

Kindergarten Outcomes

Current Grade Level Outcomes	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> • Describe good and bad touching. • Identify the parts of their body that are private (those parts covered by a swimsuit). • Identify who is at fault in a situation of abuse (use terminology of abuse including good touch, bad touch). • Animals resemble their parents (growth over time). • Identify a decision and cite examples of decisions they make. • Identify their interests, likes and dislikes, physical characteristics, talents, feelings, place within the family, and other aspects of their individuality. • Demonstrate acceptable and health social skills. • Describe the characteristics of a friend and family. 	<ul style="list-style-type: none"> • I can identify the parts of my body that are private (those parts covered by a swimsuit). (AP.2.CC.1) • I can explain how animals resemble their parents (growth over time). (PR.2.CC.1) • I can describe good and bad touching. (PS.2.CC.1) • I can explain what bullying and teasing are and why it is wrong. (PS.2.CC.2) (PS.2.CC.3) • I can identify trusted adults to tell about uncomfortable situations (including bullying and teasing). (PS.2.AI.1) (PS.2.AI.2) • 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) • 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) • I can describe the characteristics of a good friend. (HR.2.CC.2) • I can identify how to be a good friend and respect others. (HR.2.IC.2) • I can identify what makes me unique. (ID.2.CC.1) • I can explain my likes and dislikes. (ID.2.INF.1)

Kindergarten HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: Kindergarten HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resources: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

K-2 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The kindergarten HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
Students will understand... <ol style="list-style-type: none">1. The medically accurate and reliable information related to human growth and development.2. The physical, social, and emotional changes as they grow and ways to care for themselves.3. The importance of showing and promoting dignity and respect for themselves and others.4. How to respond to an uncomfortable/unsafe situations.5. How to identify trusted adults to promote safety.6. The characteristics of healthy relationships and effective ways to maintain positive relationships.7. The influence of friends, family, peers, and the media as it relates to their growth and development.	<ol style="list-style-type: none">1. Where can I find medically accurate and reliable information about my growth and development?2. What do I need to understand about my growth and development to support my physical, social, and emotional health?3. In what ways do I show respect and dignity for myself and to others?4. How do I keep myself safe in uncomfortable/unsafe situations ?5. How do I identify trusted adults that I can talk to promote my safety and well being?6. What are the characteristics of healthy relationships and effective ways to maintain positive relationships?7. How do family, peers, friends, and media influence my ideas, opinions,

	and behaviors?
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Unit 1: Life Cycles
Topics: <ul style="list-style-type: none"> Anatomy and Physiology Pregnancy and Reproduction
Standards: National Sexuality Standards
<u>Anatomy and Physiology</u> Core Concepts <ul style="list-style-type: none"> Use proper names of body parts, including male and female anatomy (AP.2.CC.1) <u>Pregnancy and Reproduction</u> Core Concepts <ul style="list-style-type: none"> Explain that all living things reproduce (PR.2.CC.1)
Learning Targets:
<u>Anatomy and Physiology</u> Core Concepts <ul style="list-style-type: none"> I can identify the parts of my body that are private (those parts covered by a swimsuit). (AP.2.CC.1) <u>Pregnancy and Reproduction</u> Core Concepts <ul style="list-style-type: none"> I can explain how animals resemble their parents (growth over time). (PR.2.CC.1)
Curricular Connections:

Unit 2: Personal Safety
Topic: <ul style="list-style-type: none"> Personal Safety
Standards: National Sexuality Standards
<u>Personal Safety</u> Core Concepts <ul style="list-style-type: none"> Explain that all people including children have the right to tell others not to touch their body when they do not want to be touched (PS.2.CC.1) Explain what bullying and teasing are (PS.2.CC.2) Explain why bullying and teasing are wrong (PS.2.CC.3) Accessing Information <ul style="list-style-type: none"> Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched (PS.2.AI.1)

<ul style="list-style-type: none"> Identify parents and other trusted adults they can tell if they are being bullied or teased (PS.2.AI.2) <p>Interpersonal Communications</p> <ul style="list-style-type: none"> Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (PS.2.IC.1) Demonstrate how to respond if someone is bullying or teasing them (PS.2.IC.2) <p>Self Management</p> <ul style="list-style-type: none"> Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in way that makes them feel uncomfortable (PS.2.SM.1)
Learning Targets:
<p><u>Personal Safety</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> I can describe good and bad touching. (PS.2.CC.1) I can explain what bullying and teasing are and why it is wrong. (PS.2.CC.2) (PS.2.CC.3) <p>Accessing Information</p> <ul style="list-style-type: none"> I can identify trusted adults to tell about uncomfortable situations (including bullying and teasing). (PS.2.AI.1) (PS.2.AI.2) <p>Interpersonal Communication</p> <ul style="list-style-type: none"> 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) <p>Self Management</p> <ul style="list-style-type: none"> 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)
Curricular Connections:

Unit 3: Relationships
<p>Topic:</p> <ul style="list-style-type: none"> Healthy Relationships
Standards: National Sexuality Standards
<p><u>Healthy Relationships</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> Describe the characteristics of a friend (HR.2.CC.2) <p>Interpersonal Communications</p> <ul style="list-style-type: none"> Identify healthy ways for friends to express feelings to each other (HR.2.IC.2)
Learning Targets:
<p><u>Healthy Relationships</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> I can describe the characteristics of a good friend. (HR.2.CC.2) <p>Interpersonal Communications</p>

- I can identify how to be a good friend and respect others. (HR.2.IC.2)

Curricular Connections:

Unit 4: Self-Esteem

Topic:

- Identity

Standards: National Sexuality Standards

Identity

Core Concepts

- Describe differences and similarities in how boys and girls may be expected to act (ID.2.CC.1)

Analyzing Influences

- Provide examples of how friends, family, media, and culture influence ways in which boys and girls think they should act (ID.2.INF.1)

Learning Targets:

Identity

Core Concepts

- I can identify what makes me unique. (ID.2.CC.1)

Analyzing Influences

- I can explain my likes and dislikes. (ID.2.INF.1)

Curricular Connections:

First Grade Outcomes

Current Grade Level Outcomes	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> • Demonstrate awareness that their bodies are their own private property. • Identify how to deal with a situation involving bad touch using the terminology "No," get away, and tell someone. • Insects go through stages of life. • Identify choices that they make and resulting consequences. • 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. • Describe how each person contributes to the community. • Describe different family structures. 	<ul style="list-style-type: none"> • I can identify the parts of my body that are private (those parts covered by a swimsuit.) (AP.2.CC.1) • I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC.1) • I can demonstrate awareness that my body is my own private property. (PS.2.CC.1) • I can explain what bullying and teasing are and why it is wrong. (PS.2.CC.2) (PS.2.CC.3) • I can identify trusted adults to tell about uncomfortable situations [including abuse ("good touch, bad touch"), bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2) • I can describe how to respond to a situation that makes me feel uncomfortable [abuse ("good touch, bad touch"), bullying and teasing]. (PS.2.IC.1) (PS.2.IC.2) • 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) • I can describe different family structures and how they work together. (HR.2.CC.1) • I can describe characteristics of a good friend. (HR.2.CC.2) • I can identify ways to show respect for families that are different than my own. (HR.2.IC.1) • I can describe ways to express my feelings with respect and kindness. (HR.2.IC.2) • I can identify what makes me unique and compare my interests to others. (ID.2.CC.1) • I can identify the ways in which others influence my like and dislikes. (ID.2.INF.1)

1st Grade HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 1st Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resources: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

K-2 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The first grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The medically accurate and reliable information related to human growth and development. 2. The physical, social, and emotional changes as they grow and ways to care for themselves. 3. The importance of showing and promoting dignity and respect for themselves and others. 4. How to respond to an uncomfortable/unsafe situations. 5. How to identify trusted adults to promote safety. 6. The characteristics of healthy relationships and effective ways to maintain positive relationships. 7. The influence of friends, family, peers, and the media as it relates to their growth and development. 	<ol style="list-style-type: none"> 1. Where can I find medically accurate and reliable information about my growth and development? 2. What do I need to understand about my growth and development to support my physical, social, and emotional health? 3. In what ways do I show respect and dignity for myself and to others? 4. How do I keep myself safe in uncomfortable/unsafe situations ? 5. How do I identify trusted adults that I can talk to promote my safety and well being? 6. What are the characteristics of healthy relationships and effective ways to maintain positive relationships? 7. How do family, peers, friends, and media influence my ideas, opinions,

	and behaviors?
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Unit 1: Life Cycles
Topics: <ul style="list-style-type: none"> • Anatomy and Physiology • Pregnancy and Reproduction
Standards: National Sexuality Standards
<u>Anatomy and Physiology</u> Core Concepts <ul style="list-style-type: none"> • Use proper names of body parts, including male and female anatomy (AP.2.CC.1) <u>Pregnancy and Reproduction</u> Core Concepts <ul style="list-style-type: none"> • Explain that all living things reproduce (PR.2.CC.1)
Learning Targets:
<u>Anatomy and Physiology</u> Core Concepts <ul style="list-style-type: none"> • I can identify the parts of my body that are private (those parts covered by a swimsuit.) (AP.2.CC.1) <u>Pregnancy and Reproduction</u> Core Concepts <ul style="list-style-type: none"> • I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC.1)
Curricular Connections:

Unit 2: Personal Safety
Topic: <ul style="list-style-type: none"> • Personal Safety
Standards: National Sexuality Standards
<u>Personal Safety</u> Core Concepts <ul style="list-style-type: none"> • Explain that all people including children have the right to tell others not to touch their body when they do not want to be touched (PS.2.CC.1) • Explain what bullying and teasing are (PS.2.CC.2) • Explain why bullying and teasing are wrong (PS.2.CC.3) Accessing Information <ul style="list-style-type: none"> • Identify parents and other trusted adults they can tell if they are feeling uncomfortable about

<ul style="list-style-type: none"> being touched (PS.2.AI.1) Identify parents and other trusted adults they can tell if they are being bullied or teased (PS.2.AI.2) <p>Interpersonal Communications</p> <ul style="list-style-type: none"> Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (PS.2.IC.1) Demonstrate how to respond if someone is bullying or teasing them (PS.2.IC.2) <p>Self Management</p> <ul style="list-style-type: none"> Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in way that makes them feel uncomfortable (PS.2.SM.1)
Learning Targets:
<p><u>Personal Safety</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> I can demonstrate awareness that my body is my own private property. (PS.2.CC.1) I can explain what bullying and teasing are and why it is wrong. (PS.2.CC.2) (PS.2.CC.3) <p>Accessing Information</p> <ul style="list-style-type: none"> I can identify trusted adults to tell about uncomfortable situations [including abuse ("good touch, bad touch"), bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2) <p>Interpersonal Communication</p> <ul style="list-style-type: none"> I can describe how to respond to a situation that makes me feel uncomfortable [abuse ("good touch, bad touch"), bullying and teasing].(PS.2.IC.1) (PS.2.IC.2) <p>Self Management</p> <ul style="list-style-type: none"> 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)
Curricular Connections:

Unit 3: Relationships
<p>Topic:</p> <ul style="list-style-type: none"> Healthy Relationships
Standards: National Sexuality Standards
<p><u>Healthy Relationships</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> Identify different kinds of family structures (HR.2.CC.1) Describe the characteristics of a friend (HR.2.CC.2) <p>Interpersonal Communications</p> <ul style="list-style-type: none"> Demonstrate ways to show respect for different types of families (HR.2.IC.1) Identify healthy ways for friends to express feelings to each other (HR.2.IC.2)
Learning Targets:
<u>Healthy Relationships</u>

Core Concepts

- I can describe different family structures and how they work together. (HR.2.CC.1)
- I can describe characteristics of a good friend. (HR.2.CC.2)

Interpersonal Communications

- I can identify ways to show respect for families that are different than my own. (HR.2.IC.1)
- I can describe ways to express my feelings with respect and kindness. (HR.2.IC.2)

Curricular Connections:**Unit 4: Self-Esteem****Topic:**

- Identity

Standards: National Sexuality Standards**Identity****Core Concepts**

- Describe differences and similarities in how boys and girls may be expected to act (ID.2.CC.1)

Analyzing Influences

- Provide examples of how friends, family, media, and culture influence ways in which boys and girls think they should act (ID.2.INF.1)

Learning Targets:**Identity****Core Concepts**

- I can identify what makes me unique and compare my interests to others. (ID.2.CC.1)

Analyzing Influences

- I can identify the ways in which others influence my like and dislikes. (ID.2.INF.1)

Curricular Connections:

Second Grade Outcomes

Current Grade Level Outcomes	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> Describe how to deal with an abuse situation involving bad touch using the terminology "No," get away, and tell someone. Describe how to deal with a situation involving harassment. Identify basic human body parts (penis, vagina, breast, scrotum, testicles, urethra, anus) and appropriate use of these terms. Identify basic human body systems (excluding reproductive system) and their functions. Identify criteria for making a decision. Demonstrate an acceptance of responsibility for their own behavior. Identify strategies to effectively deal with a variety of emotions. Identify the impact of emotions on responsible decision making. Identify examples of interest and choices that people have. Identify role options available to men and women in their work and personal lives. Explain the interdependence between parent and child. 	<ul style="list-style-type: none"> I can identify basic human body parts, including male and female anatomy and expected use of these names. (AP.2.CC.1) I can identify basic human body systems (excluding reproductive system) and their functions. (AP.2.CC.1) I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC.1) I can demonstrate awareness that my body is my own private property. (PS.2.CC.1) I can explain what bullying and teasing are and why it is wrong. (PS.2.CC.2) (PS.2.CC.3) I can identify trusted adults to tell about uncomfortable situations [including abuse ("good touch, bad touch"), bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2) I can describe how to respond to a situation that makes me feel uncomfortable [abuse ("good touch, bad touch"), bullying and teasing]. (PS.2.IC.1) (PS.2.IC.2) 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) I can describe different family structures and how family members have roles that support each other. (HR.2.CC.1) I can describe the characteristics of a good friend. (HR.2.CC.2) I can explain ways to show respect for families that are different than my own. (HR.2.IC.1) I can explain respectful ways to express my feelings and solve problems. (HR.2.IC.2) I can identify ways to show respect for individuals' similarities and differences that make them unique.. (ID.2.CC.1) I can explain the ways in which others influence my likes and dislikes. (ID.2.INF.1)

2nd Grade HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 2nd Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

K-2 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The second grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The medically accurate and reliable information related to human growth and development. 2. The physical, social, and emotional changes as they grow and ways to care for themselves. 3. The importance of showing and promoting dignity and respect for themselves and others. 4. How to respond to an uncomfortable/unsafe situations. 5. How to identify trusted adults to promote safety. 6. The characteristics of healthy relationships and effective ways to maintain positive relationships. 7. The influence of friends, family, peers, and the media as it relates to their growth and development. 	<ol style="list-style-type: none"> 1. Where can I find medically accurate and reliable information about my growth and development? 2. What do I need to understand about my growth and development to support my physical, social, and emotional health? 3. In what ways do I show respect and dignity for myself and to others? 4. How do I keep myself safe in uncomfortable/unsafe situations ? 5. How do I identify trusted adults that I can talk to promote my safety and well being? 6. What are the characteristics of healthy relationships and effective ways to maintain positive relationships? 7. How do family, peers, friends, and media influence my ideas, opinions, and behaviors?

Unit 1: Life Cycles
Topics: <ul style="list-style-type: none"> • Anatomy and Physiology • Pregnancy and Reproduction
Standards: National Sexuality Standards
<u>Anatomy and Physiology</u> Core Concepts <ul style="list-style-type: none"> • Use proper names of body parts, including male and female anatomy (AP.2.CC.1) <u>Pregnancy and Reproduction</u> Core Concepts <ul style="list-style-type: none"> • Explain that all living things reproduce. (PR.2.CC.1)
Learning Targets:
<u>Anatomy and Physiology</u> Core Concepts <ul style="list-style-type: none"> • I can identify basic human body parts, including male and female anatomy and expected use of these names. (AP.2.CC.1) • I can identify basic human body systems (excluding reproductive system) and their functions. (AP.2.CC.1) <u>Pregnancy and Reproduction</u> Core Concepts <ul style="list-style-type: none"> • I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC.1)
Curricular Connections:

Unit 2: Personal Safety
Topic: <ul style="list-style-type: none"> • Personal Safety
Standards: National Sexuality Standards
<u>Personal Safety</u> Core Concepts <ul style="list-style-type: none"> • Explain that all people including children have the right to tell others not to touch their body when they do not want to be touched (PS.2.CC.1) • Explain what bullying and teasing are (PS.2.CC.2) • Explain why bullying and teasing are wrong (PS.2.CC.3) Accessing Information <ul style="list-style-type: none"> • Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched (PS.2.AI.1) • Identify parents and other trusted adults they can tell if they are being bullied or teased

<p>(PS.2.AI.2)</p> <p>Interpersonal Communications</p> <ul style="list-style-type: none"> • Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (PS.2.IC.1) • Demonstrate how to respond if someone is bullying or teasing them (PS.2.IC.2) <p>Self-Management</p> <ul style="list-style-type: none"> • Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in way that makes them feel uncomfortable (PS.2.SM.1)
Learning Targets:
<p>Core Concepts</p> <ul style="list-style-type: none"> • I can demonstrate awareness that my body is my own private property. (PS.2.CC.1) • I can explain what bullying and teasing are and why it is wrong. (PS.2.CC.2) (PS.2.CC.3) <p>Accessing Information</p> <ul style="list-style-type: none"> • I can identify trusted adults to tell about uncomfortable situations [including abuse ("good touch, bad touch"), bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2) <p>Interpersonal Communications</p> <ul style="list-style-type: none"> • I can describe how to respond to a situation that makes me feel uncomfortable [abuse ("good touch, bad touch"), bullying and teasing]. (PS.2.IC.1) (PS.2.IC.2) <p>Self-Management</p> <ul style="list-style-type: none"> • 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)
Curricular Connections:

Unit 3: Relationships
<p>Topic:</p> <ul style="list-style-type: none"> • Healthy Relationships
Standards: National Sexuality Standards
<p>Healthy Relationships</p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Identify different kinds of family structures (HR.2.CC.1) • Describe the characteristics of a friend (HR.2.CC.2) <p>Interpersonal Communications</p> <ul style="list-style-type: none"> • Demonstrate ways to show respect for different types of families (HR.2.IC.1) • Identify healthy ways for friends to express feelings to each other (HR.2.IC.2)
Learning Targets:
<p>Healthy Relationships</p> <p>Core Concepts</p> <ul style="list-style-type: none"> • I can describe different family structures and how family members have roles that support each other. (HR.2.CC.1) • I can describe the characteristics of a good friend. (HR.2.CC.2) <p>Interpersonal Communications</p> <ul style="list-style-type: none"> • I can explain ways to show respect for families that are different than my own. (HR.2.IC.1)

- I can explain respectful ways to express my feelings and solve problems. (HR.2.IC.2)

Curricular Connections:

Unit 4: Self-Esteem

Topic:

- Identity

Standards: National Sexuality Standards

Identity

Core Concepts

- Describe differences and similarities in how boys and girls may be expected to act (ID.2.CC.1)

Analyzing Influences

- Provide examples of how friends, family, media, and culture influence ways in which boys and girls think they should act (ID.2.INF.1)

Learning Targets:

Identity

Core Concepts

- I can identify ways to show respect for individuals' similarities and differences that make them unique.. (ID.2.CC.1)

Analyzing Influences

- I can explain the ways in in which others influence my likes and dislikes. (ID.2.INF.1)

Curricular Connections:

Third Grade Outcomes

Current Grade Level Outcomes	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> • Demonstrate how to communicate abusive and harassing situations to appropriate adults. • Observe life cycles of plants and animals. • Demonstrate wise use of daily time. • Describe changes in their interests, likes, and dislikes, physical characteristics, talents, and feelings. • Identify the characteristics of positive role models. • Develop an awareness of the feelings of others. • Identify their responsibility in a small group situation. 	<ul style="list-style-type: none"> • I can identify male and female anatomy. (AP.5.CC.1) • 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) • I can identify ways my body will change during puberty. (PD.5.CC.1) • I can identify that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2) • I can identify the media messages and the influence of the messages on body image. (PD.5.INF.1) • I can identify accurate and medically reliable sources of information about puberty and hygiene (hair, skin, nails, sweat, body odor). (PD.5.AI.1) • I can identify parents or trusted adults that can answer questions related to puberty. (PD.5.AI.2) • 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) • I can describe characteristics of a healthy friendship. (HR.5.CC.1) • I can describe how to be a positive friend to others. (HR.5.INF.1) • I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1) • I can identify ways to treat others with dignity and respect. (HR.5.SM.1) • I can identify ways to treat others with dignity and respect. (ID.5.SM.1) • I can identify ways that people can work together to show dignity and respect for all people. (ID.5.ADV.1)

3rd Grade HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 3rd Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

3-5 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The third grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The medically accurate and reliable information related to human growth and development. 2. The physical, social, and emotional changes during puberty and ways to care for themselves. 3. The importance of showing and promoting dignity and respect for themselves and others. 4. How to respond to an uncomfortable/unsafe situations. 5. How to identify trusted adults to promote safety. 6. The characteristics of healthy relationships and effective ways to maintain positive relationships. 7. The influence of friends, family, peers, and the media as it relates to their growth and development. 	<ol style="list-style-type: none"> 1. Where can I find medically accurate and reliable information about my growth and development? 2. What do I need to understand about my growth and development to support my physical, social, and emotional health? 3. In what ways do I show respect and dignity for myself and to others? 4. How do I keep myself safe in uncomfortable/unsafe situations ? 5. How do I identify trusted adults that I can talk to promote my safety and well being? 6. What are the characteristics of healthy relationships and effective ways to maintain positive relationships? 7. How do family, peers, friends, and media influence my ideas, opinions, and behaviors?

Unit 1: Life Cycles

Topics:

- Anatomy and Physiology
- Pregnancy and Reproduction
- Puberty and Adolescent Development

Standards: National Sexuality Standards

Anatomy and Physiology

Core Concepts

- Describe male and female reproduction systems including body parts and their functions (AP.5.CC.1)

Pregnancy and Reproduction

Core Concepts

- Describe the process of human reproduction (PR.5.CC.1)

Puberty and Adolescent Development

Core Concepts

- Explain the physical, social, and emotional changes that occur during puberty and adolescence (PD.5.CC.1)
- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy (PD.5.CC.2)

Analyzing Influences

- Describe how friends, family, media, society and culture can influence ideas about body image (PD.5.INF.1)

Accessing Information

- Identify medically-accurate information and resources about puberty and personal hygiene (PD.5.AI.1)
- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues (PD.5.AI.2)

Self-Management

- Explain ways to manage physical emotional changes associated with puberty (PD.5.SM.1)

Learning Targets:

Anatomy and Physiology

Core Concepts

- I can identify male and female anatomy. (AP.5.CC.1)

Pregnancy and Reproduction

Core Concepts

- 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)**

Puberty and Adolescent Development

Core Concepts

- I can identify ways my body will change during puberty. (PD.5.CC.1)

- I can identify that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)

Analyzing Influences

- I can identify the media messages and the influence of the messages on body image. (PD.5.INF.1)

Accessing Information

- I can identify accurate and medically reliable sources of information about puberty and hygiene (hair, skin, nails, sweat, body odor). (PD.5.AI.1)
- I can identify parents or trusted adults that can answer questions related to puberty. (PD.5.AI.2)

Self-Management

- 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)

Curricular Connections:

Pregnancy and Reproduction target taught in **3rd grade Science Unit 1: Organism Traits**

Unit 2: Personal Safety

Topic:

- Personal Safety

Standards: National Sexuality Standards

Personal Safety

Core Concepts

- Define teasing, harassment, and other bullying and explain why they are wrong (PS.5.CC.1)

Analyzing Influences

- Explain why people tease, harass, or bully others (PS.5.INF.1)

Accessing Information

- Identify parents and other trusted adults they can tell if they are being teased, harassed, or bullied (PS.5.AI.1)

Interpersonal Communications

- Demonstrate ways to communicate about how one is being treated (PS.5.IC.1)
- Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) (PS.5.IC.2)

Self-Management

- Discuss effective ways in which students could respond why they are or someone else is being teased, harassed or bullied (PS.5.SM.1)

Advocacy

- Persuade others to take action when someone else is being teased, harassed, or bullied (PS.5.ADV.1)

Learning Targets:

Personal Safety

Core Concepts

- I can define teasing and bullying and why they are wrong. (PS.5.CC.1)

Analyzing Influences

- I can explain why people tease or bully others. (PS.5.INF.1)

Accessing Information

- I can identify parents and other trusted adults in my life. (PS.5.AI.1) (PS.5.AI.2)

Interpersonal Communications

<ul style="list-style-type: none"> • I can identify ways to communicate about how I or someone else is being treated. (PS.5.IC.1) • I can identify refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2) <p>Self-Management</p> <ul style="list-style-type: none"> • I can identify effective ways to respond if I or someone else is being teased or bullied. (PS.5.SM.1) <p>Advocacy</p> <ul style="list-style-type: none"> • I can identify ways to persuade others to take action when someone is being teased or bullied. (PS.5.ADV.1)
Curricular Connections:

Unit 3: Relationships
<p>Topic:</p> <ul style="list-style-type: none"> • Healthy Relationships
Standards: National Sexuality Standards
<p><u>Healthy Relationships</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Describe the characteristics of healthy relationships (HR.5.CC.1) <p>Analyzing Influences</p> <ul style="list-style-type: none"> • Compare positive and negative ways friends and peers can influence relationships (HR.5.INF.1) <p>Accessing Information</p> <ul style="list-style-type: none"> • Identify parents and other trusted adults they can talk to about relationships (HR.5.AI.1) <p>Self-Management</p> <ul style="list-style-type: none"> • Demonstrate ways to treat others with dignity and respect (HR.5.SM.1)
Learning Targets:
<p><u>Healthy Relationships</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • I can describe characteristics of a healthy friendship. (HR.5.CC.1) <p>Analyzing Influences</p> <ul style="list-style-type: none"> • I can describe how to be a positive friend to others. (HR.5.INF.1) <p>Accessing Information</p> <ul style="list-style-type: none"> • I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1) <p>Self-Management</p> <ul style="list-style-type: none"> • I can identify ways to treat others with dignity and respect. (HR.5.SM.1)
Curricular Connections:

Unit 4: Self-Esteem

Topic: <ul style="list-style-type: none"> • Identity
Standards: National Sexuality Standards
<u>Identity</u> Self-Management <ul style="list-style-type: none"> • Demonstrate ways to treat others with dignity and respect (ID.5.SM.1) Advocacy <ul style="list-style-type: none"> • Demonstrate ways people can work together to promote dignity and respect for all people (ID.5.ADV.1)
Learning Targets:
<u>Identity</u> Self-Management <ul style="list-style-type: none"> • I can identify ways to treat others with dignity and respect. (ID.5.SM.1) Advocacy <ul style="list-style-type: none"> • I can identify ways that people can work together to show dignity and respect for all people. (ID.5.ADV.1)
Curricular Connections:

Fourth Grade Outcomes

Current Grade Level Outcomes	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> ● Review the concept of abuse including good and bad touching. ● Review the concepts that abuse is not their fault. ● Recognize and identify abusive, coercive, manipulative, and harassing behaviors. ● Learn appropriate strategies for abusive, coercive, manipulative, or harassing situations. ● identify the initial changes that occur in puberty. ● Develop an awareness of human function and structure of the body. ● Demonstrate a wise use of time management skills including goal setting and attainment. ● Identify positive and negative characteristics of role models. ● Describe the qualities they look for in a friend. ● Identify behaviors and communication strategies that maintain positive relationships. 	<ul style="list-style-type: none"> ● I can identify my anatomy and reproductive system. (AP.5.CC.1) ● I can identify the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1) ● I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2) ● I can identify that puberty prepares the body for potential reproduction. (PAD.5.CC.3) ● I can identify the influence of messages from media, family, friends, society and culture that affect ideas about body image. (PD.5.INF.1) ● I can explain how to determine accurate and medically reliable sources of information about puberty and hygiene. (PD.5.AI.1) ● I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2) ● I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1) ● I can define teasing, abuse, harassment, and bullying and explain why they are wrong. (PS.5.CC.1) ● I can understand that abuse is not the victim's fault. (PS.5.CC.1) ● I can explain why people tease, harass, or bully others. (PS.5.INF.1) ● I can identify trusted adults that I can tell if I am being teased, abused, harassed, or bullied. (PS.5.AI.1) ● I can explain ways to communicate about how I or someone else is being treated. (PS.5.IC.1) ● I can explain various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)

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| | <ul style="list-style-type: none">● I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1)● I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1)● I can identify characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1)● I can compare positive and negative friend/peer relationships. (HR.5.INF.1)● I can explain how I can be a positive friend to others. (HR.5.INF.1)● I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)● I can identify behaviors and communication strategies that maintain positive relationships. (HR.5.IC.1)● I can explain ways to treat others with dignity and respect. (HR.5.SM.1)● I can explain ways to treat others with dignity and respect. (ID.5.SM.1)● I can explain ways that people can work together to show dignity and respect for all people. (ID.5.ADV.1) |
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4th Grade HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 4th Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resources: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

3-5 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The fourth grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The medically accurate and reliable information related to human growth and development. 2. The physical, social, and emotional changes during puberty and ways to care for themselves. 3. The importance of showing and promoting dignity and respect for themselves and others. 4. How to respond to an uncomfortable/unsafe situations. 5. How to identify trusted adults to promote safety. 6. The characteristics of healthy relationships and effective ways to maintain positive relationships. 7. The influence of friends, family, peers, and the media as it relates to their growth and development. 	<ol style="list-style-type: none"> 1. Where can I find medically accurate and reliable information about my growth and development? 2. What do I need to understand about my growth and development to support my physical, social, and emotional health? 3. In what ways do I show respect and dignity for myself and to others? 4. How do I keep myself safe in uncomfortable/unsafe situations ? 5. How do I identify trusted adults that I can talk to promote my safety and well being? 6. What are the characteristics of healthy relationships and effective ways to maintain positive relationships? 7. How do family, peers, friends, and media influence my ideas, opinions, and behaviors?

Unit 1: Life Cycles

Topics:

- Anatomy and Physiology
- Puberty and Adolescent Development

Standards: National Sexuality Standards

Anatomy and Physiology

Core Concepts

- Describe male and female reproduction systems including body parts and their functions (AP.5.CC.1)

Puberty and Adolescent Development

Core Concepts

- Explain the physical, social, and emotional changes that occur during puberty and adolescence (PD.5.CC.1)
- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy (PD.5.CC.2)
- Describe how puberty prepares human bodies for the potential to reproduce (PAD.5.CC.3)

Analyzing Influences

- Describe how friends, family, media, society and culture can influence ideas about body image (PD.5.INF.1)

Accessing Information

- Identify medically-accurate information and resources about puberty and personal hygiene (PD.5.AI.1)
- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues (PD.5.AI.2)

Self-Management

- Explain ways to manage physical emotional changes associated with puberty (PD.5.SM.1)

Learning Targets:

Anatomy and Physiology

Core Concepts

- I can identify my anatomy and reproductive system. (AP.5.CC.1)

Puberty and Adolescent Development

Core Concepts

- I can identify the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1)
- I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)
- I can identify that puberty prepares the body for potential reproduction. (PAD.5.CC.3)

Analyzing Influences

- I can identify the influence of messages from media, family, friends, society and culture that affect ideas about body image. (PD.5.INF.1)

Accessing Information

- I can explain how to determine accurate and medically reliable sources of information about puberty and hygiene. (PD.5.AI.1)

- I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)

Self-Management

- I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1)

Curricular Connections:

Unit 2: Personal Safety

Topic:

- Personal Safety

Standards: National Sexuality Standards

Personal Safety

Core Concepts

- Define teasing, harassment, and other bullying and explain why they are wrong (PS.5.CC.1)

Analyzing Influences

- Explain why people tease, harass, or bully others (PS.5.INF.1)

Accessing Information

- Identify parents and other trusted adults they can tell if they are being teased, harassed, or bullied (PS.5.AI.1)

Interpersonal Communications

- Demonstrate ways to communicate about how one is being treated (PS.5.IC.1)
- Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) (PS.5.IC.2)

Self-Management

- Discuss effective ways in which students could respond why they are or someone else is being teased, harassed or bullied (PS.5.SM.1)

Advocacy

- Persuade others to take action when someone else is being teased, harassed, or bullied (PS.5.ADV.1)

Learning Targets:

Personal Safety

Core Concepts

- I can define teasing, abuse, harassment, and bullying and explain why they are wrong. (PS.5.CC.1)
- I can understand that abuse is not the victim's fault. (PS.5.CC.1)

Analyzing Influences

- I can explain why people tease, harass, or bully others. (PS.5.INF.1)

Accessing Information

- I can identify trusted adults that I can tell if I am being teased, abused, harassed, or bullied. (PS.5.AI.1)

Interpersonal Communications

- I can explain ways to communicate about how I or someone else is being treated. (PS.5.IC.1)

- I can explain various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)

Self-Management

- I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1)

Advocacy

- I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1)

Curricular Connections:

Unit 3: Relationships

Topic:

- Healthy Relationships

Standards: National Sexuality Standards

Healthy Relationships

Core Concepts

- Describe the characteristics of healthy relationships (HR.5.CC.1)

Analyzing Influences

- Compare positive and negative ways friends and peers can influence relationships (HR.5.INF.1)

Accessing Information

- Identify parents and other trusted adults they can talk to about relationships (HR.5.AI.1)

Interpersonal Communications

- Demonstrate positive ways to communicate differences of opinions while maintaining relationships (HR.5.IC.1)

Self-Management

- Demonstrate ways to treat others with dignity and respect (HR.5.SM.1)

Learning Targets:

Healthy Relationships

Core Concepts

- I can identify characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1)

Analyzing Influences

- I can compare positive and negative friend/peer relationships. (HR.5.INF.1)
- I can explain how I can be a positive friend to others. (HR.5.INF.1)

Accessing Information

- I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)

Interpersonal Communications

- I can identify behaviors and communication strategies that maintain positive relationships. (HR.5.IC.1)

Self-Management

- I can explain ways to treat others with dignity and respect. (HR.5.SM.1)

Curricular Connections:**Unit 4: Self-Esteem****Topic:**

- Identity

Standards: National Sexuality Standards**Identity****Self-Management**

- Demonstrate ways to treat others with dignity and respect (ID.5.SM.1)

Advocacy

- Demonstrate ways people can work together to promote dignity and respect for all people (ID.5.ADV.1)

Learning Targets Addressed**Identity****Self-Management**

- I can explain ways to treat others with dignity and respect. (ID.5.SM.1)

Advocacy

- I can explain ways that people can work together to show dignity and respect for all people. (ID.5.ADV.1)

Curricular Connections:

Fifth Grade Outcomes

Current Grade Level Outcomes	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> • Identify abusive, coercive, and harassing situations. • Identify appropriate protective and coping strategies to deal with abusive, coercive, and harassing situations. • Identify human reproductive anatomy and its function. • Describe social, emotional, and physical implications of puberty. • Recognize that human growth and development occurs at different rates. • Set and attain a realistic, measurable goal. • Identify the necessary steps to the decision-making process. • Identify and explain the importance of taking care of his/her own physical, emotional, and social needs. • Recognize how social, peer, and media influences can affect one's body image. • Demonstrate effective communication with peer groups and adults at school. 	<ul style="list-style-type: none"> • I can identify my anatomy, reproductive system, and their functions. (AP.5.CC.1) • I can identify accurate and medically reliable sources to gain more information about my anatomy. (AP.5.AI.1) • I can identify the medical terminology related to the process of human reproduction (egg, sperm, fertilization, etc.). (PR.5.CC.1) • I can explain the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1) • I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2) • I can explain that puberty occurs to prepare the body for potential reproduction. (PAD.5.CC.3) • I can describe how the messages (media, family, friends, society, culture) impact our ideas about body image. (PD.5.INF.1) • I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2) • I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1) • I can define teasing, abuse, harassment, and other bullying and explain why they are wrong. (PS.5.CC.1) • I can understand that abuse is not the victim's fault. (PS.5.CC.1) • I can explain why people tease, harass, or bully others. (PS.5.INF.1) • I can identify trusted adults that I can tell if I am being teased, harassed, or bullied. (PS.5.AI.1) • I can demonstrate ways to communicate about how I or someone else is being

	<p>treated. (PS.5.IC.1)</p> <ul style="list-style-type: none"> ● I can demonstrate various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2) ● I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1) ● I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1) ● I can describe characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1) ● I can compare positive and negative ways a peer/friend can influence a relationship. (HR.5.INF.1) ● I can describe how I can make good decisions even when I feel influenced by a friend/peer. (HR.5.INF.1) ● I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1) ● I can explain ways to effectively communicate my opinions and ideas in order to maintain positive relationships. (HR.5.IC.1) ● I can explain ways that I can advocate to show dignity and respect for others. (HR.5.SM.1) ● I can explain ways that I can advocate to show dignity and respect for others. (ID.5.SM.1)
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5th Grade HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 5th Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resources: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

3-5 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The fifth grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The medically accurate and reliable information related to human growth and development. 2. The physical, social, and emotional changes during puberty and ways to care for themselves. 3. The importance of showing and promoting dignity and respect for themselves and others. 4. How to respond to an uncomfortable/unsafe situations. 5. How to identify trusted adults to promote safety. 6. The characteristics of healthy relationships and effective ways to maintain positive relationships. 7. The influence of friends, family, peers, and the media as it relates to their growth and development. 	<ol style="list-style-type: none"> 1. Where can I find medically accurate and reliable information about my growth and development? 2. What do I need to understand about my growth and development to support my physical, social, and emotional health? 3. In what ways do I show respect and dignity for myself and to others? 4. How do I keep myself safe in uncomfortable/unsafe situations ? 5. How do I identify trusted adults that I can talk to promote my safety and well being? 6. What are the characteristics of healthy relationships and effective ways to maintain positive relationships? 7. How do family, peers, friends, and media influence my ideas, opinions, and behaviors?

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Unit 1: Life Cycles

Topics:

- Anatomy and Physiology
- Pregnancy and Reproduction
- Puberty and Adolescent Development

Standards: National Sexuality Standards

Anatomy and Physiology

Core Concepts

- Describe male and female reproduction systems including body parts and their functions (AP.5.CC.1)

Analyzing Influences

- Identify medically accurate information about female and male reproductive anatomy (AP.5.AI.1)

Pregnancy and Reproduction

Core Concepts

- Describe the process of human reproduction (PR.5.CC.1)

Puberty and Adolescent Development

Core Concepts

- Explain the physical, social, and emotional changes that occur during puberty and adolescence (PD.5.CC.1)
- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy (PD.5.CC.2)
- Describe how puberty prepares human bodies for the potential to reproduce (PD.5.CC.3)

Analyzing Influences

- Describe how friends, family, media, society and culture can influence ideas about body image (PD.5.INF.1)

Accessing Information

- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues (PD.5.AI.2)

Self-Management

- Explain ways to manage physical emotional changes associated with puberty (PD.5.SM.1)

Learning Targets:

Anatomy and Physiology

Core Concepts

- I can identify my anatomy, reproductive system, and their functions. (AP.5.CC.1)

Analyzing Influences

- I can identify accurate and medically reliable sources to gain more information about my anatomy. (AP.5.AI.1)

Pregnancy and Reproduction

Core Concepts

- I can identify the medical terminology related to the process of human reproduction (egg, sperm, fertilization, etc.). (PR.5.CC.1)

Puberty and Adolescent Development

Core Concepts

- I can explain the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1)
- I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)
- I can explain that puberty occurs to prepare the body for potential reproduction. (PAD.5.CC.3)

Analyzing Influences

- I can describe how the messages (media, family, friends, society, culture) impact our ideas about body image. (PD.5.INF.1)

Accessing Information

- I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)

Self-Management

- I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1)

Curricular Connections:

Unit 2: Personal Safety

Topic:

- Personal Safety

Standards: National Sexuality Standards

Personal Safety

Core Concepts

- Define teasing, harassment, and other bullying and explain why they are wrong (PS.5.CC.1)

Analyzing Influences

- Explain why people tease, harass, or bully others (PS.5.INF.1)

Accessing Information

- Identify parents and other trusted adults they can tell if they are being teased, harassed, or bullied (PS.5.AI.1)

Interpersonal Communications

- Demonstrate ways to communicate about how one is being treated (PS.5.IC.1)
- Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) (PS.5.IC.2)

Self-Management

- Discuss effective ways in which students could respond why they are or someone else is being teased, harassed or bullied (PS.5.SM.1)

Advocacy

- Persuade others to take action when someone else is being teased, harassed, or bullied (PS.5.ADV.1)

Learning Targets:

Personal Safety**Core Concepts**

- I can define teasing, abuse, harassment, and other bullying and explain why they are wrong. (PS.5.CC.1)
- I can understand that abuse is not the victim's fault. (PS.5.CC.1)

Analyzing Influences

- I can explain why people tease, harass, or bully others. (PS.5.INF.1)

Accessing Information

- I can identify trusted adults that I can tell if I am being teased, harassed, or bullied. (PS.5.AI.1)

Interpersonal Communications

- I can demonstrate ways to communicate about how I or someone else is being treated. (PS.5.IC.1)
- I can demonstrate various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)

Self-Management

- I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1)

Advocacy

- I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1)

Curricular Connections:**Unit 3: Relationships****Topic:**

- Healthy Relationships

Standards: National Sexuality Standards**Healthy Relationships****Core Concepts**

- Describe the characteristics of healthy relationships (HR.5.CC.1)

Analyzing Influences

- Compare positive and negative ways friends and peers can influence relationships (HR.5.INF.1)

Accessing Information

- Identify parents and other trusted adults they can talk to about relationships (HR.5.AI.1)

Interpersonal Communications

- Demonstrate positive ways to communicate differences of opinions while maintaining relationships. (HR.5.IC.1)

Self-Management

- Demonstrate ways to treat others with dignity and respect (HR.5.SM.1)

Learning Targets:**Healthy Relationships**

Core Concepts

- I can describe characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1)

Analyzing Influences

- I can compare positive and negative ways a peer/friend can influence a relationship. (HR.5.INF.1)
- I can describe how I can make good decisions even when I feel influenced by a friend/peer. (HR.5.INF.1)

Accessing Information

- I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)

Interpersonal Communications

- I can explain ways to effectively communicate my opinions and ideas in order to maintain positive relationships. (HR.5.IC.1)

Self-Management

- I can explain ways that I can advocate to show dignity and respect for others. (HR.5.SM.1)

Curricular Connections:**Unit 4: Self-Esteem****Topic:**

- Identity

Standards: National Sexuality Standards**Identity****Self Management**

- Demonstrate ways to treat others with dignity and respect (ID.5.SM.1)

Learning Targets:**Identity****Self-Management**

- I can explain ways that I can advocate to show dignity and respect for others. (ID.5.SM.1)

Curricular Connections:

Sixth Grade Outcomes	
Current Grade Level Outcomes 2010	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> • Demonstrate strategies for dealing with abusive, coercive, manipulative, and harassing behavior (adult to child and student to student). • Describe the process of human conception and birth. • Describe physical, emotional, and social changes of puberty. • Describe the anatomy and function of the male and female reproductive system. • Describe skills to deal with issues of acceptance. • 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. • Recognize high risk situations and use strategies to respond in a healthy way. • Exhibit self-control and self-discipline through understanding and monitoring their own thoughts, behavior and emotions. • Differentiate between healthy and unhealthy self-image. • Identify behaviors associated with an unhealthy self-image (anorexia, bulimia, self-harm) in contrast to health self-image (body weight). • 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). • Develop the ability to resolve conflicts with others (negotiation and refusal). • Identify characteristics of positive and negative peer relationships. • Analyze the impact of peer pressure on 	<ul style="list-style-type: none"> • I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1) • I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1) • I can identify that sexual intercourse can lead to human reproduction. (PR.8.CC.1) • I can explain that sexual abstinence is the the only certain way to prevent pregnancy. (PR.8.CC.2) • I can identify trusted adults and/or medically accurate resources to answer questions about pregnancy prevention and reproductive health care. (PR.8.AI.1) • I can describe the physical, social and emotional changes of adolescence. (PD.8.CC.1) • I can analyze how friends and family can influence my self-concept and body image. (PD.8.INF.1) • I can identify medically-accurate sources of information about puberty and adolescent development. (PD.8.INF.1) • I can evaluate the possible outcomes of my decisions. (PD.8.DM.1) • I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1) • I can understand that abuse is not the victim's fault. (PS.5.CC.1) • 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) • 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) • I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1) • I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)

<p>an individual and group.</p> <ul style="list-style-type: none"> Identify the concepts of friendships and dating. 	<ul style="list-style-type: none"> I can analyze the ways in which friends and family can influence relationships. (HR.8.INF.1) I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2) I can identify and express boundaries in relationships, including social media. (HR.8.IC.2) I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1) I can communicate respectfully with all people. (ID.8.ADV.1) I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)
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6th Grade HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 6th Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

6-8 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The sixth grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
Students will understand... <ol style="list-style-type: none">1. The medically accurate and reliable information related to human growth and development.2. The physical, social, and emotional changes during puberty and ways to care for themselves.3. The importance of showing and promoting dignity and respect for themselves and others.4. How to respond to an uncomfortable/unsafe situations.5. How to identify trusted adults to promote safety.6. The characteristics of healthy relationships and effective ways to maintain positive relationships.7. The influence of friends, family, peers, and the media as it relates to their growth and development.	<ol style="list-style-type: none">1. Where can I find medically accurate and reliable information about my growth and development?2. What do I need to understand about my growth and development to support my physical, social, and emotional health?3. In what ways do I show respect and dignity for myself and to others?4. How do I keep myself safe in uncomfortable/unsafe situations?5. How do I identify trusted adults that I can talk to promote my safety and well being?6. What are the characteristics of healthy relationships and effective ways to maintain positive relationships?7. How do family, peers, friends, and media influence my ideas, opinions, and behaviors?

Unit 1: Life Cycles

Topics:

- Anatomy and Physiology
- Pregnancy and Reproduction
- Puberty and Adolescent Development

Standards: National Sexuality Standards

Anatomy and Physiology

Core Concepts

- Describe male and female sexual and reproductive systems including body parts and their functions (AP.8.CC.1)

Assessing Information

- Identify accurate and credible sources of information about sexual health (AP.8.AI.1)

Pregnancy and Reproduction

Core Concepts

- Define sexual intercourse and its relationship to human reproduction (PR.8.CC.1)
- Define sexual abstinence as it relates to pregnancy prevention (PR.8.CC.2)

Accessing Information

- Identify medically-accurate resources about pregnancy prevention and reproductive health care (PR.8.AI.1)

Puberty and Adolescent Development

Core Concepts

- Describe the physical, social, cognitive and emotional changes of adolescence (PD.8.CC.1)

Analyzing Influences

- Analyze how friends, family, media, society and culture can influence self-concept and body image (PD.8.INF.1)

Accessing Information

- Identify medically-accurate sources of information about puberty, adolescent development and sexuality (PD.8.INF.1)

Decision Making

- Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make (PD.8.DM.1)

Learning Targets:

Anatomy and Physiology

Core Concepts

- I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)

Assessing Information

- I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)

Pregnancy and Reproduction

Core Concepts

- I can identify that sexual intercourse can lead to human reproduction. (PR.8.CC.1)
- I can explain that sexual abstinence is the the only certain way to prevent pregnancy. (PR.8.CC.2)

Accessing Information

- I can identify trusted adults and/or medically accurate resources to answer questions about pregnancy prevention and reproductive health care. (PR.8.AI.1)

Puberty and Adolescent Development

Core Concepts

- I can describe the physical, social and emotional changes of adolescence. (PD.8.CC.1)

Analyzing Influences

- I can analyze how friends and family can influence my self-concept and body image. (PD.8.INF.1)

Accessing Information

- I can identify medically-accurate sources of information about puberty and adolescent development. (PD.8.INF.1)

Decision Making

- I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)

Curricular Connections:

FCS (Embedded Health, Science, and Wellness 6)

Unit 2: Personal Safety

Topic:

- Personal Safety

Standards: National Sexuality Standards

Personal Safety

Core Concepts

- Define teasing, harassment, and other bullying and explain why they are wrong (PS.5.CC.1)

Accessing Information

- Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted (PS.8.AI.1)

Self Management

- Describe ways to treat others with dignity and respect (PS.8.SM.1)
- Demonstrate ways they can respond when someone is being bullied or harassed (PS.8.SM.2)

Learning Targets:

Personal Safety

Core Concepts

- I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1)
- I can understand that abuse is not the victim's fault. (PS.5.CC.1)

Accessing Information

- 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)

Self Management

- 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)

Curricular Connections:

FCS (Embedded Health, Science, and Wellness 6)

Unit 3: Relationships

Topic: <ul style="list-style-type: none"> • Healthy Relationships
Standards: National Sexuality Standards
<u>Healthy Relationships</u> Core Concepts <ul style="list-style-type: none"> • Compare and contrast the characteristics of healthy and unhealthy relationships (HR.8.CC.1) • Describe the advantages and disadvantages of communicating using technology and social media (HR.8.CC.5) Analyzing Influences <ul style="list-style-type: none"> • Analyze the ways in which friends, family, media, society, and culture can influence relationships (HR.8.INF.1) • Analyze the impact of technology and social media on friendships and relationships (HR.8.INF.2) Interpersonal Communications <ul style="list-style-type: none"> • Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others (HR.8.IC.2) Goal Setting <ul style="list-style-type: none"> • Develop a plan to stay safe when using social media (HR.8.GS.1)
Learning Targets:
<u>Healthy Relationships</u> Core Concepts <ul style="list-style-type: none"> • I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1) • I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5) Analyzing Influences <ul style="list-style-type: none"> • I can analyze the ways in which friends and family can influence relationships. (HR.8.INF.1) • I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2) Interpersonal Communications <ul style="list-style-type: none"> • I can identify and express boundaries in relationships, including social media. (HR.8.IC.2) Goal Setting <ul style="list-style-type: none"> • I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)
Curricular Connections: FCS (Embedded Health, Science, and Wellness 6)

Unit 4: Self-Esteem
Topic: <ul style="list-style-type: none"> • Identity
Standards: National Sexuality Standards
<u>Identity</u> Advocacy <ul style="list-style-type: none"> • Develop a plan to promote dignity and respect for all people in the school community (ID.8.ADV.1)
Learning Targets:
<u>Identity</u>

Advocacy

- I can communicate respectfully with all people. (ID.8.ADV.1)
- I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)

Curricular Connections:

FCS (Embedded Health, Science, and Wellness 6)

Seventh Grade Outcomes

Current Grade Level Outcomes 2010	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> Identify harassing situations and demonstrate strategies to deal with them. Define physical, verbal, emotional, and sexual abuse and the defining characteristics of each. Identify sources of assistance if physically, verbally, emotionally, or sexually abused. Reinforce that abuse is not the child's fault. Explain that sexual activity by or with minors is illegal. Describe physical, emotional, and social changes of puberty. Explain the transmission and prevention of STI's and their health consequences. Recognize harmful situations that can occur including those associated with the use of technology (e.g. chat rooms, instant messenger). Define and give examples of delayed gratification. Identify the relationships among decision making, self-control, and delayed gratification with examples. Identify positive self-talk techniques and skills and explain benefits of positive self-talk (as relates to self-esteem-confidence) Explain how a positive attitude builds and maintain self-esteem and confidence. Explain how self-talk influences the development of a healthy or unhealthy self-image. Explain how negative self-talk leads to destructive behaviors (e.g. bulimia, anorexia, self-mutilation, sexual high risk behaviors). Identify the criteria for acceptable dating behavior. Describe factors of sexual stereotyping and discrimination in relationships. Use concrete examples of relationships in 	<ul style="list-style-type: none"> I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1) I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1) I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1) I can explain that sexual abstinence is the the only certain way to prevent pregnancy. (PR.8.CC.2) I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1) I can describe the physical, social, cognitive and emotional changes of adolescence. (PD.8.CC.1) I can analyze how media, society and culture can influence my self-concept and body image. (PD.8.INF.1) I can identify medically-accurate sources of information about puberty, adolescent development and human growth and development.. (PD.8.INF.1) I can evaluate the possible outcomes of my decisions. (PD.8.DM.1) I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1) I can understand that abuse is not the victim's fault. (PS.5.CC.1) 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) 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) I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1) I can identify risks associated with sexual behavior. (SH.8.CC.2) I can explain medically-accurate

current times.

- Identify characteristics of positive and negative peer relationships.
- Identify the confusing/fluctuating emotions that may occur in boy/girl relationships in middle school.
- Analyze the impact of peer or group pressure on an individual, group, and boy/girl relationships.
- Explain the contributions, responsibilities, rights, and privileges of each family member.
- Identify age appropriate social interactions and behaviors between male and female students as sexual awareness develops in middle school.
- Identify the social, emotional consequences of inappropriate social interactions and behaviors between male and female students in middle school.

information about STI's. (SH.8.AI.1)

- I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1)
- I can describe the potential impacts of power differences such as age, status, or position within relationships. (H.R.8.CC.2)
- I can analyze the similarities and differences between friendships and romantic relationships. (HR.8.CC3)
- I can identify age appropriate social interactions and behaviors between male and female peers. (HR.8.CC.4)
- I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)
- I can analyze the ways in which friends, family, media, society, and culture can influence relationships. (HR.8.INF.1)
- I can identify positive and negative impacts of technology on friendships and relationships. (HR.8.INF.2)
- I can develop a plan to stay safe, legal and respectful when using social media. (HR.8.GS.1)
- I can explain the criteria for evaluating the health of a relationship. (HR.8.SM.1)
- I can describe strategies to use social media safely, legally and respectfully. (HR.8.SM.2)
- I can communicate respectfully with all people. (ID.8.ADV.1)
- I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)

7th Grade HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 7th Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

6-8 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The seventh grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The anatomy of the male and female sexual and reproductive systems. 2. There are medically accurate and reliable sources of information related to human growth and development. 3. The physical, social, and emotional changes during puberty and ways to care for themselves. 4. Many factors need to be considered when making decisions regarding sexual health and behaviors. 5. The influence of alcohol, relationships, and the media as it relates to their growth and development. 6. The importance of showing and promoting dignity and respect for themselves and others. 7. How pregnancy occurs and can be prevented 8. What sexually transmitted infections are and their prevention 9. How to respond to an uncomfortable/unsafe situations. 10. How to identify trusted adults to promote safety. 11. The characteristics of healthy relationships and effective ways to maintain positive relationships. 12. There are sources of support and assistance. 	<ol style="list-style-type: none"> 1. What is the anatomy of the male and female sexual and reproductive systems? 2. Where can I find medically accurate and reliable information about my growth and development? 3. What do I need to understand about my growth and development to support my physical, social, and emotional health? 4. How do I make decisions regarding my sexual health and behavior? 5. How do alcohol, relationships, and media influence my ideas, opinions, and behaviors? 6. In what ways do I show respect and dignity for myself and to others? 7. How does pregnancy begin and how can it be prevented? 8. What are sexually transmitted infections and how are they prevented? 9. How do I keep myself safe in uncomfortable/unsafe situations? 10. How do I identify trusted adults that I can talk to promote my safety and well being? 11. What are the characteristics of healthy relationships and effective ways to maintain positive relationships? 12. Who are sources of support and trusted adults to help with uncomfortable or unsafe situations?

Unit 1: Life Cycles
<ul style="list-style-type: none"> • Anatomy and Physiology • Pregnancy and Reproduction • Puberty and Adolescent Development
Standards: National Sexuality Standards
<p><u>Anatomy and Physiology</u> Core Concepts</p> <ul style="list-style-type: none"> • Describe male and female sexual and reproductive systems including body parts and their functions

(AP.8.CC.1)

Assessing Information

- Identify accurate and credible sources of information about sexual health (AP.8.AI.1)

Pregnancy and Reproduction

Core Concepts

- Define sexual intercourse and its relationship to human reproduction (PR.8.CC.1)
- Define sexual abstinence as it relates to pregnancy prevention (PR.8.CC.2)

Decision Making

- Apply a decision-making model to various sexual health decisions (PR.8.DM.1)

Puberty and Adolescent Development

Core Concepts

- Describe the physical, social, cognitive and emotional changes of adolescence (PD.8.CC.1)

Analyzing Influences

- Analyze how friends, family, media, society and culture can influence self-concept and body image (PD.8.INF.1)

Assessing Information

- Identify medically-accurate sources of information about puberty, adolescent development and sexuality (PD.8.INF.1)

Decision Making

- Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make (PD.8.DM.1)

Learning Targets:

Anatomy and Physiology

Core Concepts

- I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1)

Assessing Information

- I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)

Pregnancy and Reproduction

Core Concepts

- I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1)
- I can explain that sexual abstinence is the the only certain way to prevent pregnancy. (PR.8.CC.2)

Decision Making

- I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1)

Puberty and Adolescent Development

Core Concepts

- I can describe the physical, social, cognitive and emotional changes of adolescence. (PD.8.CC.1)

Analyzing Influences

- I can analyze how media, society and culture can influence my self-concept and body image. (PD.8.INF.1)

Assessing Information

- I can identify medically-accurate sources of information about puberty, adolescent development and human growth and development.. (PD.8.INF.1)

Decision Making

- I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)

Curricular Connections:

Currently Embedded in Choices & Wellness / FCS (Embedded in 7th grade FCS course, beginning 2019-2020)

Unit 2: Personal Safety

Topic:

- Personal Safety
- Sexually Transmitted Infection

Standards: National Sexuality Standards

Personal Safety

Core Concepts

- Define teasing, harassment, and other bullying and explain why they are wrong (PS.5.CC.1)

Accessing Information

- Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted (PS.8.AI.1)

Self Management

- Describe ways to treat others with dignity and respect (PS.8.SM.1)
- Demonstrate ways they can respond when someone is being bullied or harassed (PS.8.SM.2)

Sexually Transmitted Infection

Core Concepts

- Define STI's, including HIV, and how they are and are not transmitted (SH.8.CC.1)
- Compare and contrast behaviors, including abstinence, to determine the potential risk of STI/HIV transmission from each (SH.8.CC.2)

Accessing Information

- Identify medically-accurate information about STI's, including HIV (SH.8.AI.1)

Learning Targets:

Personal Safety

Core Concepts

- I can define and describe situations of bullying, harassment, and abuse. (PS.5.CC.1)
- I can understand that abuse is not the victim's fault. (PS.5.CC.1)

Accessing Information

- 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)

Self Management

- 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)

Sexually Transmitted Infection

Core Concepts

- I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1)
- I can identify risks associated with sexual behavior. (SH.8.CC.2)

Accessing Information

- I can explain medically-accurate information about STI's. (SH.8.AI.1)

Curricular Connections:

Currently Embedded in Choices & Wellness / FCS (Embedded in 7th grade FCS course, beginning 2019-2020)

Unit 3: Relationships
Topic: <ul style="list-style-type: none"> • Healthy Relationships
Standards: National Sexuality Standards
<u>Healthy Relationships</u> Core Concepts <ul style="list-style-type: none"> • Compare and contrast the characteristics of healthy and unhealthy relationships (HR.8.CC.1) • Describe the potential impacts of power differences such as age, status, or position within relationships (H.R.8.CC.2) • Analyze the similarities and differences between friendships and romantic relationships (HR.8.CC3) • Describe a range of ways people express affection within various types of relationships (HR.8.CC.4) • Describe the advantages and disadvantages of communicating using technology and social media (HR.8.CC.5) Analyzing Influences <ul style="list-style-type: none"> • Analyze the ways in which friends, family, media, society, and culture can influence relationships (HR.8.INF.1) • Analyze the impact of technology and social media on friendships and relationships (HR.8.INF.2) Goal Setting <ul style="list-style-type: none"> • Develop a plan to stay safe when using social media (HR.8.GS.1) Self Management <ul style="list-style-type: none"> • Explain the criteria for evaluating the health of a relationship (HR.8.SM.1) • Describe strategies to use social media safely, legally and respectfully (HR.8.SM.2)
Learning Targets:
<u>Healthy Relationships</u> Core Concepts <ul style="list-style-type: none"> • I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.8.CC.1) • I can describe the potential impacts of power differences such as age, status, or position within relationships. (H.R.8.CC.2) • I can analyze the similarities and differences between friendships and romantic relationships. (HR.8.CC3) • I can identify age appropriate social interactions and behaviors between male and female peers. (HR.8.CC.4) • I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5) Analyzing Influences <ul style="list-style-type: none"> • I can analyze the ways in which friends, family, media, society, and culture can influence relationships. (HR.8.INF.1) • I can identify positive and negative impacts of technology on friendships and relationships. (HR.8.INF.2) Goal Setting <ul style="list-style-type: none"> • I can develop a plan to stay safe, legal and respectful when using social media. (HR.8.GS.1) Self Management <ul style="list-style-type: none"> • I can explain the criteria for evaluating the health of a relationship. (HR.8.SM.1) • I can describe strategies to use social media safely, legally and respectfully. (HR.8.SM.2)
Curricular Connections: Currently Embedded in Choices & Wellness / FCS (Embedded in 7th grade FCS course, beginning 2019-2020)

Unit 4: Self-Esteem
Topic: <ul style="list-style-type: none"> • Identity
Standards: National Sexuality Standards
<u>Identity</u> Advocacy <ul style="list-style-type: none"> • Develop a plan to promote dignity and respect for all people in the school community (ID.8.ADV.1)
Learning Targets:
<u>Identity</u> Advocacy <ul style="list-style-type: none"> • I can communicate respectfully with all people. (ID.8.ADV.1) • I can promote respect and dignity for all people in the school community. (ID.8.ADV.1)
Curricular Connections: Currently Embedded in Choices & Wellness / FCS (Embedded in 7th grade FCS course, beginning 2019-2020)

Eighth Grade Outcomes

Current Grade Level Outcomes 2010	Proposed Grade Level Outcomes (Learning Targets)
<p>The Learner will...</p> <ul style="list-style-type: none"> • Describe the anatomy and function of the male and female reproductive system. • Outline the general stages of fetal development from conception to birth and the birth process. • Identify the physical, social, emotional ramifications of STI's. • Identify and understand HIV/AIDs, its transmission and disease progression, and its emotional and social impact on the individual and society. • 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. • Identify means of pregnancy and STI prevention, including abstinence. Identify why abstinence is your only responsible choice. 	<ul style="list-style-type: none"> • I can describe male and female reproductive systems and their functions. (AP.8.CC.1) • I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1) • I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1) • I can explain that sexual abstinence is the the only certain way to prevent pregnancy. 9(PR.8.CC.2) • I can identify trusted adults and/or medically accurate resources to answer question about reproductive health. (PR.8.AI.1) • I can outline stages of fetal development from conception to birth and the birth process (PR.8.CC.5, PR.AI.1) • I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1) • I can describe the physical changes of adolescence. (PD.8.CC.1) • I can identify medically-accurate sources of information about puberty, adolescent development and sexuality. (PD.8.INF.1) • I can evaluate the possible outcomes of my decisions. (PD.8.DM.1) • I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1) • I can identify risks associated with sexual behavior. (SH.8.CC.2) • I can describe the signs, symptoms and potential impact of STI's and HIV. (SH.8.CC.3) • I can understand the impact of alcohol and drugs on sexual decision-making. (SH.8.INF.1) • I can explain medically-accurate information about STI's. (SH.8.AI.1)

8th Grade HG&D DRAFT

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 8th Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

6-8 HG&D Continuum

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The sixth grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The anatomy of the male and female sexual and reproductive systems. 2. There are medically accurate and reliable sources of information related to human growth and development. 3. The physical, social, and emotional changes during puberty and ways to care for themselves. 4. Many factors need to be considered when making decisions regarding sexual health and behaviors. 5. How pregnancy occurs and can be prevented 6. The signs, symptoms, and stages of pregnancy 7. The cause, symptoms, complications and prevention of sexually transmitted infections 8. The importance of showing and promoting dignity and respect for themselves and others. 	<ol style="list-style-type: none"> 1. What is the anatomy of the male and female sexual and reproductive systems? 2. Where can I find medically accurate and reliable information about my growth and development? 3. What do I need to understand about my growth and development to support my physical, social, and emotional health? 4. How do I make decisions regarding my sexual health and behavior? 5. How does pregnancy begin and how can it be prevented? 6. What are the stages of pregnancy? 7. What are causes, symptoms, complications, and prevention of sexually transmitted infections? 8. In what ways do I show respect and dignity for myself and to others?

Unit 1: Life Cycles
Topic: <ul style="list-style-type: none"> • Anatomy and Physiology • Pregnancy and Reproductions • Puberty and Adolescent Development
Standards: National Sexuality Standards
<u>Anatomy and Physiology</u> Core Concepts <ul style="list-style-type: none"> • Describe male and female sexual and reproductive systems including body parts and their functions. (AP.8.CC.1) Assessing Information <ul style="list-style-type: none"> • Identify accurate and credible sources of information about sexual health. (AP.8.AI.1)
<u>Pregnancy and Reproduction</u> Core Concepts <ul style="list-style-type: none"> • Define sexual intercourse and its relationship to human reproduction. (PR.8.CC.1) • Define sexual abstinence as it relates to pregnancy prevention. (PR.8.CC.2) • Describe the signs and symptoms of a pregnancy. (PR.8.CC.5) Accessing Information <ul style="list-style-type: none"> • Identify medically-accurate resources about pregnancy prevention and reproductive health care. (PR.8.AI.1) Decision Making <ul style="list-style-type: none"> • Apply a decision-making model to various sexual health decisions. (PR.8.DM.1)
<u>Puberty and Adolescent Development</u> Core Concepts <ul style="list-style-type: none"> • Describe the physical, social, cognitive and emotional changes of adolescence. (PD.8.CC.1) Accessing Information <ul style="list-style-type: none"> • Identify medically-accurate sources of information about puberty, adolescent development and sexuality. (PD.8.INF.1) Decision Making <ul style="list-style-type: none"> • Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. (PD.8.DM.1)
Learning Targets:
<u>Anatomy and Physiology</u> Core Concepts <ul style="list-style-type: none"> • I can describe male and female reproductive systems and their functions. AP.8.CC.1) Accessing Information <ul style="list-style-type: none"> • I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)
<u>Pregnancy and Reproduction</u> Core Concepts <ul style="list-style-type: none"> • I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1) • I can explain that sexual abstinence is the the only certain way to prevent pregnancy. (PR.8.CC.2) Accessing Information <ul style="list-style-type: none"> • I can identify trusted adults and/or medically accurate resources to answer question about reproductive health. (PR.8.AI.1) • I can outline stages of fetal development from conception to birth and the birth process (PR.8.CC.5,

PR.AI.1)

Decision Making

- I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1)

Puberty and Adolescent Development

Core Concepts

- I can describe the physical changes of adolescence. (PD.8.CC.1)

Accessing Information

- I can identify medically-accurate sources of information about puberty, adolescent development and sexuality. (PD.8.INF.1)

Decision Making

- I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)

Curricular Connections:

8th Grade Science (Embedded within the Human Body Unit)

Unit 2: Personal Safety

Topic:

- Sexually Transmitted Infections

Standards: National Sexuality Standards

Core Concepts

- Define STI's, including HIV, and how they are and are not transmitted. (SH.8.CC.1)
- Compare and contrast behaviors, including abstinence, to determine the potential risk of STI/HIV transmission from each. (SH.8.CC.2)
- Describe the signs, symptoms and potential impacts of STI's, including HIV. (SH.8.CC.3)

Analyzing Influences

- Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors (SH.8.INF.1)

Accessing Information

- Identify medically-accurate information about STI's, including HIV. (SH.8.AI.1)

Learning Targets:

Core Concepts

- I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1)
- I can identify risks associated with sexual behavior. (SH.8.CC.2)
- I can describe the signs, symptoms and potential impact of STI's and HIV. (SH.8.CC.3)

Analyzing Influences

- I can understand the impact of alcohol and drugs on sexual decision-making. (SH.8.INF.1)

Accessing Information

- I can explain medically-accurate information about STI's. (SH.8.AI.1)

Curricular Connections:

8th Grade Science (Embedded within the Human Body Unit)

10th Grade Health + HG&D Draft

Curriculum/Content Area: Human Growth and Development Unit in 10th Grade Health Class	Course Length: 1 Term, HG & D 6 Days
Course Title: 10th Grade Health + HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: TBD
Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

Desired Results

Lesson Title 1: Anatomy and Physiology
Topics: <ul style="list-style-type: none"> • Reproductive Cycles • Preventative Reproductive Organ Health Screenings
Standards: National Sexuality Standards and WI Standards for Health Education
Core Concepts AP.12.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions. AP.12.CC.1 Describe the human sexual response cycle, including the role hormones play. WI Standards for Health Education WI.HE.7.4.B2 Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.
Learning Targets:
<ol style="list-style-type: none"> 1. I can identify and describe the major parts and functions of male and female reproductive systems. (AP.12.CC.1) 2. I can identify health screenings and habits for keeping sexual and reproductive organs healthy. (WI.HE.7.4.B2) 3. I can explain the different human sexual response cycles and the role of hormonal changes in the body. (AP.12.CC.1)

Lesson Title 2: Pregnancy and Reproduction

Topics:

- Pregnancy, prenatal development and birth
- Benefits of choosing abstinence
- Methods of contraception to prevent pregnancy
- Communication and decision making

Standards: National Sexuality Standards

Core Concepts

PR.12.CC.1 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.

PR.12.CC.4 Describe the signs of pregnancy.

PR.12.CC.5 Describe prenatal practices that can contribute to or threaten a healthy pregnancy.

Analyzing Influences

PR.12.AI.1 Identify medically-accurate resources about pregnancy prevention and reproductive health care.

Decision-Making

PR.12.DM.1 Apply a decision-making model to various sexual health decisions.

Learning Targets:

1. I can describe the signs of pregnancy, prenatal practices and the birth process. (PR.12.CC.4) (PR.12.CC.5)
2. I can justify abstinence as the safest, most effective method of protection from disease and pregnancy. (PR.12.CC.1, PR.12.DM.1)
3. 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)
4. I can identify consequences of decisions when choosing abstinence, protected sexual intercourse, and/or unprotected sexual intercourse. (PR.12.DM.1)

Lesson Title 3: Sexually Transmitted Infections

Topics:

- Insect, Bacterial, and Viral Sexually Transmitted Infections
- ABC's of Prevention of STI's (Abstinence, Be Monogamous, Condoms/Communication, Don't Share Sharps, Education)
- Testing and Treatment of STI's
- Communication with your partner

Standards: National Sexuality Standards

Core Concepts

SH.12.CC.1 Describe common symptoms of and treatments for STD's including HIV.

SH.12.CC.2 Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STD's, including HIV

Analyzing Influences

SH.12.INF.1 Analyze factors that may influence condom use and other safer sex decisions.

Accessing Information

SH.12.AI.1 Explain how to access local STD and HIV testing and treatment services.

Interpersonal Communication

SH.12.IC.1 Demonstrate skills to communicate with a partner about STD and HIV prevention and testing.

Learning Targets:

1. I can identify the symptoms and treatment of STI's. (SH.12.CC.1)
2. I can explain how to access local STI testing and treatment. (SH.12.AI.1)
3. I can analyze factors that influence condom use and other safer sex decisions (SH.12.INF.1)
4. 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)
5. I can demonstrate skills to communicate with a partner about prevention of STI's. (SH.12.CC.2) (SH.12.IC.1)

Lesson Title 4: Healthy Relationships

Topics:

- Healthy and Unhealthy Relationships
- Dating Skills: Boundaries and Communication (consent, refusal)

Standards: National Sexuality Standards

Core Concepts

HR.12.CC.1 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships

HR.12.CC.2 Describe a range of ways to express affection within healthy relationships

HR.12.CC.3 Define sexual consent and explain its implications for sexual decision-making

Analyzing Influences

HR.12.INF.1 Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.

Interpersonal Communication

HR.12.IC.1 Demonstrate effective strategies to avoid or end an unhealthy relationship

HR.12.IC.2 Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior

Self Management

HR.12.SM.1 Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

Learning Targets:

- I can determine characteristics of a healthy relationships and recognize signs of an unhealthy relationship. (HR.12.CC.1)
- I can analyze how the media influences one's belief about a healthy sexual relationship. (HR.12.INF.1)
- I can demonstrate effective strategies to avoid or end an unhealthy relationship (HR.12.IC.1)
- 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)
- I can define sexual consent and explain implications for sexual decision making. (HR.12.CC.3)

Lesson Title 5: Personal Safety

Topics:

- Social Media Influences
- Consent
- Boundaries and identifying sexual harassment and assault
- Post sexual assault
- Reporting sexual assault and knowing how to support a victim

Standards: National Sexuality Standards:

Core Concepts

PS.12.CC.1 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.

HR.12.CC.3 Define sexual consent and explain its implications for sexual decision-making

Analyzing Influences

PS.12.INF.2 Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

Accessing Information

PS.12.AI.1 Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.

Interpersonal Communication

PS.12.IC.1 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault.

PS.12.IC.2 Identify ways in which a person could respond when someone else is being bullied or harassed.

Advocacy

PS.12.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone.

Learning Targets:

- I can compare and contrast bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and understand consequences. (PS.12.CC.1)
- 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)
- I can understand the conditions involved in giving and recognizing consent. (HR.12.CC.3)

- 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)
- I can advocate and support a survivor and encourage safe environments. (PS.12.ADV.1)