

5th Grade HG&D

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 5th 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 fifth 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, 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
- Pregnancy and Reproduction
- 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)

Analyzing Influences

- Identify medically accurate information about female and male reproductive anatomy (AP.5.AI.1)

Pregnancy and Reproduction

Core Concepts

- Describe the process of human reproduction (PR.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 (PD.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 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:

- I can identify my anatomy, reproductive system, and their functions. (AP.5.CC.1)
- I can identify accurate and medically reliable sources to gain more information about my anatomy. (AP.5.AI.1)
- I can identify the medical terminology related to the process of human reproduction (egg, sperm, fertilization, etc.). (PR.5.CC.1)
- I can explain 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 explain that puberty occurs to prepare the body for potential reproduction. (PAD.5.CC.3)
- I can identify parents or trusted adults that

Curricular Connections

[Lesson Plan 1](#)

Boys

[Lesson Plan 2](#)

Girls

<p>can answer questions related to puberty and adolescent health issues. (PD.5.AI.2)</p> <ul style="list-style-type: none"> I can explain ways to take care of my physical, emotional, and social needs during puberty. (PD.5.SM.1) 	
<ul style="list-style-type: none"> I can describe how the messages (media, family, friends, society, culture) impact our 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
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<ul style="list-style-type: none"> I can define teasing, types of abuse (coercive, manipulative, physical), harassment, and bullying and explain why they are wrong.(PS.5.CC.1) I can understand that abuse is not the victim’s fault. (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) 	Lesson Plan 1
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<ul style="list-style-type: none"> I can identify parents and trusted adults that I can tell if I am being teased, harassed, or bullied. (PS.5.AI.1) 	Lesson Plan 2
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<ul style="list-style-type: none"> I can demonstrate ways to communicate about how I or someone else is being treated. (PS.5.IC.1) 	Lesson Plan 3
<ul style="list-style-type: none"> I can demonstrate various refusal skills to use when responding to an uncomfortable/unsafe situation. (PS.5.IC.2) 	Lesson Plan 4
<ul style="list-style-type: none"> I can explain ways to persuade others to take action when someone is being teased, harassed, or bullied. (PS.5.ADV.1) 	Lesson Plan 5

Unit 3: Relationships	
Topic:	
<ul style="list-style-type: none"> Healthy Relationships 	
Standards: National Sexuality Standards; CASEL Core SEL Competencies	
Healthy Relationships	
Core Concepts	
<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) 	
Analyzing Influences	
<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) 	
Accessing Information	
<ul style="list-style-type: none"> Identify parents and other trusted adults they can talk to about relationships (HR.5.AI.1) 	
Interpersonal Communications	
<ul style="list-style-type: none"> Demonstrate positive ways to communicate differences of opinions while maintaining relationships. (HR.5.IC.1) Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others (HR.8.IC.2) 	
Self-Management	
<ul style="list-style-type: none"> Demonstrate ways to treat others with dignity and respect (HR.5.SM.1) (ID.5.SM.1) 	
Goal Setting	
<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 healthy relationships (peer, friend, family). (HR.5.CC.1) I can evaluate how resolving conflicts could improve one's perspective and understanding on an issue or situation. (CASEL.R) 	Lesson Plan 1

<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 develop a plan to stay safe, legal and respectful using social media. (HR.8.GS.1) 	Lesson Plan 2
<ul style="list-style-type: none"> • I can compare positive and negative ways a peer/friend can influence a relationship. (HR.5.INF.1) 	Lesson Plan 3
<ul style="list-style-type: none"> • I can describe how I can make good decisions even when I feel influenced by a friend/peer. (HR.5.INF.1) 	Lesson Plan 4
<ul style="list-style-type: none"> • 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 5
<ul style="list-style-type: none"> • I can explain ways to effectively communicate my opinions and ideas in order to maintain positive relationships. (HR.5.IC.1) 	Lesson Plan 6
<ul style="list-style-type: none"> • I can identify and express boundaries in relationships, including social media. (HR.8.IC.2) 	Lesson Plan 7
<ul style="list-style-type: none"> • I can explain ways that I can advocate to show dignity and respect for others. (HR.5.SM.1) 	Lesson Plan 8
<ul style="list-style-type: none"> • I can demonstrate the ability to take someone else's perspective. (CASEL.R) 	Lesson Plan 9
<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 10
<ul style="list-style-type: none"> • I can describe ways to show compassion and empathy for others. (CASEL.R) 	Lesson Plan 11
<ul style="list-style-type: none"> • I can evaluate the impact of my actions on my relationships. (CASEL.R) 	Lesson Plan 12
<ul style="list-style-type: none"> • I can distinguish between normal conflict and bullying. (CASEL.R) 	Lesson Plan 13

Unit 4: Self-Esteem	
Topic: <ul style="list-style-type: none"> • Self-Esteem 	
Standards: National Sexuality Standards; CASEL Competencies	
Core Competencies Core Concepts <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) 	
Learning Targets	Curricular Connections
<ul style="list-style-type: none"> • I can identify my personal strengths and how they affect the choices and decisions I make. (CASEL.SE) 	Lesson Plan 1
<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 2
<ul style="list-style-type: none"> • I can identify, demonstrate and apply calming down strategies during upsetting or stressful situations. (CASEL.SE) 	Lesson Plan 3
<ul style="list-style-type: none"> • I can identify and demonstrate appropriate strategies to reduce stress and manage stressful situations. (CASEL.SE) 	Lesson Plan 4
<ul style="list-style-type: none"> • I can determine possible consequences before expressing an emotion to others. (CASEL.SE) 	Lesson Plan 5
<ul style="list-style-type: none"> • I can analyze the effort my family, other adults and peers have made to support my success in school. (CASEL.SE) 	Lesson Plan 6

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 set and attain a realistic, measurable 	Lesson Plan 1

<p>goal. (DM-LD)</p> <ul style="list-style-type: none">• I can explain the purpose and importance of making a plan to carry out a solution to a problem. (CASEL.DM)	
<ul style="list-style-type: none">• I can identify the necessary steps to the decision-making process. (DM-LD)• I can explain how rules help keep people safe (family, school, community). (CASEL.DM)• I can generate safe and respectful solutions to a problem (i.e., conflict, peer pressure, uncomfortable or confrontational situations) and determine an appropriate solution to a problem. (CASEL.DM)	Lesson Plan 2
<ul style="list-style-type: none">• I can evaluate different perspectives and how they can affect my decisions. (CASEL.DM)	Lesson Plan 3