of the human organism from conception through adulthood.
- Explain the role of hormones in the development of secondary sex characteristics.
- Define sexual orientation and gender identity.
- Describe the structure and function of the male and female reproductive systems.
- Discuss the menstrual cycle.
- Discuss the diseases and disorders of the female and male reproductive organs.
- Explain the importance of breast self-examination in the early detection of breast cancer.
- Discuss the importance of testicular self-examination in the early detection of testicular cancer.
- Describe the process of conception.
- Identify and discuss causes of infertility in males and females.
- Explain how pregnancy is determined.
- Discuss factors that promote a healthy pregnancy.
- Identify the major causes of birth defects.
- Discuss miscarriage and why it occurs.
- Describe how multiple births may occur.
- Explain that a baby's sex is determined by the sex chromosome it receives.
- Explain how an ectopic pregnancy occurs and its implications.
- Explain how birth defects may be detected during pregnancy.
- Define and describe the implications of premature birth.
- Describe the needs of a newborn baby.
- Identify the responsibilities and consequences of sexual relationships.
- Identify birth control methods, stressing abstinence.
- Discuss methods of contraception; stress failure rates and possible negative side effects.
- Identify a pregnant teenager's choices.
- Discuss the physical, psychological and social health problems associated with teenage pregnancy.
- Discuss the process of labor and delivery.
- Identify the role and of teen fathers and teen mothers.
- Discuss the physical and psychological risks associated with sexual activity.
- Discuss age of consent.
- Examine the relationship between sexual assault and violence.
- Describe the difference between healthy flirtation and sexual harassment.
- Identify guidelines to follow should sexual abuse and/or harassment occur.
- Define sexual assault.
- Identify reasons why sexual assault is often unreported.
- Discuss date and acquaintance rape and the communication problems often associated with it.
- Identify guidelines to follow to protect against date and acquaintance rape.
- Explain why it is important to report sexual assault and seek medical attention promptly.
- Discuss the negative impact of sexually explicit and excessively violent media.
- Identify safe internet, email, social networking, and cell phone practices.
- Identify agencies that treat communicable diseases or chronic disorders and describe their referral procedures.
- Explain how pathogens that cause sexually transmitted infections are transmitted during sexual intercourse.
- Explain how a baby may be infected with a sexually transmitted infection during pregnancy or vaginal delivery.

- Discuss the risk behaviors, signs and symptoms, and treatment of sexually transmitted infections including HIV/Hepatitis.
- Differentiate between the terms HIV and AIDS.
- Explain how the immune system helps to protect the body from disease.
- Discuss the spread of HIV infection, Hepatitis infection and sexually transmitted infections in the United States and the world.
- Discuss the tests used to determine HIV infection, Hepatitis infection and sexually transmitted infections.
- Identify opportunistic infections commonly associated with AIDS.
- Discuss standard precautions that prevent contact with body fluids.

## Definitions

The 2009 NEA publication cited below provides definitions of terms that may be unfamiliar to some readers. They are shared here as a resource for staff and families. These are standard definitions used K-12. They are modified according to grade level.

**Abstinence:** Abstinence is avoiding harmful behaviors including sexual activity.

**Bisexual:** A person who is attracted to men and women.

**Gay:** A homosexual person; can refer to both men and women but more often refers to men.

**Heterosexism:** The conscious or unconscious treatment of gay or lesbian people or issues as if they were inferior or non-existent.

**Heterosexual:** A person who is attracted to those of the opposite sex. The colloquial equivalent is “straight.”

**Homophobia:** Irrational fear of gay men or lesbians.

**Homosexual:** A person who is attracted to those of the same sex. The colloquial equivalent is “gay.”

**Lesbian:** A homosexual woman.

**LGBTQ:** Acronym for Lesbian, gay, bisexual, transgender, and questioning.

**Masturbation:** Masturbation is touching or rubbing any of your body’s sex organs because it feels good.

**Questioning:** A youth or adult who is uncertain about, or exploring, his or her sexual orientation.

**Sexual Contact:** Sexual contact is generally defined as intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person.

**Sexual Intercourse:** Sexual intercourse means that you are having sex with a partner. Sexual intercourse is vaginal, anal, or oral.

**Sexual Prejudice:** Attitudes and beliefs reflecting negative assumptions and stereotypes about sexual orientation and gender identity.

**Transgender:** An umbrella term for people whose gender presentation or identity is different from their biological sex. For example, a biological male who appears or identifies at least in some respects as female, or a biological female who appears or identifies at least in some respects as a male.

**Transsexual:** Transsexuals are transgender people who have typically undergone medical or surgical treatment to reflect their gender identity.