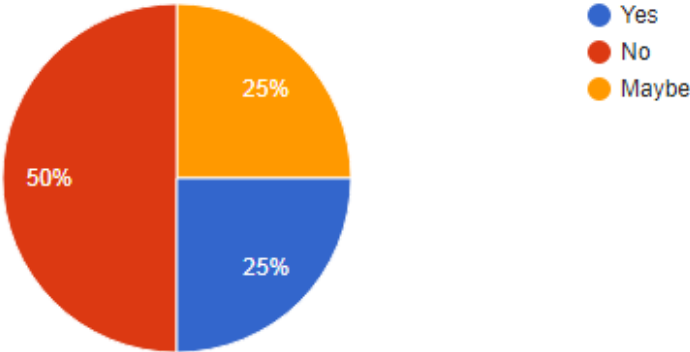


HG& D Advisory Committee Update & Feedback Responses

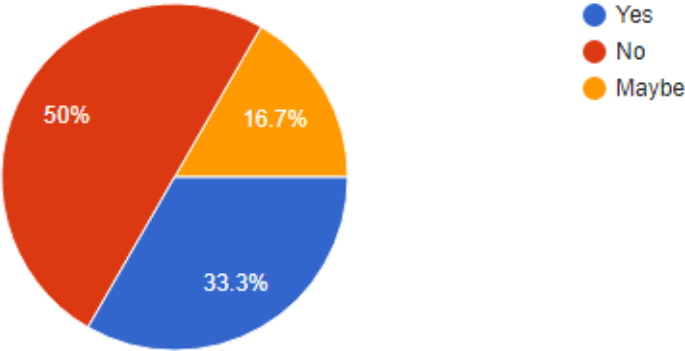
As a committee it was decided that life cycles should be taught separate in grades 4-7. Do you feel they should be separate in grade 3 too?

12 responses



As a committee it was decided that life cycles should be taught separate in grades 4-7. Do you feel they should be separate in grade 8 too?

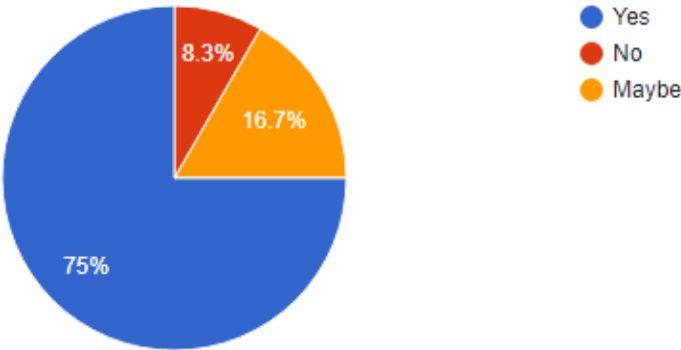
12 responses



HG& D Advisory Committee Update & Feedback Responses

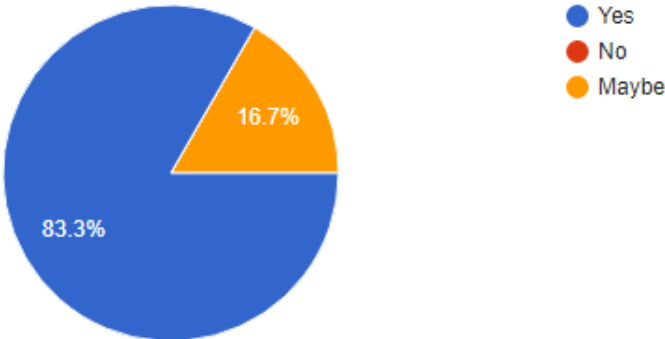
Should the committee recommend the district move high school health class from 10th grade to 9th grade in order to give students more information earlier as preparation for situations they may encounter?

12 responses



The Department of Public Instruction has created draft social emotional learning competencies for districts to consider. These generally fall into the strands of self esteem and decision making. After reviewing them, do you feel that the District should look at adding outcomes?

12 responses



HG& D Advisory Committee Update & Feedback Responses

What else would you like to share?

6 responses

I feel like the DPI's Emotional Development category is best suited for HG&D. I personally think the other sections are very important to be teaching, but I feel like they might be outside the scope. The Emotional Development category is very important and relevant, but I am afraid if we add the other categories we might put too much information and learning targets into the curriculum so the students will have no time to understand the concepts and they will be rushed.

I think the 8th graders should be together for the instruction, but they could separate for the question day.

I'm not sure how to answer the outcomes question above. I think the draft is good. I like how the outcomes build up to critical thinking, analytics, and adult decision-making competency. If these are considered "adding outcomes", then yes, please consider these new outcomes. If you're looking for feedback on adding more outcomes to the proposed draft, then no, I don't think any other outcomes need to be added. The draft looks really good to me! Thanks so much for sharing and giving me the opportunity to provide feedback!

Thank you to the team for all of the hard work that went into this effort!

N/A

Feedback HG&D AC:

- Develop a systematic approach for family inclusion and shared vision and responsibility on assisting children to become the best version of themselves; specially if adding the social emotional learning recommendations it is imperative that parents and caregivers are intentionally connected to the curriculum because modeling is the most effective way for children learn so many of the behaviors we are trying to foster;
- use latest neuroscience research which demonstrates that wellbeing is a skill that can be taught and learned - www.centerforhealthyminds.org
- look into kindness curriculum - an evidence-based curriculum from the Center for healthy Minds that helps children foster and cultivate wellbeing - it is free!
- look into curriculum that helps children understand the new frontiers of neuroscience and to help them fall in love with their brains - therefore wanting to be the guardians of its health and wellness -
- look into curriculum that provides a foundation framework on the virtues we want to see developed, explored, cultivated in our students in their full K-12 journey -
- k-12 HG&D coach/educator: explore the possibility of a professional (educator, psychologist, social worker, personal coach) who is an expert at teaching the HG&D curriculum in the lifespan of a K-12 student, providing continuity and deep understanding of all the phases of the curriculum - these professionals would be designated a cohort of students and he/she would follow the groups as they grow in our educational system; this would also prevent the sometimes obvious difficulty some teachers have in presenting some of the topics contained in the HG&D curriculum (reproduction) - In addition, if something like this can be implemented, it would give a chance of a deeper knowing between the educators and their cohort, allowing deeper understanding of the children they are teaching, not only expertise in the curriculum - they would be experts in the human beings in front of them (and hopefully their families);
- develop a systematic approach to share the curriculum with parents and caregivers - as a parent I wish I was more proactively invited into conversation and deeper understanding of the multifaceted nature of the curriculum (health, policy,
- what are the shared principles we wish to intentionally cultivate in our educational system, in our school communities - the ones that are universal and can be upheld by all individuals regardless of their background (fairness, integrity, honesty). What are the virtues that can be taught and can be cultivated in our educational environment? (courage, kindness, respect, listening, collaboration) Can we look into curriculum that explicit focuses on the positive aspects of what we want to be cultivated in our school communities, and that can be seamless in all of our schools. Can we create a common vocabulary to navigate difficult times, as well as celebrate victories and successes?