

Kindergarten HG&D Strands and Current Outcomes	Kindergarten HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Instruction for males and females will be taught apart for grades 3-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify the parts of their body that are private (those parts covered by a swimsuit). (LC)	I can identify the parts of my body that are private (those parts covered by a swimsuit). (AP.2.CC.1)		X				RC-2a2
Animals resemble their parents (growth over time). (LC)	I can explain how animals resemble their parents (growth over time). (PR.2.CC.1)		X				RC-2a2
Describe good and bad touching. (AP/I)	I can describe good and bad touching. (PS.2.CC.1)	X					RC-2f
	I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3)	X					RC-2f
	I can identify parents and other trusted adults to ask questions or to tell about uncomfortable situations (including bullying and teasing). (PS.2.AI.1) (PS.2.AI.2)	X					RC-2f
Identify a decision and cite examples of decisions they make. (AP/I)	I can describe how to respond to a situation that makes me feel uncomfortable (for example: bullying and teasing). (PS.2.IC.1) (PS.2.IC.2)	X					RC-2f
Identify who is at fault in a situation of abuse (use terminology of abuse including good touch, bad touch.) (AP/I)	I can describe how to respond to an uncomfortable situation including bad touch using the terminology "NO", get away, and tell someone. (PS.2.SM.1)	X					RC-2f

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Describe the characteristics of a friend and family. (R)	I can describe the characteristics of a good friend. (HR.2.CC.2)					X	RC-2c
Demonstrate acceptable and healthy social skills. (R)	I can identify how to be a good friend and respect others. (HR.2.IC.2)					X	RC-2c
	I can recognize that others may interpret a situation similarly or differently than me. (CASEL.R.1)					X	LD
	I can identify ways to work and play well with others. (CASEL.R.3)					X	LD
	I can demonstrate welcoming and inviting behaviors when I work or play in a group. (CASEL.R.3)					X	LD
	I can recognize how my actions make others feel and how to repair a relationship when feelings are hurt. (CASEL.R.3)					X	LD
	I can identify positive strategies to resolve conflicts. (CASEL.R.4)					X	LD
	I can recognize that conflict is a natural part of life. (CASEL.R.4)					X	LD
	I can demonstrate using an assertive tone when I want someone to stop. (CASEL.R.4)					X	LD
Identify their interests, likes and dislikes, physical characteristics, talents, feelings, places within the	I can identify what makes me unique. (ID.2.CC.1)				X		RC-2c

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feelings, place within the family and other aspects of their individuality.	I can explain my likes and dislikes. (ID.2.INF.1)				X		RC-2c
	I can identify emotions and physical responses (ex: happy, surprised, angry, proud, sad, afraid) as comfortable or uncomfortable. (CASEL.SE.1)				X		LD
	I can share feelings through speaking, writing or drawing. (CASEL.SE.1)				X		LD
	I can identify, demonstrate and apply calming down strategies. (CASEL.SE.1)				X		LD
	I can describe situations that make me feel confident and situations that I feel uncertain. (CASEL.SE.2)				X		LD
	I can identify problems and generate solutions to problems. (CASEL.DM.2)			X			LD
	I can recognize there are multiple solutions to problems. (CASEL.DM.2)			X			LD

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	I can identify the parts of my body that are private (those parts covered by a swimsuit.) (AP.2.CC.1)		X				RC-2a2
Insects go through stages of life. (LC)	I can explain that all living things go through different stages of life (including birth to death). (PR.2.CC.1)		X				RC-2a2
Demonstrate awareness that their bodies are their own private property. (AP/I)	I can demonstrate awareness that my body is my own private property. (PS.2.CC.1)	X					RC-2f
	I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3)	X					RC-2f
	I can identify parents and other trusted adults to ask questions or tell about uncomfortable situations [including abuse ("good touch, bad touch") bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2)	X					RC-2f
Identify choices that they make and resulting consequences. (AP/I)	I can describe how to respond to a situation that makes me feel uncomfortable [abuse ("good touch, bad touch"), bullying and teasing]. (PS.2.IC.1) (PS.2.IC.2)	X					RC-2f
Identify how to deal with a situation involving bad touch using the terminology "No," get away, and tell someone. (AP/I)	I can describe how to respond to an uncomfortable situation including bad touch using the terminology "NO", get away, and tell someone. (PS.2.SM.1)	X					RC-2f

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Describe different family structures. (R)	I can describe different family structures and how they work together. (HR.2.CC.1)					X	RC-2c
	I can describe characteristics of a good friend. (HR.2.CC.2)					X	RC-2c
Describe different family structures. (R)	I can identify ways to show respect for families that are different than my own. (HR.2.IC.1)					X	RC-2c
	I can describe ways to express my feelings with respect and kindness. (HR.2.IC.2)					X	RC-2c
	I can identify how people interpret a similar situation. (CASEL.R.1)					X	LD
	I can identify, demonstrate and apply active listening strategies. (CASEL.R.1)					X	LD
	I can identify ways to work and play well with others. (CASEL.R.3)					X	LD
	I can demonstrate welcoming and inviting behaviors in a group setting. (CASEL.R.3)					X	LD
	I can identify how I can accept responsibility for my actions and how to repair a relationship. (CASEL.R.3)					X	LD
	I can recognize varying methods of resolving conflicts. (CASEL.R.4)					X	LD
	I can distinguish between normal conflict and bullying. (CASEL.R.4)					X	LD

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

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

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

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

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

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	I can identify ways to show compassion for others. (CASEL.R.3)					X	LD
	I can recognize attributes of cooperative behavior in a group setting. (CASEL.R.3)					X	LD
	I can explain how to accept responsibility for my actions and how to repair a relationship. (CASEL.R.3)					X	LD
	I can explain how resolving a conflict with a friend could strengthen the friendship. (CASEL.R.4)					X	LD
	I can distinguish between normal conflict and bullying. (CASEL.R.4)					X	LD
	I can reconginze how misunderstandings can lead to conflict (rumors, false accustions). (CASEL.R.4)					X	LD
	I can demonstate an assertive posture and tone of voice and use it when I want someone to stop. (CASEL.R.4)					X	LD
	I can identify ways to show respect for individuals' similarities and differences that make them unique.(ID.2.CC.1)				X		RC-2c

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	I can explain the ways in which others influence my likes and dislikes. (ID. 2.INF.1)				X		RC-2c
Identify examples of interest and choices that people have. (SE)					X		
Identify role options available to men and women in their work and personal lives. (SE)					X		
	I can describe situations that trigger emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). (CASEL.SE.1)				X		LD
	I can recognize the emotions of others using physical, verbal and situational clues. (CASEL.SE.1)				X		LD
	I can identify, demonstrate and apply calming down strategies. (CASEL.SE.1)				X		LD
	I can recognize mood changes and factors that contribute to them. (CASEL.SE.1)				X		LD
	I can distinguish among intensity levels of an emotion when faced with different problems. (CASEL.SE.1)				X		LD

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	I can describe the personal qualities that successful learners demonstrate. (CASEL.SE.2)				X		LD
	I can identify the qualities of positive role models. (CASEL.SE.2)				X		LD
Identify criteria for making a decision. (DM)	I can identify criteria for making a decision. (DM)			X			RC-2a7
Demonstrate an acceptance of responsibility for their own behavior. (DM)	I can demonstrate an acceptance of responsibility for my own behavior. (DM)			X			RC-2a7
Identify the impact of emotions on responsible decision making. (DM)	I can identify the impact of emotions on responsible decision making. (DM)			X			RC-2a7
	I can identify my body's physical sensations and emotions that indicate a threat or danger. (CASEL.DM.1)			X			LD
	I can explain how rules help keep people safe (family, school, community). (CASEL.DM.1)			X			LD
	I can identify how strategies, like self-talk or belly-breathing, can help me communicate calmly and effectively when I need to solve a problem. (CASEL.DM.2)			X			LD

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

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

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

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	I can describe characteristics of a healthy friendship. (HR.5.CC.1)					X	RC-2c
	I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5)					X	RC-2a7
Identify the characteristics of a positive role model. (R)	I can describe how to be a positive friend to others. (HR.5.INF.1)					X	RC-2c
	I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2)					X	RC-2c
Demonstrate how to communicate abusive and harassing situations to appropriate adults. (R)	I can identify parents or other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)					X	RC-2c
	I can identify ways to treat others with dignity and respect. (HR.5.SM.1)					X	RC-2c
	I can develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)					X	RC-2a7
	I can describe how people interpret a similar situation and value their perspective. (CASEL.R.1)					X	LD
	I can identify, demonstrate and apply active listening strategies to show care and concern to others. (CASEL.R.1)					X	LD

Third Grade HG&D Strands and Current Outcomes	Third Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Instruction for males and females will be taught apart for grades 3-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify ways to show compassion for others and appreciation for another persons well-being. (CASEL.R.3)					X	LD
	I can identify attributes of cooperative behavior in a group setting. (CASEL.R.3)					X	LD
	I can describe how to accept responsibility for my actions and how to repair a relationship. (CASEL.R.3)					X	LD
	I can explain why resolving conflicts are important for repair of relationships. (CASEL.R.4)					X	LD
	I can distinguish between normal conflict and bullying. (CASEL.R.4)					X	LD
	I can identify assertive, passive, and aggressive conflict resolution behaviors. (CASEL.R.4)					X	LD
	I can identify ways to treat others with dignity and respect. (ID.5.SM.1)				X		RC-2c
	I can identify ways that people can work together to show dignity and respect for all people. (ID.5.ADV.1)				X		RC-2c

Third Grade HG&D Strands and Current Outcomes	Third Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Instruction for males and females will be taught apart for grades 3-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Describe changes in their interests, likes and dislikes, physical characteristics, talents and feelings. (SE)					X		
	I can identify physical clues that can help me name my own feelings. (CASEL.SE.1)				X		LD
	I can identify the emotions of others using physical, verbal and situational clues. (CASEL.SE.1)				X		LD
	I can identify, demonstrate and apply calming down strategies during upsetting or stressful situations. (CASEL.SE.1)				X		LD
	I can identify, demonstrate and apply strategies for expressing various emotions. (CASEL.SE.1)				X		LD
	I can demonstrate an awareness of how my behavior and reactions affect the emotions of others. (CASEL.SE.1)				X		LD
	I can identify ways my personal strengths contribute to my communities. (CASEL.SE.2)				X		LD
	I can describe how family and peers can support each other. (CASEL.SE.2)				X		LD

Third Grade HG&D Strands and Current Outcomes	Third Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Instruction for males and females will be taught apart for grades 3-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Identify their responsibility in a small group situation. (DM)	I can identify my responsibility in a small group situation. (DM)			X			RC-2c
Demonstrate wise use of daily time. (DM)				X			
	I can respond appropriately to my body's physical sensations that indicate a threat or a danger. (CASEL.DM.1)			X			LD
	I can explain how rules help keep people safe (family, school, community). (CASEL.DM.1)			X			LD
	I can evaluate how others influence my decisions (e. g., family, church, team, club membership). (CASEL.DM.1)			X			LD
	I can identify and apply strategies I can use to help me communicate calmly and effectively when I need to solve a problem. (CASEL.DM.2)			X			LD
	I can demonstrate and apply problem solving steps when faced with difficult or uncomfortable situations. (CASEL.DM.2)			X			LD
	I can generate multiple solutions to a problem and determine the most reasonable solution to solve a specific problem. (CASEL.DM.2)			X			LD

Fourth Grade HG&D Strands and Current Outcomes	Fourth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Instruction for males and females will be taught apart for grades 3-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
Develop an awareness of human function and structure of the body. (LC)	I can identify my anatomy and reproductive system. (AP.5.CC.1)		X				RC-2a2
Identify the initial changes that occur in puberty. (LC)	I can identify the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1)		X				RC-2a2
	I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)		X				RC-2a2
	I can identify that puberty prepares the body for potential reproduction. (PAD.5.CC.3)		X				RC-2a2
	I can identify the influence of messages from media, family, friends, society and culture that affect ideas about relationships, self-esteem, and body image. (PD.5.INF.1)		X				RC-2a9
	I can explain how to determine accurate and medically reliable sources of information about puberty and hygiene. (PD.5.AI.1)		X				LD
	I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)		X				LD

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

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

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

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

Fourth Grade HG&D Strands and Current Outcomes	Fourth Grade HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Instruction for males and females will be taught apart for grades 3-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify, demonstrate and apply calming down strategies during upsetting or stressful situations. (CASEL.SE.1)				X		LD
	I can identify and demonstrate appropriate strategies to reduce stress and manage stressful situations. (CASEL.SE.1)				X		LD
	I can demonstrate an awareness of how my behavior and reactions affect the emotions of others. (CASEL.SE.1)				X		LD
	I can explain how I can use my personal strengths to contribute to my communities. (CASEL.SE.2)				X		LD
	I can recognize the effort my family, other adults and peers have made to support my success in school. (CASEL.SE.2)				X		LD
Demonstrate a wise use of time management skills including goal setting and attainment. (DM)	I can demonstrate a wise use of time management skills including goal setting and attainment. (DM-LD)			X			RC-2a7
	I can explain how rules help keep people safe (family, school, community). (CASEL.DM.1)			X			LD

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

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

Fifth HG&D Strands and Current Outcomes	Fifth HG&D Strands and Proposed Outcomes	ABUSE PREVENTION/ INTERVENTION STRAND Identify abusive/harassing situations and demonstrate strategies to deal with them.	LIFE CYCLES STRAND Demonstrate comprehensive knowledge of the physical, social, and emotional aspects of human growth and development. Instruction for males and females will be taught apart for grades 3-7.	DECISION MAKING STRAND Describe the process used in making responsible decisions.	SELF-ESTEEM STRAND Describe their own valuable and unique traits and how their traits contribute to their own well-being and that of others.	RELATIONSHIPS STRAND Explain why communication, interaction and respect are essential elements for positive relationships.	State Statute Recommended (RC), Required (RQ), or Locally Decided (LD)
	I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)		X				LD
Identify and explain the importance of taking care of his/her own physical, emotional and social needs. (LC)	I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1)		X				RC-2a2, RC-2a7
Identify abusive, coercive and harassing situations. (AP/I)	I can define teasing, types of abuse (coercive, manipulative, physical) , harassment, and bullying and explain why they are wrong. (PS.5.CC.1)	X					RC-2f
	I can understand that abuse is not the victim's fault. (PS.5.CC.1)	X					RC-2f
	I can explain why people tease, harass, or bully others. (PS.5.INF.1)	X					RC-2f
	I can identify parents and trusted adults that I can tell if I am being teased, harassed, or bullied. (PS.5.AI.1)	X					RC-2f
	I can demonstrate ways to communicate about how I or someone else is being treated. (PS.5.IC.1)	X					RC-2f
	I can demonstrate various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)	X					RC-2f

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

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

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

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

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	I can determine the possible consequences before expressing an emotion to others. (CASEL.SE.1)				X		LD
	I can identify my personal strengths and how they affect the choices and decisions I make. (CASEL.SE.2)				X		LD
	I can analyze the effort my family, other adults and peers have made to support your my success in school. (CASEL.SE.2)				X		LD

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(2) Subjects. A school board may provide an instructional program in human growth and development in grades kindergarten to 12. If the school board elects to provide an instructional program under this section, when the school board establishes the curriculum for the instructional program, the school board shall make determinations as to whether and, if so, for what subjects covered in the curriculum the pupils shall be separated by gender. If an instructional program is provided, the following instructional program is recommended:

(a) Present medically accurate information to pupils and, when age-appropriate, address the following topics:

1. The importance of communication about sexuality between the pupil and the pupil's parents or guardians.

X X

2. Reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation.

X X X X X X X X X X

5. The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent.

X X X

7. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.

X X X X X X X X X

8. How alcohol and drug use affect responsible decision making.

X

9. The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality.

X X X X X X X X

10. Adoption resources, prenatal care, and postnatal supports.

X

11. The nature and treatment of sexually transmitted infections.

X X X

(c) Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships.

X X X X X X X X X

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

(h) Explains the sex offender registration requirements under s. 301.45. Instruction under this paragraph shall include who is required to report under s. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under s. 301.45.

(i) Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.

K	1	2	3	4	5	6	7	8	10
						X	X	X	
						X	X	X	