

3rd Grade HG&D

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 3rd 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: <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 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, 	<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?

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?
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Unit 1: Life Cycles

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| <p>Topics:</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Pregnancy and Reproduction • Puberty and Adolescent Development |
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Standards: National Sexuality Education Standards
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<p><u>Anatomy and Physiology</u> Core Concepts</p> <ul style="list-style-type: none"> • Describe male and female reproduction systems including body parts and their functions (AP.5.CC.1) <p><u>Pregnancy and Reproduction</u> Core Concepts</p> <ul style="list-style-type: none"> • Describe the process of human reproduction (PR.5.CC.1) CC: (3-LS1-1) <p><u>Puberty and Adolescent Development</u> Core Concepts</p> <ul style="list-style-type: none"> • 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) <p>Analyzing Influences</p> <ul style="list-style-type: none"> • Describe how friends, family, media, society and culture can influence ideas about relationships, self-esteem, and body image, (PD.5.INF.1) <p>Accessing Information</p> <ul style="list-style-type: none"> • Identify medically-accurate information and resources about puberty and hygiene (hair, skin, nails, sweat, body odor). (PD.5.AI.1) • Identify parents or other trusted adults of whom students can ask questions about puberty. (PD.5.AI.2) <p>Self-Management</p> <ul style="list-style-type: none"> • Explain ways to manage physical, emotional, and social needs associated with puberty (PD.5.SM.1)

Learning Targets:	Curricular Connections
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| <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) | <p>Lesson Plan 1</p> |
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| <ul style="list-style-type: none"> • I can identify ways my body will change | <p>Lesson Plan 2 (Girls)</p> |
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<p>during puberty. (PD.5.CC.1)</p> <ul style="list-style-type: none"> • I can identify that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2) • 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) 	<p>Lesson Plan 2 (Boys)</p>
<ul style="list-style-type: none"> • 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) 	<p>Lesson Plan 3</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>Personal Safety</p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Define teasing, harassment, and other bullying and explain why they are wrong (PS.5.CC.1) <p>Analyzing Influences</p> <ul style="list-style-type: none"> • Explain why people tease, harass, or bully others (PS.5.INF.1) <p>Accessing Information</p> <ul style="list-style-type: none"> • Identify parents and other trusted adults they can tell if they are being teased, harassed, or bullied (PS.5.AI.1) <p>Interpersonal Communications</p> <ul style="list-style-type: none"> • 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) <p>Self-Management</p> <ul style="list-style-type: none"> • Discuss effective ways in which students could respond why they are or someone else is being teased, harassed or bullied (PS.5.SM.1) <p>Advocacy</p> <ul style="list-style-type: none"> • Persuade others to take action when someone else is being teased, harassed, or bullied (PS.5.ADV.1) 	
<p>Learning Targets</p>	<p>Curricular Connections</p>

<ul style="list-style-type: none"> I can define teasing and bullying and why they are wrong (including cyberbullying). (PS.5.CC.1) I can explain why people tease or bully others. (PS.5.INF.1) 	Lesson Plan 1
<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 parents and other trusted adults in my life. (PS.5.AI.1) (PS.5.AI.2) I can identify refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2) I can identify effective ways to respond if I or someone else is being teased or bullied. (PS.5.SM.1) 	Lesson Plan 2
<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) 	Lesson Plan 3

Unit 3: Relationships	
Topic:	
<ul style="list-style-type: none"> Healthy Relationships 	
Standards: National Sexuality Education Standards; CASEL Core SEL Competencies	
<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) Describe the advantages and disadvantages of communicating using technology and social media (HR.8.CC.5) Establish and maintain healthy and rewarding relationships with diverse individuals and groups (CASEL.R) The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed (CASEL.R) <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) Analyze the impact of technology and social media on friendships and relationships (HR.8.INF.2) <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) <p>Goal Setting</p> <ul style="list-style-type: none"> Develop a plan to stay safe when using social media (HR.8.GS.1) 	
Learning Targets:	Curricular Connections

<ul style="list-style-type: none"> I can describe characteristics of a healthy friendship. (HR.5.CC.1) 	Lesson Plan 1
<ul style="list-style-type: none"> I can identify attributes of cooperative behavior in a group setting (CASEL.R) 	Lesson Plan 2
<ul style="list-style-type: none"> I can describe the advantages and disadvantages of communicating using technology and social media. (HR.8.CC.5) I can identify positive and negative impacts of technology on friendships. (HR.8.INF.2) 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 develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1) 	Lesson Plan 3
<ul style="list-style-type: none"> I can describe how to be a positive friend to others. (HR.5.INF.1) I can identify, demonstrate and apply active listening strategies to show care and concern to others (CASEL.R) I can identify ways to show compassion for others and appreciation for another person's well-being (CASEL.R) 	Lesson Plan 4
<ul style="list-style-type: none"> I can identify ways to treat others with dignity and respect. (HR.5.SM.1) 	Lesson Plan 5
<ul style="list-style-type: none"> I can describe how people interpret a similar situation and value their perspective (CASEL.R) 	Lesson Plan 6
<ul style="list-style-type: none"> I can describe how to accept responsibility for my actions and how to repair a relationship (CASEL.R) I can explain why resolving conflicts are important for repair of relationships (CASEL.R) 	Lesson Plan 7
<ul style="list-style-type: none"> I can identify assertive, passive, and aggressive conflict resolution behaviors (CASEL.R) 	Lesson Plan 8
<ul style="list-style-type: none"> I can distinguish between normal conflict and bullying (CASEL.R) 	Lesson Plan 9

Unit 4: Self-Esteem

Topic:

- Identity

Standards: National Sexuality Education Standards; CASEL SEL Competencies**Identity****Core Concepts**

- Recognize one's own emotions, thoughts, and values and how they influence behavior (CASEL.SE)
- Accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset" (CASEL.SE)

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:**Curricular Connections**

- 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)
- I can demonstrate an awareness of how my behavior and reactions affect the emotions of others (CASEL.SE.1)

[Lesson Plan 1](#)

- I can identify, demonstrate and apply calming down strategies during upsetting or stressful situations. (CASEL.SE)
- I can identify, demonstrate and apply strategies for expressing various emotions. (CASEL.SE.1)

[Lesson Plan 2](#)

- I can identify physical clues that can help me name my own feeling. (CASEL.SE.1)
- I can identify the emotions of others using physical, verbal and situational clues (CASEL.SE.1)

[Lesson Plan 3](#)

- I can identify ways my personal strengths contribute to my communities. (CASEL.SE)
- I can describe how family and peers can support each other. (CASEL.SE)

[Lesson Plan 4](#)

Unit 5: Decision Making

Topic: <ul style="list-style-type: none"> Decision Making 	
Standards: National Sexuality Education Standards; CASEL Core SEL Competencies	
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 consider the well-being of oneself and others (CASEL.DM) 	
Learning Targets	Curricular Connections
<ul style="list-style-type: none"> I can respond appropriately to my body's physical sensations that indicates a threat or danger (CASEL.DM) 	Lesson Plan 1
<ul style="list-style-type: none"> I can explain how rules help keep people safe (family, school, community) CASEL.DM.1) 	Lesson Plan 2
<ul style="list-style-type: none"> 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) 	Lesson Plan 3
<ul style="list-style-type: none"> I can identify my responsibility in a small group situation. (DM) I can evaluate how others influence my decisions (e.g., family, church, team, club membership). (CASEL.DM) I can demonstrate and apply problem solving steps when faced with difficult or uncomfortable situations. (CASEL.DM) I can generate multiple solutions to a problem and determine the most reasonable solution to solve a specific problem. (CASEL.DM) 	Lesson Plan 4