

Kindergarten HG&D Strands and Current Outcomes	Kindergarten HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended that instruction for males and females be taught apart for grades 3-8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify the parts of their body that are private (those parts covered by a swimsuit). (LC)	I can identify the parts of my body that are private (those parts covered by a swimsuit). (AP.2.CC.1)		X				RC-2a2
Animals resemble their parents (growth over time). (LC)	I can explain how animals resemble their parents (growth over time). (PR.2.CC.1)		X				RC-2a2
Describe good and bad touching. (AP/I)	I can describe good and bad appropriate and inappropriate good and bad touching. (PS.2.CC.1)	X					RC-2f
	I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3)	X					RC-2f
	I can identify parents and other trusted adults to ask questions or to tell about uncomfortable situations (including bullying and teasing). (PS.2.AI.1) (PS.2.AI.2)	X					RC-2f
Identify a decision and cite examples of decisions they make. (AP/I)	I can describe how to respond to a situation that makes me feel uncomfortable (for example: bullying and teasing). (PS.2.IC.1) (PS.2.IC.2)	X					RC-2f

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Identify who is at fault in a situation of abuse (use terminology of abuse including good touch, bad touch.) (AP/I)	I can describe how to respond to an uncomfortable situation including bad-inappropriate touch using the terminology "NO", get away, and tell someone. (PS.2.SM.1)	X					RC-2f
Describe the characteristics of a friend and family. (R)	I can describe the characteristics of a good friend. (HR.2.CC.2)					X	RC-2c
Demonstrate acceptable and healthy social skills. (R)	I can identify how to be a good friend and respect others. (HR.2.IC.2)					X	RC-2c
	I can recognize that others may interpret a situation similarly or differently than me. (CASEL.R.1)					X	
	I can identify ways to work and play well with others. (CASEL.R.3)					X	
	I can demonstrate welcoming and inviting behaviors when I work or play in a group. (CASEL.R.3)					X	
	I can recognize how my actions make others feel and how to repair a relationship when feelings are hurt. (CASEL.R.3)					X	
	I can identify positive strategies to resolve conflicts. (CASEL.R.4)					X	

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	I can recognize that conflict is a natural part of life. (CASEL.R.4)					X	
	I can demonstrate using an assertive tone when I want someone to stop. (CASEL.R.4)					X	
Identify their interests, likes and dislikes, physical characteristics, talents, feelings, place within the family and other aspects of their individuality.	I can identify what makes me unique. (ID.2.CC.1)				X		RC-2c
	I can explain my likes and dislikes. (ID.2.INF.1)				X		RC-2c
	I can identify emotions and physical responses (ex: happy, surprised, angry, proud, sad, afraid) as comfortable or uncomfortable. (CASEL.SE.1)				X		
	I can share feelings through speaking, writing or drawing. (CASEL.SE.1)				X		
	I can identify, demonstrate and apply calming down strategies. (CASEL.SE.1)				X		
	I can recognize the difference between big problems and small problems and appropriate reactions to these problems. (CASEL.SE.1)				X		

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	I can describe situations that make me feel confident and situations that I feel uncertain. (CASEL.SE.2)				X		
	I can identify problems and generate solutions to problems. (CASEL.DM.2)			X			
	I can recognize there are multiple solutions to problems. (CASEL.DM.2)			X			

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	I can identify the parts of my body that are private (those parts covered by a swimsuit.) (AP.2.CC.1)		X				RC-2a2
Insects go through stages of life. (LC)	I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC.1)		X				RC-2a2
Demonstrate awareness that their bodies are their own private property. (AP/I)	I can demonstrate awareness that my body is my own private property. (PS.2.CC.1)	X					RC-2f
	I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3)	X					RC-2f
	I can identify parents and other trusted adults to ask questions or tell about uncomfortable situations [including abuse (" good touch, bad touch ")- (appropriate and inappropriate touch), (" good touch, bad touch ") bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2)	X					RC-2f
Identify choices that they make and resulting consequences. (AP/I)	I can describe how to respond to a situation that makes me feel uncomfortable [abuse (" good touch, bad touch ") (" appropriate and inappropriate touch "), bullying and teasing].(PS.2.IC.1) (PS.2.IC.2)	X					RC-2f

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Identify how to deal with a situation involving bad touch using the terminology "No," get away, and tell someone. (AP/I)	I can describe how to respond to an uncomfortable situation including bad touch using the terminology "NO", get away, and tell someone. (PS.2.SM.1)	X					RC-2f
Describe different family structures. (R)	I can describe different family structures and how they work together. (HR.2.CC.1)					X	RC-2c
	I can describe characteristics of a good friend. (HR.2.CC.2)					X	RC-2c
Describe different family structures. (R)	I can identify ways to show respect for families that are different than my own. (HR.2.IC.1)					X	RC-2c
	I can describe ways to express my feelings with respect and kindness. (HR.2.IC.2)					X	RC-2c
	I can identify how people interpret a similar situation. (CASEL.R.1)					X	
	I can identify, demonstrate and apply active listening strategies. (CASEL.R.1)					X	
	I can identify ways to work and play well with others. (CASEL.R.3)					X	
	I can demonstrate welcoming and inviting behaviors in a group setting. (CASEL.R.3)					X	
	I can identify how I can accept responsibility for my actions and how to repair a relationship. (CASEL.R.3)					X	

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	I can recognize varying methods of resolving conflicts. (CASEL.R.4)					X	
	I can distinguish between normal conflict and bullying. (CASEL.R.4)					X	
	I can recognize how misunderstandings can lead to conflict (rumors). (CASEL.R.4)					X	
	I can recognize an assertive posture and tone of voice and use it when I want someone to stop. (CASEL.R.4)					X	
Demonstrate respect for the similarities and differences of other individuals, i.e. interests, likes and dislikes, physical characteristics, talents, feelings, place within the family, and other aspects of their individuality. (SE)	I can identify what makes me unique and compare my interests to others. (ID.2.CC.1)				X		RC-2c
	I can identify the ways in which others influence my like and dislikes. (ID.2. INF.1)				X		RC-2c
Describe how each person contributes to the community. (SE)					X		
	I can identify and describe emotions and physical responses. (CASEL.SE.1)				X		
	I can recognize the emotions of others through facial expressions and body language. (CASEL.SE.1)				X		
	I can identify, demonstrate and apply calming down strategies. (CASEL.SE.1)				X		

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	I can recognize that feelings change throughout the day. (CASEL.SE.1)				X		
	I can describe the difference between big problems and small problems and what appropriate reactions would be to these problems. (CASEL.SE.1)				X		
	I can describe situations that make me feel confident and situations that I feel uncertain. (CASEL.SE.2)				X		
	I can identify various helpers in the school community. (CASEL.SE.2)				X		
	I can identify personal behaviors that are dangerous (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don't know.) (CASEL.DM.1)			X			
	I can explain how rules help keep people safe (family, school, community). (CASEL.DM.1)			X			
	I can demonstrate how my body should feel and look before I solve a problem. (CASEL.DM.2)			X			
	I can identify and apply problem solving steps to handle difficult or uncomfortable situations. (CASEL.DM.2)			X			

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	I can identify multiple solutions to a problem and determine the most reasonable solution to solve a specific problem. (CASEL.DM.2)			x			

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Identify basic human body parts (penis, vagina, breast, scrotum, testicles, urethra, anus) and appropriate use of these terms. (LC)	I can identify basic human body parts, including male and female anatomy and expected use of these names. (AP. 2.CC.1)		X				RC-2a2
Identify basic human body systems (excluding reproductive system) and their functions. (LC)	I can identify basic human body systems (excluding reproductive system) and their functions. (AP.2.CC. 1)		X				RC-2a2
	I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC. 1)		X				RC-2a2
	I can demonstrate awareness that my body is my own private property. (PS.2.CC.1)	X					RC-2f
Describe how to deal with a situation involving harassment. (AP/I)	I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC. 2) (PS.2.CC.3)	X					RC-2f
Explain the interdependence between parent and child. (AP/I)	I can identify parents and other trusted adults to ask questions or tell about uncomfortable situations [including abuse ("good-touch, bad touch") (appropriate and inappropriate touch) good touch, bad touch , bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2)	X					RC-2f

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

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	I can identify, demonstrate and apply active listening strategies. (CASEL.R.1)					X	
	I can identify ways to show compassion for others. (CASEL.R.3)					X	
	I can recognize attributes of cooperative behavior in a group setting. (CASEL.R.3)					X	
	I can explain how to accept responsibility for my actions and how to repair a relationship. (CASEL.R.3)					X	
	I can explain how resolving a conflict with a friend could strengthen the friendship. (CASEL.R.4)					X	
	I can distinguish between normal conflict and bullying. (CASEL.R.4)					X	
	I can reconginze how misunderstandings can lead to conflict (rumors, false accusations). (CASEL.R.4)					X	
	I can demonstate an assertive posture and tone of voice and use it when I want someone to stop. (CASEL.R.4)					X	

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	I can identify ways to show respect for individuals' similarities and differences that make them unique.(ID.2.CC.1)				X		RC-2c
	I can explain the ways in in which others influence my likes and dislikes. (ID. 2.INF.1)				X		RC-2c
Identify examples of interest and choices that people have. (SE)					X		
Identify role options available to men and women in their work and personal lives. (SE)					X		
	I can describe situations that trigger emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). (CASEL. SE.1)				X		
	I can recognize the emotions of others using physical, verbal and situational clues. (CASEL.SE.1)				X		
	I can identify, demonstrate and apply calming down strategies. (CASEL.SE.1)				X		
	I can recognize mood changes and factors that contribute to them. (CASEL.SE.1)				X		

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	I can distinguish among intensity levels of an emotion when faced with different problems. (CASEL.SE.1)				X		
	I can describe the personal qualities that successful learners demonstrate. (CASEL.SE.2)				X		
	I can identify the qualities of positive role models. (CASEL.SE.2)				X		
Identify criteria for making a decision. (DM)	I can identify criteria for making a decision. (DM)			X			RC-2a7
Demonstrate an acceptance of responsibility for their own behavior. (DM)	I can demonstrate an acceptance of responsibility for their own behavior. (DM)			X			RC-2a7
Identify the impact of emotions on responsible decision making. (DM)	I can identify the impact of emotions on responsible decision making. (DM)			X			RC-2a7
	I can identify my body's physical sensations and emotions that indicate a threat or danger. (CASEL.DM.1)			X			
	I can explain how rules help keep people safe (family, school, community). (CASEL.DM.1)			X			

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	I can identify how strategies, like self-talk or belly-breathing, can help me communicate calmly and effectively when I need to solve a problem. (CASEL.DM.2)			X			
	I can identify and apply problem solving steps to handle difficult or uncomfortable situations. (CASEL.DM.2)			X			
	I can generate multiple solutions to a problem and determine the most reasonable solution to solve a specific problem. (CASEL.DM.2)			X			

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	I can identify male and female anatomy. (AP.5.CC.1)		X				RC-2a2
Observe life cycles of plants and animals. (LC)	I can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (PR.5.CC.1) CC: (3-LS1-1)		X				RC-2a2
	I can identify ways my body will change during puberty. (PD.5.CC.1)		X				RC-2a2
	I can identify that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)		X				RC-2a2
	I can identify the media messages and the influence of the messages on body image. (PD.5.INF.1) <i>I can identify the influence of messages from media, family, friends, society and culture that affect ideas about relationships, self-esteem, and body image. (PD.5.INF.1)</i>		X				RC-2a9
	I can identify accurate and medically reliable sources of information about puberty and hygiene (hair, skin, nails, sweat, body odor). (PD.5.AI.1)		X				LD

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	I can identify parents or trusted adults that can answer questions related to puberty. (PD.5.AI.2)		X				LD
	I can identify ways to take care of my physical, emotional, and social needs during puberty (hygiene, friendships, family support system, etc.). (PD.5.SM.1)		X				RC-2a2, RC-2a7
	I can define teasing and bullying and why they are wrong (including cyberbullying). (PS.5.CC.1)	X					RC-2f
	I can explain why people tease or bully others. (PS.5.INF.1)	X					RC-2f
Demonstrate how to communicate abusive and harassing situations to appropriate adults. (AP/I)	I can identify parents and other trusted adults in my life. (PS.5.AI.1) (PS.5.AI.2)	X					RC-2c
Develop an awareness of the feelings of others. (AP/I)	I can identify ways to communicate about how I or someone else is being treated. (PS.5.IC.1)	X					RC-2f
	I can identify refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)	X					RC-2f
	I can identify effective ways to respond if I or someone else is being teased or bullied. (PS.5.SM.1)	X					RC-2f

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	I can identify ways to persuade others to take action when someone is being teased or bullied. (PS.5.ADV.1)	X					RC-2f
	I can describe characteristics of a healthy friendship. (HR.5.CC.1)					X	RC-2c
	<i>I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)</i>					X	RC-2a7
Identify the characteristics of a positive role model. (R)	I can describe how to be a positive friend to others. (HR.5.INF.1)					X	RC-2c
	<i>I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)</i>					X	RC-2c
Demonstrate how to communicate abusive and harassing situations to appropriate adults. (R)	I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)					X	RC-2c
	I can identify ways to treat others with dignity and respect. (HR.5.SM.1)					X	RC-2c
	<i>I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)</i>					X	RC-2a7
	I can describe how people interpret a similar situation and value their perspective. (CASEL.R.1)					X	

Third Grade HG&D Strands and Current Outcomes	Third Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended that instruction for males and females be taught apart for grades 3-8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify, demonstrate and apply active listening strategies to show care and concern to others. (CASEL.R.1)					X	
	I can identify ways to show compassion for others and appreciation for another persons well-being. (CASEL.R.3)					X	
	I can identify attributes of cooperative behavior in a group setting. (CASEL.R.3)					X	
	I can describe how to accept responsibility for my actions and how to repair a relationship. (CASEL.R.3)					X	
	I can explain why resolving conflicts are important for repair of relationships. (CASEL.R.4)					X	
	I can distinguish between normal conflict and bullying. (CASEL.R.4)					X	
	I can identify assertive, passive, and aggressive conflict resolution behaviors. (CASEL.R.4)					X	
	I can identify ways to treat others with dignity and respect. (ID.5.SM.1)				X		RC-2c

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	I can identify ways that people can work together to show dignity and respect for all people. (ID. 5.ADV.1)				X		RC-2c
Describe changes in their interests, likes and dislikes, physical characteristics, talents and feelings. (SE)					X		
	I can identify physical clues that can help me label my own feelings. (CASEL.SE.1)				X		
	I can identify the emotions of others using physical, verbal and situational clues. (CASEL.SE.1)				X		
	I can identify, demonstrate and apply calming down strategies during upsetting or stressful situations. (CASEL.SE.1)				X		
	I can identify, demonstrate and apply strategies for expressing various emotions. (CASEL.SE.1)				X		
	I can demonstrate an awareness of how my behavior and reactions affect the emotions of others. (CASEL.SE.1)				X		

Third Grade HG&D Strands and Current Outcomes	Third Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended that instruction for males and females be taught apart for grades 3-8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify ways my personal strengths contribute to my communities. (CASEL.SE.2)				X		
	I can describe how family and peers can support each other. (CASEL.SE.2)				X		
Identify their responsibility in a small group situation. (DM)	<i>I can identify my responsibility in a small group situation. (DM)</i>			X			RC-2c
Desmontrate wise use of daily time. (DM)				X			
	I can respond appropriately to my body's physical sensations that indicate a threat or a danger. (CASEL.DM.1)			X			
	I can explain how rules help keep people safe (family, school, community). (CASEL.DM.1)			X			
	I can evaluate how others influence my decisions (e. g., family, church, team, club membership). (CASEL.DM.1)			X			
	I can identify and apply strategies I can use to help me communicate calmly and effectively when I need to solve a problem. (CASEL.DM.2)			X			

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	I can demonstrate and apply problem solving steps when faced with difficult or uncomfortable situations. (CASEL.DM.2)			X			
	I can generate multiple solutions to a problem and determine the most reasonable solution to solve a specific problem. (CASEL.DM.2)			X			

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Develop an awareness of human function and structure of the body. (LC)	I can identify my anatomy and reproductive system. (AP.5.CC.1)		X				RC-2a2
Identify the initial changes that occur in puberty. (LC)	I can identify the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1)		X				RC-2a2
	I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)		X				RC-2a2
	I can identify that puberty prepares the body for potential reproduction. (PAD.5.CC.3)		X				RC-2a2
	I can identify the influence of messages from media, family, friends, society and culture that affect ideas about <i>relationships, self-esteem, and</i> body image. (PD.5.INF.1)		X				RC-2a9
	I can explain how to determine accurate and medically reliable sources of information about puberty and hygiene. (PD.5.AI.1)		X				LD
	I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)		X				LD

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	I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1)		X				RC-2a2, RC-2a7
Review the concept of abuse including good and bad touching. Recognize and identify abusive, coercive, manipulative or harassing situations. (AP/I)	I can recognize and define teasing, types of abuse (coercive, manipulative, physical) , harassment, and bullying and explain why they are wrong. (PS.5.CC.1)	X					RC-2f
Review the concepts that abuse is not their fault. (AP/I)	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2f
	I can explain why people tease, harass, or bully others. (PS.5.INF.1)	X					RC-2f
	I can identify parents and trusted adults that I can tell if I am being teased, abused, harassed, or bullied. (PS.5.AI.1)	X					RC-2f
	I can explain ways to communicate about how I or someone else is being treated. (PS.5.IC.1)	X					RC-2f
	I can explain various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)	X					RC-2f
Learn appropriate strategies for abusive, coercive, manipulative or harassing situations. (AP/I)	I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1)	X					RC-2f

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	I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1)	X					RC-2f
Describe the qualities they look for in a friend. (R)	I can identify characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1)					X	RC-2c
	<i>I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)</i>					X	RC-2a7, RC-2c
Identify positive and negative characteristics of role models. (R)	I can compare positive and negative friend/peer relationships. (HR.5.INF.1)					X	RC-2c
	I can explain how I can be a positive friend to others. (HR.5.INF.1)					X	RC-2c
	<i>I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)</i>					X	RC-2a7, RC-2c
	I can identify parents and other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)					X	RC-2c
Identify behaviors and communication strategies that maintain positive relationships. (R)	I can identify behaviors and communication strategies that maintain positive relationships. (HR.5.IC.1)					X	RC-2a7, RC-2c

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	I can explain ways to treat others with dignity and respect. (HR.5.SM.1)					X	RC-2c
	<i>I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)</i>					X	RC-2a7
	I can understand different perspectives and identify prosocial responses in which perspectives could cause conflict. (CASEL.R.1)					X	
	I can identify, demonstrate and apply active listening strategies to show care and concern to others. (CASEL.R.1)					X	
	I can identify and communicate compassion for others. (CASEL.R.3)					X	
	I can evaluate attributes of cooperative behavior in a group setting. (CASEL.R.3)					X	
	I can describe how to accept responsibility for my actions and how to repair a relationship. (CASEL.R.3)					X	
	I can distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure. (CASEL.R.3)					X	

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	I can identify how resolving conflicts could improve one's perspective and understanding on an issue or situation. (CASEL.R.4)					X	
	I can distinguish between normal conflict and bullying. (CASEL.R.4)					X	
	I can identify passive, aggressive, and assertive responses and determine appropriate times to use for conflict resolutions. (CASEL.R.4)					X	
	I can explain ways to treat others with dignity and respect. (ID.5.SM.1)				X		RC-2c
	I can explain ways that people can work together to show dignity and respect for all people. (ID.5.ADV.1)				X		RC-2c
	I can describe what triggers strong emotions and what happens in my brain and body when I experience strong emotions. (CASEL.SE.1)				X		
	I can describe the emotions of others using physical, verbal and situational clues. (CASEL.SE.1)				X		

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	I can identify, demonstrate and apply calming down strategies during upsetting or stressful situations. (CASEL.SE.1)				X		
	I can identify and demonstrate appropriate strategies to reduce stress and manage stressful situations. (CASEL.SE.1)				X		
	I can demonstrate an awareness of how my behavior and reactions affect the emotions of others. (CASEL.SE.1)				X		
	I can explain how I can use my personal strengths to contribute to my communities. (CASEL.SE.2)				X		
	I can recognize the effort my family, other adults and peers have made to support your success in school. (CASEL.SE.2)				X		
Demonstrate a wise use of time management skills including goal setting and attainment. (DM)	I can demonstrate a wise use of time management skills including goal setting and attainment. (DM-LD)			X			RC-2a7
	I can explain how rules help keep people safe (family, school, community). (CASEL.DM.1)			X			

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	I can describe how differing points of view can affect my decisions. (CASEL.DM.1)			X			
	I can create a plan to carry out a solution to a problem. (CASEL.DM.2)			X			
	I can demonstrate and apply problem-solving steps to handle conflict, peer pressure, and uncomfortable situations. (CASEL.DM.2)			X			
	I evaluate solutions to a problem and determine what solution is the most reasonable solution to a specific problem. (CASEL.DM.2)			X			

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Identify human reproductive anatomy and its function. (LC)	I can identify my anatomy, reproductive system, and their functions. (AP.5.CC.1)		X				RC-2a2
	I can identify accurate and medically reliable sources to gain more information about my anatomy. (AP.5.AI.1)		X				RC-2a2
	I can identify the medical terminology related to the process of human reproduction (egg, sperm, fertilization, etc.). (PR.5.CC.1)		X				RC-2a2
Describe social, emotional and physical implications of puberty. (LC)	I can explain the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1)		X				RC-2a2
Recognize that human growth and development occurs at different rates. (LC)	I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)		X				RC-2a2
	I can explain that puberty occurs to prepare the body for potential reproduction. (PAD.5.CC.3)		X				RC-2a2
	I can describe how the messages (media, family, friends, society, culture) impact our ideas about <i>relationships, self-esteem and</i> body image. (PD.5.INF.1)		X				RC-2a9

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	I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)		X				LD
Identify and explain the importance of taking care of his/her own physical, emotional and social needs. (LC)	I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1)		X				RC-2a2, RC-2a7
Identify abusive, coercive and harassing situations. (AP/I)	I can define teasing, <i>types of abuse (coercive, manipulative, physical)</i> , harassment, and bullying and explain why they are wrong.(PS.5.CC.1)	X					RC-2f
	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2f
	I can explain why people tease, harass, or bully others. (PS.5.INF.1)	X					RC-2f
	I can identify <i>parents and</i> trusted adults that I can tell if I am being teased, harassed, or bullied. (PS.5.AI.1)	X					RC-2f
	I can demonstrate ways to communicate about how I or someone else is being treated. (PS.5.IC.1)	X					RC-2f
	I can demonstrate various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)	X					RC-2f

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Identify appropriate protective and coping strategies to deal with abusive, coercive and harassing situations. (AP/I)	I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1)	X					RC-2f
	I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1)	X					RC-2f
	I can describe characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1)					X	RC-2c
	<i>I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)</i>					X	RC-2a7
	I can compare positive and negative ways a peer/friend can influence a relationship. (HR.5.INF.1)					X	RC-2c
	I can describe how I can make good decisions even when I feel influenced by a friend/peer. (HR.5.INF.1)					X	RC-2a7, RC-2c
	<i>I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)</i>					X	RC-2a7, RC-2c

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	I can identify parents and other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)					X	RC-2c
Demonstrate effective communication with peer groups and adults at school. (R)	I can explain ways to effectively communicate my opinions and ideas in order to maintain positive relationships. (HR.5.IC.1)					X	RC-2a7, RC-2c
	<i>I can identify and express boundaries in relationships, including social media. (HR.8.IC.2)</i>					X	RC-2a7, RC-2c
	I can explain ways that I can advocate to show dignity and respect for others. (HR.5.SM.1) (<i>ID.5.SM.1</i>)				X	X	RC-2a7, RC-2c
	<i>I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)</i>					X	RC-2a7
	I can demonstrate the ability to take on someone else's perspective. (CASEL.R.1)					X	
	I can identify, demonstrate and apply active listening strategies to show care and concern to others. (CASEL.R.1)					X	
	I can describe ways to show compassion and empathy for others. (CASEL.R.3)					X	

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	I can evaluate the impact of my actions on my relationships. (CASEL.R.3)					X	
	I can evaluate how resolving conflicts could improve one's perspective and understanding on an issue or situation. (CASEL.R.4)					X	
	I can distinguish between normal conflict and bullying. (CASEL.R.4)					X	
Set and attain a realistic, measurable goal. (DM)	<i>I can set and attain a realistic, measurable goal. (DM)-LD</i>			X			RC-2a7
Identify the necessary steps to the decision-making process. (DM)	<i>I can identify the necessary steps to the decision-making process. (DM-LD)</i>			X			RC-2a7
	I can explain how rules help keep people safe (family, school, community). (CASEL.DM.1)			X			
	I can evaluate different perspectives and how they can affect my decisions. (CASEL.DM.1)			X			
	I can explain the purpose and importance of making a plan to carry out a solution to a problem. (CASEL.DM.2)			X			

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	I can demonstrate and apply problem-solving steps to handle conflict, peer pressure, uncomfortable situations, and confrontational situations. (CASEL.DM.2)			X			
	I can generate safe and respectful solutions to a problem and determine an appropriate solution to a problem. (CASEL.DM.2)			X			
Recognize how social, peer, and media influences can affect one's body image. (SE)					X		
	I can describe what triggers strong emotions and what happens in my brain and body when I experience strong emotions. (CASEL.SE.1)				X		
	I can identify, demonstrate and apply calming down strategies during upsetting or stressful situations. (CASEL.SE.1)				X		
	I can identify, demonstrate and apply appropriate strategies to reduce stress and manage stressful situations. (CASEL.SE.1)				X		

Fifth HG&D Strands and Current Outcomes	Fifth HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended that instruction for males and females be taught apart for grades 3-8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can determine the possible consequences before expressing an emotion to others. (CASEL.SE.1)				X		
	I can identify my personal strengths and how they affect the choices and decisions I make. (CASEL.SE.2)				X		
	I can analyze the effort my family, other adults and peers have made to support your success in school. (CASEL.SE.2)				X		

Sixth Grade HG&D Strands and Current Outcomes	Sixth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Describe the anatomy and function of the male and female reproductive system. (LC)	I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)		X				RC-2a2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		X				RC-2a2
	I can identify that sexual intercourse can lead to human reproduction. (PR.8.CC.1)		X				
	I can explain that sexual abstinence is the the only certain way to prevent pregnancy. (PR.8.CC.2)		X				
	I can identify trusted adults and/or medically-accurate resources to answer questions about pregnancy prevention and reproductive health care. (PR.8.AI.1)		X				
Describe physical, emotional, and social changes of puberty. (LC)	I can describe the physical, social and emotional changes of adolescence. (PD.8.CC.1)		X				RC-2a2
Differentiate between healthy and unhealthy self-image. (SE)	I can analyze how friends and families can influence my self-concept and body image. (PD.8.INF.1)		X				RC-2a9
	I can identify medically-accurate sources of information about puberty and adolescent development. (PD.8.INF.1)		X				RC-2a2
Describe skills to deal with issues of acceptance. (DM)	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)			X			RC-2a7, RC-2c

Sixth Grade HG&D Strands and Current Outcomes	Sixth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Demonstrate strategies for dealing with abusive, coercive, manipulative, and harassing behavior (adult to child and student to student). (AP/I)	I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1)	X					RC-2f
	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2f
Demonstrate effective and assertive communication techniques and self-advocacy skills (e.g. as it pertains to various types of harassment, or bullying (student-to-student and how to seek help). (R)	I can identify trusted adults that I can go to if I know someone who is being teased, bullied, harassed, or abused. (PS.8.AI.1)	X					RC-2f
	I can describe how to treat others with dignity and respect and how to respond when someone is being bullied or harassed. (PS.8.SM.1) (PS.8.SM.2)	X					RC-2f
Recognize high risk situations and use strategies to respond in a healthy way. (DM)	I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1)					X	RC-2c
	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					X	RC-2a7
Identify characteristics of positive and negative peer relationships. (R)	I can analyze the ways in which friends and family can influence relationships. (HR.8.INF.1)					X	RC-2c
	I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)					X	RC-2c
	I can identify and express boundaries in relationships, including social media. (HR.8.IC.2)					X	RC-2c

Sixth Grade HG&D Strands and Current Outcomes	Sixth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)					X	RC-2a7
	I can communicate respectfully with all people. (ID.8.ADV.1)				X		RC-2a7, RC-2c
Exhibit self-control and self-discipline through understanding and monitoring their own thoughts, behavior and emotions. (SE)	I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)				X		RC-2a7, RC-2c
	I can identify my body's physical responses to strong emotions and evaluate ways to deal with them. (CASEL.SE.1)				X		
Describe the process of human conception and birth. (LC)			X				
Implement the steps of a decision-making model; identify a problem exists; brainstorm ideas for resolution; weigh pros and cons of each proposed resolution; implement and evaluate the choice made. (DM)				X			
	I can apply a decision making model to deal responsibly with daily academic and social situations. (CASEL.DM.2)			X			
	I can demonstrate problem-solving steps to handle conflict, peer pressure, uncomfortable situations, and confrontational situations. (CASEL.DM.2)			X			

Sixth Grade HG&D Strands and Current Outcomes	Sixth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify behaviors associated with an unhealthy self-image (anorexia, bulimia, self-harm) in contrast to health self-image (body weight). (R)						X	
Develop the ability to resolve conflicts with others (negotiation and refusal). (R)						X	
Analyze the impact of peer pressure on an individual and group. (R)						X	
Identify the concepts of friendships and dating. (R)						X	
	I can identify the feelings and perspective of others during group discussions. (CASEL.R.1)					X	
	I can identify, demonstrate and apply active listening strategies to show care and concern to others. (CASEL.R.1)					X	
	I can describe ways to accept and offer constructive criticism. (CASEL.R.3)					X	
	I can identify ways to resolve interpersonal conflicts in constructive ways. (CASEL.R.4)					X	

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)		x				RC-2a2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		x				RC-2a2
	I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1)		x				RC-2a2
	I can explain that sexual abstinence is the the only certain way to prevent pregnancy and sexually transmitted infections . (PR.8.CC.2)		x				RC-2a5, RQ-2mc, RQ-2md
	I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1)		x				RQ-2md, RQ-2me, RQ-2mh
	I can identify trusted adults and/or medically accurate resources to answer questions about pregnancy prevention and reproductive health care. (PR.8.AI.1)		x	x			RC-2a1
Describe physical, emotional, and social changes of puberty. (LC)	I can describe the physical, social, cognitive and emotional changes of adolescence. (PD.8.CC.1)		x				RC-2a2
	I can analyze how media society and culture can influence my self-concept and body image. (PD.8.INF.1)		x				RC-2a9

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify medically-accurate sources of information about puberty, adolescent development and human growth and development. (PD.8.INF.1)		x				RC-2a2
	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)			x			RC-2a7, RC-2c
Identify harassing situations and demonstrate strategies to deal with them. (AP/I)	I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1)	x					RC-2f
Identify sources of assistance if physically, verbally, emotionally, or sexually abused. Reinforce that abuse is not the child's fault. (AP/I)	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	x					RC-2f
	I can identify trusted adults that I can go to if I know someone who is being teased, bullied, harassed, or abused. (PS.8.AI.1)	x					RC-2f
	I can describe how to treat others with dignity and respect and how to respond when someone is being bullied or harassed. (PS.8.SM.1) (PS.8.SM.2)	x					RC-2f
Explain that sexual activity by or with minors is illegal. (AP/I)	I can explain that sexual activity by or with minors is illegal. (AP/I)	x					RQ-2mg
Explain the transmission and prevention of STI's and their health consequences. (LC)	I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1)		x				RC-2a11, RQ-2mi
	I can identify risks associated with sexual behavior. (SH.8.CC.2)		x				RC-2a5, RQ-2md
	I can explain medically-accurate information about STI's. (SH.8.AI.1)		x				RC-2a11, RQ-2mi

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1)					x	RC-2c
	I can describe the potential impacts of power differences such as age, status, or position within relationships. (H.R.8.CC.2)					x	RC-2c
Identify the criteria for acceptable dating behavior. (SE)	I can analyze the similarities and differences between friendships and romantic relationships. (HR.8.CC3)					x	RC-2c
	I can identify age appropriate social interactions and behaviors between male and female peers. (HR.8.CC.4)					x	RC-2a7, RC-2c
Recognize harmful situations that can occur including those associated with the use of technology (e.g. chat rooms, instant messenger). (AP/I)	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					x	RC-2a7
	I can analyze the ways in which friends, family, media, society, and culture can influence relationships. (HR.8.INF.1)					X	RC-2a9
	I can identify positive and negative impacts of technology on friendships and relationships. (HR.8.INF.2)					X	RC-2c
	I can develop a plan to stay safe, legal and respectful when using social media. (HR.8.GS.1)					X	RC-2a7
	I can explain the criteria for evaluating the health of a relationship. (HR.8.SM.1)					X	RC-2c

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can describe strategies to use social-media technology safely, legally and respectfully. (HR.8. SM.2)					X	RC-2a7, RQ-2mh
	I can describe stereotyping and its negative impact on others. (CASEL.R.1)					X	
	I can evaluate ways I accept and offer constructive criticism. (CASEL.R.2)					X	
	I can evaluate appropriate resolutions to interpersonal conflicts. (CASEL.R.3)					X	
	I can communicate respectfully with all people. (ID.8.ADV.1)				X		RC-2a7, RC-2c
	I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)				X		RC-2a7, RC-2c
Define and give examples of delayed gratification. (DM)	I can define and give examples of delayed gratification. (DM-LD)			X			RC-2a7
Identify the relationships among decision making, self-control, and delayed gratification with examples. (DM)				X			
	I can apply a decision making model to deal responsibly with daily academic and social situations. (CASEL.DM.2)			X			
Identify positive self-talk techniques and skills and explain benefits of positive self-talk (as relates to self-esteem-confidence) (SE)	I can identify positive self-talk techniques and skills and explain benefits of positive self-talk (as relates to self-esteem-confidence) (SE-LD)				X		RC-2c

Seventh Grade HG&D Strands and Current Outcomes	Seventh Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Recommended that instruction for males and females be taught apart for grades 3-8.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Explain how a positive attitude builds and maintain self-esteem and confidence. (SE)					X		
Explain how self-talk influences the development of a healthy or unhealthy self-image. (SE)					X		
Explain how negative self-talk leads to destructive behaviors (e.g. bulimia, anorexia, self-mutilation, sexual high risk behaviors). (SE)					X		
	I can describe my body's physical responses to strong emotions and evaluate ways to deal with them. (CASEL.SE.1)				X		
	I can identify the size of my problem and keep have positive thoughts when faced with challenging situations. (CASEL.SE.1)				X		
Define physical, verbal, emotional, and sexual abuse and the defining characteristics of each. (AP/I)		X					

Eighth Grade HG&D Strands and Current Outcomes	Eighth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended that instruction for males and females be taught apart for grades 3-8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Explain that sexual activity by or with minors is illegal. (AP/I)	I can explain that sexual activity by or with minors is illegal. (AP/I)	X					RQ-2mg
Describe the anatomy and function of the male and female reproductive system. (LC)	I can describe male and female reproductive systems and their functions. (AP.8.CC.1)		X				RC-2a2
	I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)		X				RC-2a2
	I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1)		X				RC-2a2
Identify the physical, social, and emotional benefits and challenges of abstinence for both males and females. Identify the ramifications of teen sexual activity and teen pregnancy for both male and females. (LC)	I can explain that sexual abstinence is the the only certain way to prevent pregnancy and <i>sexually transmitted infections</i> . (PR.8.CC.2)		X				RC-2a5, RQ-2mc, RQ-2md
	I can identify trusted adults and/or medically accurate resources to answer questions about reproductive health. (PR.8.AI.1)		X				RC-2a1
Outline the general stages of fetal development from conception to birth and the birth process. (LC)	I can outline stages of fetal development from conception to birth and the birth process (PR.8.CC.5, PR.AI.1)		X				RC-2a2, RQ-2mf
	I can identify the consequences, <i>including physical and emotional consequences</i> , of decisions regarding sexual health. (PR.8.DM.1)		X	X			RQ-2md, RQ-2me, RQ-2mh
	I can describe the physical changes of adolescence. (PD.8.CC.1)		X				RC-2a2

Eighth Grade HG&D Strands and Current Outcomes	Eighth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended that instruction for males and females be taught apart for grades 3-8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify medically-accurate sources of information about puberty, adolescent development and sexuality. (PD.8.INF.1)		X				RC-2a2
	I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)		X				RC-2a7, RC-2c
Identify the physical, social, emotional ramifications of STI's. (LC)	I can define sexually transmitted infection (STI's), <i>their prevention</i> and their transmission. (SH.8.CC.1)		X				RC-2a11, RQ-2mi
	I can identify risks associated with sexual behavior. (SH.8.CC.2)		X				RC-2a5, RQ-2md
Identify and understand HIV/AIDs, its transmission and disease progression, and its emotional and social impact on the individual and society. (LC)	I can describe the signs, symptoms and potential impact of STI's and HIV. (SH.8.CC.3)		X				RC-2a5, RQ-2mi
	I can understand the impact of alcohol and drugs on sexual decision-making. (SH.8.INF.1)		X				RC-2a8
	I can explain medically-accurate information about STI's. (SH.8.AI.1)		X				RC-2a11, RQ-2mi
	<i>I can describe strategies to use social-media technology safely, legally and respectfully. (HR.8.SM.2)</i>					X	RC-2a7
	I can identify negative depictions of differences among people. (CASEL.R.2)					X	

Eighth Grade HG&D Strands and Current Outcomes	Eighth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended that instruction for males and females be taught apart for grades 3-8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can describe how a lack of understanding of social and cultural differences can contribute to intolerance and evaluate ways of overcoming a lack of understanding of those differences. (CASEL.R.2)					X	
	<i>I can identify the relationships among decision making, self-control, and delayed gratification with examples. (DM-LD)</i>			X			RC-2a7
	<i>I can describe factors of sexual stereotyping and discrimination toward others. (ID.8.IC.1)</i>				X		RC-2c
	<i>I can identify positive self-talk techniques and skills and explain benefits of positive self-talk (as relates to self-esteem-confidence) (SE-LD)</i>				X		RC-2c
	<i>I can explain how a positive attitude builds and maintain self-esteem and confidence. (SE-LD)</i>				X		RC-2c
	<i>I can explain how self-talk influences the development of a healthy or unhealthy self-image. (SE-LD)</i>				X		RC-2c
	<i>I can explain how negative self-talk can lead to destructive behaviors (e.g. bulimia, anorexia, self-mutilation, sexual high risk behaviors, drug use, alcohol use). (SE)</i>				X		RC-2c, RC-2a8
	I can identify my body's physical and emotional reactions to strong emotions, upsetting situations or stress and evaluate ways to deal with them. (CASEL.SE.1)				X		

Eighth Grade HG&D Strands and Current Outcomes	Eighth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. <i>Recommended that instruction for males and females be taught apart for grades 3-8.</i>	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify strategies to motivate myself to greater performance through changing how I think and react to challenging situations. (CASEL.SE.1)				X		
Identify means of pregnancy and STI prevention, including abstinence. Identify why abstinence is your only responsible choice. (LC)			X				

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Review the anatomy and function of the male and female reproductive system.	I can identify and describe the major parts and functions of male and female reproductive systems. (AP.12.CC.1)		X					RC-2a2
	I can identify health screenings and habits for keeping sexual and reproductive organs healthy. (WI.HE.7.4.B2)						X	RC-2a7
	I can explain the different human sexual response cycles and the role of hormonal changes in the body. (AP.12.CC.1)		X					RC-2a2
	I can describe the signs of pregnancy, prenatal practices and the birth process. (PR.12.CC.4) (PR.12.CC.5)		X					RC-2a10, RQ-2mf
Identify the available methods of birth control, including abstinence. (LC)	I can justify abstinence as the safest, most effective method of protection from disease and pregnancy. (PR.12.CC.1, PR.12.DM.1)		X					RC-2a5, RQ- 2mc, RQ-2md
	I can compare and contrast different methods of contraception and their effectiveness in preventing pregnancy and sexually transmitted infections. (PR.12.CC.1, PR.12.DM.1)		X					RC-2a7, RQ-2md
	I can identify the physical and emotional consequences of decisions when choosing abstinence, protected sexual intercourse, and/or unprotected sexual intercourse. (PR.12.DM.1)		X					RC-2a5, RQ- 2md, RQ-2me

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify the various STD's including HIV, HbV and HPV. (LC)	I can identify the symptoms and treatment of STI's. (SH.12.CC.1)		X					RC-2a11, RQ-2mi
Identify the differences in treatment, whether the STD's are curable or treatable. (LC)	I can explain how to access local STI testing and treatment. (SH.12.A1.1)		X					RC-2A11, RQ-2mi
	I can analyze factors that influence condom use and other safer sex decisions (SH.12.INF.1)		X					RC-2a7
	I can evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STI's, including HIV (SH.12.CC.2)		X					RC-2a11, RQ-2md
Identify and describe the components of assertive communication and refusal skills as related to sexual responsibility. (R)	I can demonstrate- describe skills to communicate with a partner about prevention of STI's. (SH.12.CC.2) (SH.12.IC.1)		X					RC-2a7, RQ-2mi
Review the general stages of fetal development including birth. (LC)	I can review the general stages of fetal development including birth. (LC-LD)		X					RQ-2mf
Identify the physical, social and emotional benefits and challenges of abstinence and the ramifications of teen sexual activity and teen pregnancy for both males and females. (LC)	I can identify the physical, social and emotional benefits and challenges of abstinence and the ramifications of teen sexual activity and teen pregnancy for both males and females. (LC-LD)		X					RC-2e, RQ-2mc, RQ-2md
Describe the different kinds of relationships and how they develop and change. (R)	I can determine characteristics of a healthy relationships and recognize signs of an unhealthy relationship. (HR.12.CC.1)					X		RC-2c

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can analyze how the media influences one's belief about a healthy sexual relationship. (HR.12.INF.1)					X		RC-2a9
	I can demonstrate effective strategies to avoid or end an unhealthy relationship (HR.12.IC.1)					X		RC-2c
Identify and describe the components of assertive communication and refusal skills as related to sexual responsibility. (R)	I can demonstrate effective ways to communicate personal boundaries and respect boundaries set by others as they relate to intimacy and sexual behavior. (HR.12.IC.2) (HR.12.SM.1) (HR.12.CC.2)					X		RC-2a7, RC-2c
	I can define sexual consent and explain physical and emotional implications for sexual decision making. (HR.12.CC.3)					X		RC-2a7
	I can describe strategies to use social media technology safely, legally and respectfully. (HR.8.SM.2)					X		RC-2a7
Demonstrate strategies to deal with assault. (AP/I)	I can understand the conditions involved in giving and recognizing consent. (HR.12.CC.3)					X		RC-2a7
Identify and describe components of successful marriages and components that lead to risk in marriage. (R)	I can identify and describe socioeconomic and parental components of successful marriages and components that lead to risk in marriage. (R-LD)					X		RQ-2me

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify strategies to prevent assault. (AP/I)	I can compare and contrast bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and understand consequences. (PS.12.CC.1)	X						RC-2f, RQ-2mg, RQ-2mh
Identify resources for victim aftermath. (AP/I)	I can explore the role of social media in shaping views and attitudes toward bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (PS.12.INF.2)	X						RC-2a9
Identify and describe the relationship between self esteem, decision making, and sexual responsibility and sexual orientation.	I can identify ways to seek medical, mental, and legal professionals for help and support. (PS.12.AI.1) (PS.12.IC.1) (PS.12.IC.2)	X						RC-2d
	I can advocate and support a survivor and encourage safe environments. (PS.12.ADV.1)	X						RC-2c
Apply the 5-step process for making decisions to various situations. (DM)	I can apply the 5-step process for making decisions to various situations. (DM-LD)			X				RC-2a7
Identify the personal, societal, legal, and economic ramifications of teen sexual activity and pregnancy. (LC)			X					
Identify the resources and options available in the event of teen pregnancy. (LC)			X					
Distinguish between bacterial, viral parasitic and fungal STD's. (LC)			X					

Tenth Grade HG&D Strands and Current Outcomes	Tenth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	WI Standard for Health Education	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify the ways that STD's can be transmitted and prevented. (LC)			X					
List and describe three types of decisions people often need to deal with. (DM)				X				
Describe the changes that occur in family relationships during the lifespan of the family. (R)						X		
Describe the different kinds of relationships and how they develop and change. (R)						X		
Identify the effects of contracting an STD could have on self, spouse, family, friends and community. (R)						X		
	I can evaluate stereotyping and its effects on the victim and perpetrator. (CASEL.R.2)					X		
	I can analyze my perception of cultural variation. (CASEL.R.2)					X		
	I can describe my body's physical and emotional reactions to strong emotions, upsetting situations or stress and evaluate ways to deal with them. (CASEL.SE.1)				X			
	I can evaluate ways to motivate myself to greater performance through changing how I think and react to challenging situations. (CASEL.SE.1)				X			

	K	1	2	3	4	5	6	7	8	10
(2) Subjects. A school board may provide an instructional program in human growth and development in grades kindergarten to 12. If the school board elects to provide an instructional program under this section, when the school board establishes the curriculum for the instructional program, the school board shall make determinations as to whether and, if so, for what subjects covered in the curriculum the pupils shall be separated by gender. If an instructional program is provided, the following instructional program is recommended:										
(a) Present medically accurate information to pupils and, when age-appropriate, address the following topics:										
1. The importance of communication about sexuality between the pupil and the pupil's parents or guardians.							X	X		
2. Reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation.	X	X	X	X	X	X	X	X	X	X
5. The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent.								X	X	X
7. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.			X	X	X	X	X	X	X	X
8. How alcohol and drug use affect responsible decision making.								X		
9. The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality.				X	X	X	X	X		X
10. Adoption resources, prenatal care, and postnatal supports.										X
11. The nature and treatment of sexually transmitted infections.								X	X	X
(c) Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships.	X	X	X	X	X	X	X	X	X	X

	K	1	2	3	4	5	6	7	8	10
(d) Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.									X	
(e) Address the positive connection between marriage and parenting.									X	
(f) Present information about avoiding stereotyping and bullying, including how to refrain from making inappropriate remarks, avoiding engaging in inappropriate physical or sexual behaviors, and how to recognize, rebuff, and report any unwanted or inappropriate remarks or physical or sexual behaviors.	X	X	X	X	X	X	X	X	X	X
(2m) Required subjects. If a school board provides instruction in any of the areas under sub. (2) (a), the school board shall ensure that instruction conforms to s. 118.13 (1) and that the following is provided, when age appropriate, in the same course and during the same year:										
(c) Presents abstinence from sexual activity as the preferred choice of behavior for unmarried pupils.							X	X	X	
(d) Emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome.							X	X	X	
(e) Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children.							X	X	X	
(f) Explains pregnancy, prenatal development, and childbirth.								X	X	
(g) Explains the criminal penalties under ch. 948 for engaging in sexual activities involving a child.							X	X	X	

	K	1	2	3	4	5	6	7	8	10
(h) Explains the sex offender registration requirements under s. 301.45. Instruction under this paragraph shall include who is required to report under s. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under s. 301.45.							X	X	X	
(i) Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.							X	X	X	