

| <b>Human Growth and Development</b>   |   |   |
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| Essential Learning  | Knowledge Expectations  | Skill Expectations  |
| <b>Kindergarten</b>   | <b>Kindergarten</b>   | <b>Kindergarten</b>   |
| 1. Age appropriate changes experienced by self and others during childhood. | Use medically accurate terms for body parts.  | Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships. |
| 2. Learn about consent.   | Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster)                                     | Demonstrate how to effectively tell a trusted adult when they or someone they know is being hurt or feels unsafe.                       |
|   | Identify the benefits of healthy family , caregiver, and peer relationships.  |   |
|   | Explain why it is wrong to tease or bully others based on personal characteristics (e.g., gender, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses, or acts.) |   |
|   | Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe.  |   |
| <b>First Grade</b>  | <b>First Grade</b>  | <b>First Grade</b>  |
| 1. Age appropriate changes experienced by self and others during childhood. | Use medically accurate terms for body parts.  | Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships. |
| 2. Learn about consent.   | Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster)                                     | Demonstrate how to effectively tell a trusted adult when they or someone they know is being hurt or feels unsafe.                       |
|   | Identify the benefits of healthy family , caregiver, and peer relationships.  | Demonstrate how to communicate care and concern for others to promote healthy relationships.  |
|   | Explain why it is wrong to tease or bully others based on personal characteristics (e.g., gender, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses, or acts.) |   |
|   | Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe.  |   |
| <b>Second Grade</b>   | <b>Second Grade</b>   | <b>Second Grade</b>   |
| 1. Age appropriate changes experienced by self and others during childhood. | Use medically accurate terms for body parts.  | Demonstrate how to communicate care and concern for others to promote healthy relationships.  |
| 2. Learn about consent.   | Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster)                                     | Demonstrate how to effectively tell a trusted adult when they or someone they know is being hurt or feels unsafe.                       |
|   | Identify the benefits of healthy family, caregiver, and peer relationships.   |   |
|   | Explain why it is wrong to tease or bully others based on personal characteristics (e.g., gender, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses, or acts.) |   |
|   | Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe.  |   |

| Third Grade   | Third Grade   | Third Grade   |
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| 1. Age appropriate changes experienced by self and others during childhood. | Use medically accurate terms for body parts.  | Identify how culture influences relationships.  |
| 2. Learn about consent.   | Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster)                                     | Demonstrate giving and receiving verbal consent in interactions with family members, peers, and other adults.             |
|   | Identify the benefits of healthy family, caregiver, and peer relationships.   | Decide when help is needed and when it is not needed to make a decision related to family, peer, or friend relationships. |
|   | Explain why it is wrong to tease or bully others based on personal characteristics (e.g., gender, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses, or acts.) | Demonstrate how to persuade others that it is wrong to tease or bully others based on differences.                        |
|   | Describe consent and its importance in all relationships.   |   |
|   | Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe.  |   |
|   | Identify the characteristics of a responsible family member.  |   |
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| Fourth Grade  | Fourth Grade  | Fourth Grade  |
| 1. Age appropriate changes experienced by self and others during childhood. | Use medically accurate terms for body parts.  | Describe how media and technology influence personal relationships.   |
| 2. Learn about consent.   | Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster)                                     | Demonstrate giving and receiving verbal consent in interactions with family members, peers, and other adults.             |
| 3. Learn about puberty.   | Identify the benefits of healthy family, caregiver, and peer relationships.   | Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.        |
|   | Explain why it is wrong to tease or bully others based on personal characteristics (e.g., gender, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses, or acts.) | Decide when help is needed and when it is not needed to make a decision related to family, peer, or friend relationships. |
|   | Describe consent and its importance in all relationships.   | Set a realistic goal to maintain personal hygiene during puberty.   |
|   | Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe.  |   |
|   | Identify the characteristics of a responsible family member.  |   |
|   | Explain how puberty and development can vary greatly and be normal.   |   |
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| Fifth Grade   | Fifth Grade   | Fifth Grade   |
| 1. Age appropriate changes experienced by self and others during childhood. | Use medically accurate terms for body parts.  | Identify how peers influence relationships.   |
| 2. Learn about consent.   | Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster)                                     | Demonstrate giving and receiving verbal consent in interactions with family members, peers, and other adults.             |
| 3. Learn about puberty.   | Identify the benefits of healthy family, caregiver, and peer relationships.   | Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.        |

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|  | Explain why it is wrong to tease or bully others based on personal characteristics (e.g., gender, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses, or acts.) | Identify options and their potential outcomes when making a decision related to family, peer, or friend relationships. |
|  | Describe consent and its importance in all relationships.   | Identify resources that can help achieve a personal goal related to hygiene during puberty.                            |
|  | Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe.  |  |
|  | Identify the characteristics of a responsible family member.  |  |
|  | List healthy ways to express affection, love, and friendship.   |  |
|  | Explain how puberty and development can vary greatly and be normal.   |  |
|  | Describe the physical, cognitive, emotional, and social changes that occur during puberty.  |  |
|  | Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and and some people have a vagina.)             |  |
|  | Describe gender roles and expectations, including family, culture, and society, and how they can influence relationships.   |  |