

4th Grade HG&D

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 4th Grade 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 fourth 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:
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 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, 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:

- Anatomy and Physiology
- Puberty and Adolescent Development

Standards: National Sexuality Education Standards

Anatomy and Physiology

Core Concepts

- Describe male and female reproduction systems including body parts and their functions (AP.5.CC.1)

Puberty and Adolescent Development

Core Concepts

- 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)
- Describe how puberty prepares human bodies for the potential to reproduce (PAD.5.CC.3)

Analyzing Influences

- Describe how friends, family, media, society and culture can influence ideas about body image (PD.5.INF.1)

Accessing Information

- Identify medically-accurate information and resources about puberty and personal hygiene (PD.5.AI.1)
- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues (PD.5.AI.2)

Self-Management

- Explain ways to manage physical emotional changes associated with puberty (PD.5.SM.1)

Learning Targets:

Curricular Connections

- I can identify my anatomy and reproductive system. (AP.5.CC.1)
- I can identify the physical, social, and emotional changes that I may experience during puberty. (PD.5.CC.1)
- I can explain that puberty happens at different times for everyone and it is still healthy. (PD.5.CC.2)
- I can identify that puberty prepares the body for potential reproduction. (PAD.5.CC.3)
- I can explain how to determine accurate and medically reliable sources of information about puberty and hygiene. (PD.5.AI.1)
- I can identify parents or trusted adults that can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)
- I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1)

[Lesson Plan 1](#)

Girls

[Lesson Plan 1](#)

Boys

- 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)

[Lesson Plan 3](#)

Unit 2: Abuse Prevention/Intervention

Topic:

- Personal Safety

Standards: National Sexuality Education Standards

Personal Safety

Core Concepts

- Define teasing, harassment, and other bullying and explain why they are wrong (PS.5.CC.1)

Analyzing Influences

- Explain why people tease, harass, or bully others (PS.5.INF.1)

Accessing Information

- Identify parents and other trusted adults they can tell if they are being teased, harassed, or bullied (PS.5.AI.1)

Interpersonal Communications

- 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)

Self-Management

- Discuss effective ways in which students could respond why they are or someone else is being teased, harassed or bullied (PS.5.SM.1)

Advocacy

- Persuade others to take action when someone else is being teased, harassed, or bullied (PS.5.ADV.1)

Learning Targets:

Curricular Connections

- 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)
- I can explain why people tease, harass, or bully others. (PS.5.INF.1)
- I can explain effective ways to respond if I or someone else is being teased, harassed, or bullied. (PS.5.SM.1)
- I can explain ways to communicate about how I or someone else is being treated. (PS.5.IC.1)
- I can identify parents and trusted adults that I can tell if I am being teased, abused, harassed, or bullied. (PS.5.AI.1)

[Lesson Plan 1](#)

- I can explain various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2)

[Lesson Plan 2](#)

- I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1)

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- I can understand that abuse is not the victim's fault. (PS.5.CC.1)

[Lesson Plan 4](#)

Unit 3: Relationships

Topic:

- Healthy Relationships

Standards: National Sexuality Education Standards; CASEL Core Social Emotional Learning Competencies

Healthy Relationships

Core Concepts

- 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)

Analyzing Influences

- 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)

Accessing Information

- Identify parents and other trusted adults they can talk to about relationships (HR.5.AI.1)

Interpersonal Communications

- Demonstrate positive ways to communicate differences of opinions while maintaining relationships (HR.5.IC.1)

Self-Management

- Demonstrate ways to treat others with dignity and respect (HR.5.SM.1)

Goal Setting

- Develop a plan to stay safe when using social media (HR.8.GS.1)

Learning Targets:

Curricular Connections

- I can identify characteristics of healthy relationships (peer, friend, family). (HR.5.CC.1)
- I can identify parents and other trusted adults I can talk to about friendships or other relationships in my life. (HR.5.AI.1)

[Lesson Plan 1](#)

- 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 develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1)

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- I can compare positive and negative friend/peer relationships. (HR.5.INF.1)
- I can identify behaviors and communication strategies that maintain positive relationships. (HR.5.IC.1)
- I can explain how I can be a positive

[Lesson Plan 3](#)

<p>friend to others. (HR.5.INF.1)</p> <ul style="list-style-type: none"> I can describe ways to show compassion and empathy for others. (CASEL.R) I can explain ways to treat others with dignity and respect. (HR.5.SM.1) 	
<ul style="list-style-type: none"> I can identify passive, aggressive, and assertive responses and determine appropriate times to use for conflict resolutions. (CASEL.R) 	Lesson Plan 4
<ul style="list-style-type: none"> I can understand different perspectives and identify prosocial responses in which perspectives could cause conflict. (CASEL.R) I can identify how resolving conflicts could improve one's perspective and understanding on an issue or situation. (CASEL.R) 	Lesson Plan 5
<ul style="list-style-type: none"> I can identify, demonstrate and apply active listening strategies to show care and concern for others. (CASEL.R) 	Lesson Plan 6
<ul style="list-style-type: none"> I can evaluate attributes of cooperative behavior in a group setting. (CASEL.R) 	Lesson Plan 7
<ul style="list-style-type: none"> I can describe how to accept responsibility for my actions and how to repair a relationship. (CASEL.R) 	Lesson Plan 8
<ul style="list-style-type: none"> I can distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure. (CASEL.R) 	Lesson Plan 9
<ul style="list-style-type: none"> I can distinguish between normal conflict and bullying (CASEL.R) 	Lesson 10

Unit 4: Self-Esteem
<p>Topic:</p> <ul style="list-style-type: none"> Self-Esteem
<p>Standards: National Sexuality Education Standards; CASEL Core SEL Competencies</p>
<p><u>Identity</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> 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) <p>Self-Management</p> <ul style="list-style-type: none"> Demonstrate ways to treat others with dignity and respect (ID.5.SM.1) <p>Advocacy</p> <ul style="list-style-type: none"> Demonstrate ways people can work together to promote dignity and respect for all people (ID.5.ADV.1)

Learning Targets	Curricular Connections
<ul style="list-style-type: none"> I can explain ways to treat others with dignity and respect. (ID.5.SM.1) 	Lesson Plan 1
<ul style="list-style-type: none"> I can explain ways that people can work together to show dignity and respect for all people. (ID.5.ADV.1) 	Lesson Plan 2
<ul style="list-style-type: none"> I can describe what triggers strong emotions and what happens in my brain and body when I experience strong emotions. (CASEL.SE) 	Lesson Plan 3
<ul style="list-style-type: none"> I can describe the emotions of others using physical, verbal, and situational clues. (CASEL.SE) 	Lesson Plan 4
<ul style="list-style-type: none"> I can identify, demonstrate and apply calming down strategies during upsetting or stressful situations. (CASEL.SE) 	Lesson Plan 5
<ul style="list-style-type: none"> I can identify and demonstrate appropriate strategies to reduce stress and manage stressful situations. (CASEL.SE) I can demonstrate an awareness of how my behavior and reactions affect the emotions of others. (CASEL.SE) 	Lesson Plan 6
<ul style="list-style-type: none"> I can explain how I can use my personal strengths to contribute to my communities. (CASEL.SE) I can recognize the effort my family, other adults and peers have made to support my success in school. (CASEL.SE) 	Lesson Plan 7

Unit 5: Decision Making	
Topic: <ul style="list-style-type: none"> Decision Making 	
Standards: National Sexuality 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 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 demonstrate a wise use of time management skills including goal setting and attainment (DM-LD) 	Lesson Plan 1
<ul style="list-style-type: none"> I can describe how differing points of view can affect my decisions. (CASEL.DM) 	Lesson Plan 2
<ul style="list-style-type: none"> I can create a plan to carry out a solution to a problem. (CASEL.DM) 	Lesson Plan 3

- I can demonstrate and apply problem-solving steps to handle conflict, peer pressure, and uncomfortable situations. (CASEL.DM)
- I can explain how rules help keep people safe (family, school, community). (CASEL.DM)
- I can evaluate solutions to a problem and determine what solution is the most reasonable solution to a specific problem. (CASEL.DM)

[Lesson Plan 4](#)