

## 1st Grade HG&D

<b>Curriculum/Content Area: Human Growth and Development</b>	<b>Course Length: Academic Year</b>
<b>Course Title: 1st Grade HG&amp;D</b>	<b>Date last reviewed: 4/30/19</b>
<b>Prerequisites: N/A</b>	<b>Board approval outcomes date: 9/24/18 Board approval for lessons &amp; materials: 4/30/19</b>
<p><b>Primary Resources:</b>  <i>***Note:</i> 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 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.

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

and the media as it relates to their growth and development.	7. How do family, peers, friends, and media influence my ideas, opinions, and behaviors?
--	--

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

<b>Unit 2: Abuse Prevention/Intervention</b>
<b>Topic:</b> <ul style="list-style-type: none"> <li>Personal Safety</li> </ul>
<b>Standards: National Sexuality Education Standards; CASEL Core SEL Competencies</b>
<u><b>Personal Safety</b></u> <b>Core Concepts</b> <ul style="list-style-type: none"> <li>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)</li> <li>Explain what bullying and teasing are (PS.2.CC.2)</li> <li>Explain why bullying and teasing are wrong (PS.2.CC.3)</li> </ul> <b>Accessing Information</b> <ul style="list-style-type: none"> <li>Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched (PS.2.AI.1)</li> <li>Identify parents and other trusted adults they can tell if they are being bullied or teased</li> </ul>

<p>(PS.2.AI.2)</p> <p><b>Interpersonal Communications</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (PS.2.IC.1)</li> <li>• Demonstrate how to respond if someone is bullying or teasing them (PS.2.IC.2)</li> </ul> <p><b>Self Management</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	
<b>Learning Targets</b>	<b>Curricular Connections</b>
<ul style="list-style-type: none"> <li>• I can demonstrate awareness that my body is my own private property. (PS.2.CC.1)</li> <li>• I can identify parents and other trusted adults to ask questions or tell about uncomfortable situations [including abuse (good and bad touch), bullying, and teasing]. (PS.2.AI.1) (PS.2.AI.2)</li> <li>• I can describe how to respond to a situation that makes me feel uncomfortable [abuse (“good and bad touch”), bullying and teasing]. (PS.2.IC.1) (PS.2.IC.2)</li> <li>• 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)</li> </ul>	<p><a href="#">Lesson Plan 1</a></p>
<ul style="list-style-type: none"> <li>• I can explain what bullying and teasing are and why it is wrong (including cyberbullying). (PS.2.CC.2) (PS.2.CC.3)</li> </ul>	<p><a href="#">Lesson Plan 2</a></p>

<b>Unit 3: Relationships</b>
<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Healthy Relationships</li> </ul>
<p><b>Standards: National Sexuality Education Standards; CASEL Social Emotional Learning Competencies</b></p>
<p><b>Healthy Relationships</b></p> <p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>• Identify different kinds of family structures (HR.2.CC.1)</li> <li>• Describe the characteristics of a friend (HR.2.CC.2)</li> <li>• Establish and maintain healthy and rewarding relationships with diverse individuals and groups (CASEL.R)</li> </ul>

- Communicate clearly, listen well, cooperate with others, and resist inappropriate social pressure negotiate conflict constructively, and seek and offer help when needed (CASEL.R)

**Interpersonal Communications**

- 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	Curricular Connections
<ul style="list-style-type: none"> <li>• I can describe different family structures and how they work together. (HR.2.CC.1)</li> <li>• I can identify ways to show respect for families that are different than my own. (HR.2.IC.1)</li> </ul>	<a href="#">Lesson Plan 1</a>
<ul style="list-style-type: none"> <li>• I can describe the characteristics of a good friend. (HR.2.CC.2)</li> <li>• I can identify ways to work and play well with others. (CASEL.R)</li> <li>• I can demonstrate welcoming and inviting behaviors in a group setting. (CASEL.R)</li> </ul>	<a href="#">Lesson Plan 2</a>
<ul style="list-style-type: none"> <li>• I can describe ways to express my feelings with respect and kindness. (HR.2.IC.2)</li> <li>• I can recognize how misunderstandings can lead to conflict (rumors). (CASEL.R)</li> <li>• I can identify how I can accept responsibility for my actions and how to repair a relationship. (CASEL.R)</li> </ul>	<a href="#">Lesson Plan 3</a>
<ul style="list-style-type: none"> <li>• I can identify how people interpret a similar situation. (CASEL.R)</li> </ul>	<a href="#">Lesson Plan 4</a>
<ul style="list-style-type: none"> <li>• I can identify, demonstrate and apply active listening strategies. (CASEL.R)</li> </ul>	<a href="#">Lesson Plan 5</a>
<ul style="list-style-type: none"> <li>• I can recognize varying methods of resolving conflicts. (CASEL.R)</li> </ul>	<a href="#">Lesson Plan 6</a>
<ul style="list-style-type: none"> <li>• I can distinguish between normal conflict and bullying. (CASEL.R)</li> </ul>	<a href="#">Lesson Plan 7</a>
<ul style="list-style-type: none"> <li>• I can recognize an assertive posture and tone of voice and use it when I want someone to stop. (CASEL.R)</li> </ul>	<a href="#">Lesson Plan 8</a>

**Unit 4: Self-Esteem**

**Topic:**

- Identity

**Standards: National Sexuality Education Standards; CASEL SEL Competencies**

**Identity**

**Core Concepts**

- 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.SA.1-2)
- 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)

**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	Curricular Connections
<ul style="list-style-type: none"> <li>• I can identify what makes me unique and compare my interests to others. (ID.2.CC.1)</li> <li>• I can identify the ways in which others influence my like and dislikes. (ID.2.INF.1)</li> </ul>	<a href="#">Lesson Plan 1</a>
<ul style="list-style-type: none"> <li>• I can identify and describe emotions and physical responses. (CASEL.SE)</li> <li>• I can recognize the emotions of others through facial expressions and body language. (CASEL.SE)</li> <li>• I can recognize that feelings change throughout the day. (CASEL.SE)</li> </ul>	<a href="#">Lesson Plan 2</a>
<ul style="list-style-type: none"> <li>• I can identify, demonstrate and apply calming down strategies. (CASEL.SE)</li> </ul>	<a href="#">Lesson Plan 3</a>
<ul style="list-style-type: none"> <li>• I can describe the difference between big problems and small problems and what good reactions would be to these problems. (CASEL.SE)</li> </ul>	<a href="#">Lesson Plan 4</a>
<ul style="list-style-type: none"> <li>• I can describe situations that make me feel confident and situations that make me feel uncertain. (CASEL.SE)</li> </ul>	<a href="#">Lesson Plan 5</a>
<ul style="list-style-type: none"> <li>• I can identify various helpers in the school</li> </ul>	<a href="#">Lesson Plan 6</a>

community (CASEL.SE)	
----------------------	--

**Unit 5: Decision Making**

**Topic:**

- Decision Making

**CASEL Social Emotional Learning Competencies**

**Decision Making**

**Core Concepts**

- Make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms (CASEL.DM)

**Analyzing Influences**

- 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"> <li>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)</li> <li>I can explain how rules help keep people safe (family, school, community). (CASEL.DM)</li> </ul>	<a href="#">Lesson Plan 1</a>
<ul style="list-style-type: none"> <li>I can demonstrate how my body should feel and look before I solve a problem. (CASEL.DM)</li> <li>I can identify and apply problem-solving steps to handle difficult or uncomfortable situations. (CASEL.DM)</li> <li>I can identify multiple solutions to a problem and determine the most reasonable solution to solve a specific problem. (CASEL.DM)</li> </ul>	<a href="#">Lesson Plan 2</a>