

Kindergarten HG&D

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: Kindergarten HG&D	Date last reviewed: 4/30/19
Prerequisites: N/A	Board approval outcomes date: 9/24/18 Board approval for lessons/materials: 4/30/19
<p>Primary Resources: ***Note: Teachers shall teach the curriculum as approved by the Board of Education. Textual and media material are important resources, teachers shall not use any supplemental resources in the Curriculum/Content Area of Human Growth and Development. Lessons shall be implemented as approved. (updated 8/2022)</p> <p>Note: Media will be posted on the website unless protected by copyright. In that event, families will need to work with their school library to watch them on site.</p>	

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 situation. 5. How to identify trusted adults to promote safety. 6. Healthy, positive relationships are an essential component of personal wellness. 	<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

<p>7. Family, friends, peers, and media influences our perceptions of growth and development.</p>	<p>maintain positive relationships? 7. How do family, peers, friends, and media influence my ideas, opinions, and behaviors?</p>
---	--

<p>Unit 1: Life Cycles</p>	
<p>Topics:</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Pregnancy and Reproduction 	
<p>Standards: National Sexuality Education Standards</p>	
<p><u>Anatomy and Physiology</u> Core Concepts</p> <ul style="list-style-type: none"> • Use proper names of body parts, including male and female anatomy (AP.2.CC.1) <p><u>Pregnancy and Reproduction</u> Core Concepts</p> <ul style="list-style-type: none"> • Explain that all living things reproduce (PR.2.CC.1) 	
<p>Learning Targets</p>	<p>Curricular Connections</p>
<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) 	<p>Lesson Plan 1</p>
<ul style="list-style-type: none"> • I can explain how animals resemble their parents (growth over time). (PR.2.CC.1) 	<p>Lesson Plan 2</p>

<p>Unit 2: Abuse Prevention/Intervention</p>	
<p>Topic:</p> <ul style="list-style-type: none"> • Personal Safety 	
<p>Standards: National Sexuality Education Standards</p>	
<p><u>Personal Safety</u> Core Concepts</p> <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) <p>Accessing Information</p> <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 (PS.2.AI.2) 	

Interpersonal Communications

- 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)

Self Management

- 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:	Curricular Connections
<ul style="list-style-type: none"> • I can describe good and bad touching. (PS.2.CC.1) • 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) • 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) 	Lesson Plan 1
<ul style="list-style-type: none"> • I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3) • 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) • 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) 	Lesson Plan 2

Unit 3: Relationships**Topic:**

- Healthy Relationships

Standards: National Sexuality Education Standards; CASEL Social Emotional Learning Competencies**Healthy Relationships****Core Concepts**

- Describe the characteristics of a friend (HR.2.CC.2)
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

<p>(CASEL.R)</p> <ul style="list-style-type: none"> Communicate clearly, listen well, cooperate with others, and resist inappropriate social pressure negotiate conflict constructively, and seek and offer help when needed (CASEL.R) <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:	Curricular Connections
<ul style="list-style-type: none"> 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 ways to work and play well with others. (CASEL.R) I can demonstrate welcoming and inviting behaviors when I work or play in a group. (CASEL.R) 	Lesson Plan 1
<ul style="list-style-type: none"> I can recognize that others may interpret a situation similarly or differently than me. (CASEL.R) 	Lesson Plan 2
<ul style="list-style-type: none"> I can recognize how my actions make others feel and how to repair a relationship when feelings are hurt. (CASEL.R) 	Lesson Plan 3
<ul style="list-style-type: none"> I can identify positive strategies to resolve conflicts. (CASEL.R) I can recognize that conflict is a natural part of life. (CASEL. R) 	Lesson Plan 4
<ul style="list-style-type: none"> I can demonstrate using an assertive tone when I want someone to stop. (CASEL.R) 	Lesson Plan 5

Unit 4: Self-Esteem
Standards: National Sexuality Education Standards; CASEL SEL Competencies
<p><u>Identity</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> Describe differences and similarities in how boys and girls may be expected to act (ID.2.CC.1) Recognize one’s own emotions, thoughts, and values and how they influence behavior (CASEL.SE) Assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset” (CASEL.SE) <p>Analyzing Influences</p> <ul style="list-style-type: none"> 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	Curricular Connections
<ul style="list-style-type: none"> I can identify what makes me unique. (ID.2.CC.1) I can explain my likes and dislikes. (ID.2.INF.1) I can share feelings through speaking, writing or drawing. (CASEL.SE) I can identify emotions and physical responses (ex. happy, surprised, angry, proud, sad, afraid) as comfortable or uncomfortable. (CASEL.SE) 	Lesson Plan 1
<ul style="list-style-type: none"> I can identify, demonstrate and apply calming down strategies. (CASEL.SE) 	Lesson Plan 2
<ul style="list-style-type: none"> I can describe situations that make me feel confident and situations that I feel uncertain. (CASEL.SE) 	Lesson Plan 3

Unit 5: Decision Making	
Topic:	
<ul style="list-style-type: none"> Decision Making 	
CASEL SEL Competencies	
Decision Making Core Concepts <ul style="list-style-type: none"> Make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms (CASEL.DM) Evaluate the consequences of various actions, and a consideration of the well-being of oneself and others (CASEL.DM) 	
Learning Targets	Curricular Connections
<ul style="list-style-type: none"> I can identify problems and generate solutions to problems. (CASEL.DM) I can recognize there are multiple solutions to problems. (CASEL.DM) 	Lesson Plan 1