

2nd Grade HG&D

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 2nd Grade HG&D	Date last reviewed: 4/30/19
Prerequisites: N/A	Board outcome approval date: 9/24/18 Board approval lesson & material: 4/30/19
<p>Primary Resource: ***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 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 Education 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:	Curricular Connections:
<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) 	Lesson Plan 1
<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) 	Lesson Plan 2

Unit 2: Abuse Prevention/Intervention
Topic: <ul style="list-style-type: none"> Personal Safety
Standards: National Sexuality Education 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 (PS.2.AI.2)
Interpersonal Communications <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)
Self-Management <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 a way that makes them feel uncomfortable (PS.2.SM.1)

Learning Targets:	Curricular Connections:
<ul style="list-style-type: none"> I can demonstrate awareness that my body is my own private property. (PS.2.CC.1) 	Lesson Plan 1
<ul style="list-style-type: none"> 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) 	Lesson Plan 2
<ul style="list-style-type: none"> 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) I can describe how to respond to an uncomfortable situation including inappropriate touch using the terminology “NO”, get away, and tell someone. (PS.2.SM.1) 	Lesson Plan 3
<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) 	Lesson Plan 4

Unit 3: Relationships	
Topic: <ul style="list-style-type: none"> Healthy Relationships 	
Standards: National Sexuality Standards; CASEL Social Emotional Learning Competencies	
<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) Establish and maintain healthy and rewarding relationships with diverse individuals and groups (CASEL.R) 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"> 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"> I can describe different family structures and how family members have roles that support each other. (HR.2.CC.1) I can explain ways to show respect for families that are different than my own. (HR.2.IC.1) 	Lesson Plan 1

<ul style="list-style-type: none"> • I can describe the characteristics of a good friend. (HR.2.CC.2) • I can identify ways to show compassion for others. (CASEL.R) 	Lesson Plan 2
<ul style="list-style-type: none"> • I can explain respectful ways to express my feelings and solve problems. (HR.2.IC.2) • I can explain how to accept responsibility for my actions and how to repair a relationship. (CASEL.R) • I can recognize how misunderstandings can lead to conflict (rumors, false accusations). (CASEL.R) • I can demonstrate an assertive posture and tone of voice and use it when I want someone to stop. (CASEL.R) • I can explain how resolving a conflict with a friend could strengthen the friendship. (CASEL.R) 	Lesson Plan 3
<ul style="list-style-type: none"> • I can describe how people interpret a similar situation and honor their feelings. (CASEL.R) 	Lesson Plan 4
<ul style="list-style-type: none"> • I can recognize attributes of cooperative behavior in a group setting. (CASEL.R) • I can identify, demonstrate and apply active listening strategies. (CASEL.R) 	Lesson Plan 5
<ul style="list-style-type: none"> • I can distinguish between normal conflict and bullying. (CASEL.R) 	Lesson Plan 6

Unit 4: Self-Esteem	
Topic:	
<ul style="list-style-type: none"> • Identity 	
Standards: National Sexuality Education Standards; CASEL SEL Competencies	
<u>Identity</u>	
Core Concepts	
<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) 	
Analyzing Influences	
<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 describe situations that trigger emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). 	Lesson Plan 1

<p>(CASEL.SE)</p> <ul style="list-style-type: none"> I can distinguish among intensity levels of an emotion when faced with different problems. (CASEL.SE) 	
<ul style="list-style-type: none"> I can identify ways to show respect for individuals' similarities and differences that make them unique. (ID.2.CC.1) I can recognize the emotions of others using physical, verbal and situational clues. (CASEL.SE) I can recognize mood changes and factors that contribute to them. (CASEL.SE) 	Lesson Plan 2
<ul style="list-style-type: none"> I can identify, demonstrate and apply calming down strategies. (CASEL.SE) 	Lesson Plan 3
<ul style="list-style-type: none"> I can describe the personal qualities that successful learners demonstrate. (CASEL.SE) 	Lesson Plan 4
<ul style="list-style-type: none"> I can explain the ways in which others influence my likes and dislikes. (ID.2.INF.1) I can identify the qualities of positive role models. (CASEL.SE) 	Lesson Plan 5

Unit 5: Decision Making	
Topic:	
<ul style="list-style-type: none"> Decision Making 	
CASEL SEL Competencies	
<u>Decision Making</u>	
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 criteria for making a decision. (CASEL.DM) I can identify and apply problem-solving steps to handle difficult or uncomfortable situations. (CASEL.DM) 17/18 I can generate multiple solutions to a problem and determine the most reasonable solution to solve a specific problem. (CASEL.DM) 17 & 18 	Lesson Plan 1

<ul style="list-style-type: none">• I can demonstrate an acceptance of responsibility for my own behavior. (CASEL.DM) 19	
<ul style="list-style-type: none">• I can identify my body's physical sensations and emotions that indicate a threat or danger. (CASEL.DM)	Lesson Plan 2
<ul style="list-style-type: none">• I can explain how rules help keep people safe (family, school, community). (CASEL.DM)	Lesson Plan 3
<ul style="list-style-type: none">• 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)• I can identify the impact of emotions on responsible decision making. (CASEL.DM)	Lesson Plan 4