

## Elementary Human Growth and Development Curriculum Overview

Grade	Benchmarks	Activities/Materials
SK	<ul style="list-style-type: none"> <li>● Understands who a stranger is.</li> <li>● 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)</li> <li>● Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable. (PS.2.IC.1)</li> </ul>	<p>Videos - <i>Stranger Danger &amp; Awareness for Kids; Safe Touch/Unsafe Touch</i></p> <p>No! Go! Tell! Steps</p> <p><u>Who Is a Stranger and What Should I Do?</u> (Linda Walvoord Girard)</p> <p><u>Your Body Belongs to You</u> (Cornelia Spelman)</p>
Grade 1	<ul style="list-style-type: none"> <li>● Use proper names for body parts, including male and female anatomy (AP.2.CC.1)</li> <li>● Identify who a stranger is and what to do if a stranger approaches.</li> <li>● 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)</li> </ul>	<p>Diagrams of male and female anatomy terms</p> <p>Anatomically accurate dolls - optional</p> <p>Videos - <i>Stranger Danger &amp; Awareness for Kids; Safe Touch/Unsafe Touch</i></p> <p>No! Go! Tell! Steps</p> <p><u>My Body Belongs to Me</u> (Jill Starishevsky)</p>
Grade 2	<ul style="list-style-type: none"> <li>● Demonstrate ways to show respect for different types of families. (HR.2.IC.1)</li> <li>● Use proper names for body parts, including male and female anatomy (AP.2.CC.1)</li> </ul>	<p>“My Family” drawing page</p> <p><u>Families in Many Cultures</u> (Heather Adamson)</p> <p>Diagrams of male and female anatomy terms</p>

	<ul style="list-style-type: none"> <li>● 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)</li> </ul>	<u>Uncle Willy's Tickers</u> (Marcie Aboff) <u>My Body is Private</u> (Linda Walvoord Girard)
Grade 3	<ul style="list-style-type: none"> <li>● Demonstrate ways to show respect for different types of families. (HR.2.IC.1)</li> <li>● Identify healthy ways for friends to express feelings to each other. (HR.2.IC.2)</li> <li>● Demonstrate refusal skills (eg. clear "no" statement, walk away, repeat refusal). (PS.5.IC.2)</li> <li>● Demonstrate ways to communicate about how one is being treated. (PS.5.IC.1)</li> <li>● Identify parents or other trusted adults they can tell if they are being sexually harassed or abused. (PS.5.AI.1)</li> </ul>	"Families" Worksheet  "Feelings Feud" activity (adapted from MPS curriculum)  Video – <i>If it Happens to You: Dealing with Abuse</i>  <u>Some Secrets Hurt: A Story of Healing</u> (Linda Kay Garner)  "Who Can I Trust?" diagram
Grade 4	<ul style="list-style-type: none"> <li>● Describe the characteristics of healthy relationships. (HR.5.CC.1)</li> <li>● Compare the positive and negative ways friends and peers can influence relationships. (HR.5.INF.1)</li> <li>● Demonstrate an understanding of gender roles and expectations for females and males.</li> <li>● Demonstrate ways students can work together to promote dignity and respect for all people. (ID.5.ADV.1)</li> <li>● Describe the male and female reproductive systems including body parts and their functions. (AP.5.CC.1)</li> <li>● Explain the physical, social, and emotional changes that occur during puberty and adolescence. (PD.5.CC.1)</li> </ul>	Terry's Story activity Friendship Ad form My Values sheet (optional)  Procter and Gamble: "Always Changing – Boys" video (boys only) "Always Changing – Girls" video (girls only)  Male and Female Reproductive System diagrams  Procter and Gamble's "Always Changing" Boys and Girls Guides (excerpts)  Menstrual Cycle information (girls only)  Puberty Crossword Puzzle

	<ul style="list-style-type: none"> <li>● Explain how the timing of puberty and adolescent development varies considerably and can still be healthy. (PD.5.CC.2)</li> <li>● Identify medically-accurate information and resources about puberty and personal hygiene. (PD.5.AI.1)</li> <li>● Understand the process of menstruation and proper use/disposal of tampons/pads. (girls only)</li> <li>● Explain ways to manage the physical and emotional changes associated with puberty. (PD.5.SM.1)</li> <li>● Understand the concept of basic genetics.</li> <li>● Define sexual harassment and sexual abuse. (PS.5.CC.2)</li> <li>● Identify parents or other trusted adults they can tell if they are being sexually harassed or abused. (PS.5.AI.1)</li> <li>● Persuade others to take action when someone else is being teased, harassed, or bullied. (PS.5.ADV.1)</li> </ul>	<p>Chromosomes and Genes reading page</p> <p>“The Story of Me” sheet (adapted from MPS curriculum)</p> <p>“Interests and Hobbies” activity</p> <p>Video – <i>Break the Silence: Kids Against Abuse</i></p> <p>Personal Safety Reflection sheet</p>
Grade 5	<ul style="list-style-type: none"> <li>● Describe the characteristics of healthy relationships. (HR.5.CC.1)</li> <li>● Compare the positive and negative ways friends and peers can influence relationships. (HR.5.INF.1)</li> <li>● Demonstrate refusal skills (e.g clear “no statement, walk away, repeat refusal). (PS.5.IC.2)</li> <li>● Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender. (ID.5.CC.1)</li> <li>● Identify parents or other trusted adults of whom students can ask questions about sexual orientation. (ID.5.AI.1)</li> </ul>	<p>“My Values” activity sheet</p> <p>Decision Making Simulation activity</p> <p>Define “sexual orientation” and “gay”</p> <p>Video trailer for <i>That’s a Family!</i></p> <p>Video: <i>Growing Up! For Girls</i> Video: <i>Growing Up! For Boys</i></p> <p>Male and female reproductive systems diagrams</p>

	<ul style="list-style-type: none"> <li>● Demonstrate ways students can work together to promote dignity and respect for all people. (ID.5.ADV.1)</li> <li>● Describe the male and female reproductive systems including body parts and their functions. (AP.5.CC.1)</li> <li>● Explain the physical, social, and emotional changes that occur during puberty and adolescence. (PD.5.CC.2)</li> <li>● Explain how the timing of puberty and adolescent development varies considerably and can still be healthy. (PD.5.CC.2)</li> <li>● Describe how puberty prepares human bodies for the potential to reproduce.(PAD.5.CC.3)</li> <li>● Describe the process of human reproduction. (PR.5.CC.1)</li> <li>● Identify medically-accurate information and resources about puberty and personal hygiene. (PD.5.AI.1)</li> <li>● Understand the process of menstruation and proper use/disposal of tampons/pads. (girls only)</li> <li>● Compare and contrast the physical changes males and females experience during puberty.</li> <li>● Explain ways to manage the physical and emotional changes associated with puberty. (PD.5.SM.1)</li> <li>● Define sexual harassment and sexual abuse. (PS.5.CC.2)</li> <li>● Identify parents or other trusted adults they can tell if they are being sexually harassed or abused. (PS.5.AI.1)</li> </ul>	<p>Proctor and Gamble’s “Always Changing” Boys and Girls Guides (excerpts)</p> <p>The Menstrual Cycle</p> <p>Tampon video by Kotex (girls only)</p> <p>Additional activities –          Puberty Crossword Puzzle          Puberty Highs and Lows          Puberty Blues</p> <p>Videos – <i>Rachel and Marla, Now I Can Tell My Secret</i></p> <p>Personal Safety Reflection</p>
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