

# Human Growth and Development Instruction

## 2018-19 | Grades K-6

The following human growth and development topics are covered in grades K-6:

- **Kindergarten**  
Group communication, empathizing with others, verbalizing feelings, individual differences, major body parts, appreciation of humor, belonging to groups, emotional reactions, societal roles, respect for others, relating verbally to others, working cooperatively, playing with others
- **First Grade**  
Self-image, decision-making, growing and changing families, adoption, discouragement of sex/gender stereotyping, harmful effects of controlled substances (alcohol and tobacco) and caffeine, handling worries, rest, relaxation, exercise
- **Second Grade**  
Respect for others, interpersonal relationships, the family as a community, understanding feelings, discouragement of sex/gender stereotyping, making good decisions (Code 411), substance abuse prevention, stress management, where to go for help, personal safety
- **Third Grade**  
Understanding and caring for the body, decision-making as it relates to personal health practices, setting goals, making new friends, self-concept, sibling relationships, family responsibilities, discouragement of sex/gender stereotyping, effects of controlled substances (alcohol, drugs, and tobacco) on the body, role of drugs in society
- **Fourth Grade**  
Individual strengths and weaknesses, healthy choices, ethnic and cultural differences, physical disabilities, physical changes, cigarette and alcohol laws and advertising, balanced diets, self-concept
- **Fifth Grade**  
Self-esteem, decision-making, interpersonal relationships, changes during puberty, discouragement of premarital adolescent sexual activity, sexually transmitted diseases, definition of drugs, effects of drugs, peer pressure, over-the-counter and prescription drugs, stress management
- **Sixth Grade**  
Self-esteem, changing relationships, the human reproductive system, discouragement of sex stereotyping, discouragement of premarital adolescent sexual activity, sexually transmitted diseases, making good decisions (Code 411), stress management as it relates to wellness, family conflicts, family structures, family responsibilities, Acquired Immune Deficiency Syndrome (AIDS)

### Kindergarten Counseling

Uniqueness of self, differentiating between self and others, awareness of feelings, awareness of responsibility, listening to others, cooperation and consideration, awareness of how people are physically alike and different, awareness of being part of a group, awareness of conflict situations, developing a positive attitude toward school, awareness of and participating in classroom rules, how people help each other, work and play time, choices in decision-making and problem-solving, life changes, awareness of dangerous situations

### Grades 1-2 Counseling

Accepting and valuing themselves as worthwhile, personal capabilities and limitations, identifying personal feelings and the different ways of expressing them, awareness of behavior consequences, listening and discussion skills, understanding of cooperation and consideration as applied to interpersonal relationships, similarities and differences of others, recognizing the types of groups to which they belong, means of managing conflict, their role as a student in a school setting, responsibility in promoting a positive classroom environment, good citizenship, recognizing how school-learned skills are used at work and in leisure activities, consequences of their choices in decision-making and problem-solving, awareness that life is a progression of changes, personal safety plans

### Grades 3-4 Counseling

Identifying factors which contribute to self-confidence and self-esteem; awareness of their own attitudes, values, and beliefs; appropriate ways of expressing feelings; responsibility for how one chooses to think and behave; understanding thoughtful and effective communication; identifying behaviors which help or hinder relationships; understanding the unique qualities of others; behavior that is acceptable or unacceptable in various groups; developing positive skills for resolving conflict; the importance of effort in learning; developing a sense of responsibility for learning; recognizing and respecting the rights, responsibilities, and needs of self and others; recognizing the value of setting goals as they relate to work and leisure activities; developing a decision-making/problem-solving method; awareness of skills necessary to manage life changes; assertive responses to dangerous situations

### Grades 5-6 Counseling

Awareness of the relationship between personal behaviors and self-confidence/self-esteem; understanding the ongoing changes of their own attitudes, values, and beliefs; awareness of the relationship between their thoughts, events, and feelings; understanding that one is responsible for changing how one chooses to think and behave; identifying the skills of effective communication; responding appropriately to others' feelings in relationships; accepting the individuality of others; recognizing skills that are necessary for effective group interaction; recognizing and coping with peer pressure; assessing individual strengths and weaknesses as they relate to effectively managing the school environment; identifying individual differences in learning; awareness that social skills and attitudes have a relationship to succeeding in life; the relationship between work, leisure activities, and personal satisfaction; gaining increased understanding of the decision-making/problem solving process as it relates to daily life; skills necessary to manage life changes; familiarity with the ways others exploit children



In 1988, the Iowa Legislature enacted legislation mandating instruction in the area of human growth and development for grades K-12. The legislation states:

“Each school board shall provide instruction in human growth and development including instruction regarding human sexuality, self-esteem, stress management, interpersonal relations, and acquired immune deficiency syndrome in grades one through twelve.”

Section 279.50  
1989 Code of Iowa

Parents may preview the films that will be shown to students at the Learning Resource Center. Please contact Alyssa Welling at 515-633-5065 to set up an appointment to preview the films.

Additional copies of this flyer are available from each school building’s principal and from:

Curriculum Director Beth Brewer  
Teaching & Learning Service Department  
West Des Moines Community Schools  
Learning Resource Center  
3550 Mills Civic Parkway  
West Des Moines, Iowa 50265

Specific questions concerning the curriculum may be addressed to Beth Brewer at 515-633-5055.

In November 1988, the West Des Moines Community Schools Board of Education appointed a human growth and development resource committee in accordance with state law. The committee is comprised of parents/guardians, teachers, administrators, clergy, business persons, and members of the community. The committee reviewed the human growth and development curriculum in grades K-12 and made recommendations to the Board regarding the curriculum and materials in the fall of 1989. The district is implementing those recommendations.



3550 Mills Civic Parkway | West Des Moines, IA 50265

515-633-5000 | [www.wdmcs.org](http://www.wdmcs.org)

[www.facebook.com/wdmcs](https://www.facebook.com/wdmcs) | Twitter: @WDMCS

*The West Des Moines Community Schools does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, genetic information, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district’s Equity Coordinator Carol Seid, Associate Superintendent of Human Resources, 3550 Mills Civic Parkway, West Des Moines, IA 50265; Phone: 515-633-5037; Email: [seidc@wdmcs.org](mailto:seidc@wdmcs.org).*