

Grade Objective/Standard FCPS	Descriptive Statement FCPS	Possible Standard	Possible Descriptive Statement
<p>K Students will recognize that everyone is a member of a family and identify members of their individual families.</p>	<p>Students will identify adult and child members of their families. The types of family structures included will be two-parent/guardian families – mother and father, two mothers, two fathers, and children; extended families – relatives other than the immediate family living in the home; single-parent/guardian families; adoptive families; foster families; families with stepparents; and blended families.</p>		
<p>K Students will identify positive ways in which family members and friends show love, affection, respect, and appreciation for each other.</p>	<p>Discussion will include the definitions of appreciation and respect, and what behaviors might show appreciation and respect. Discussion will include appropriate behaviors such as hugging, listening, protecting, providing guidance, encouraging, and praising. The concept that some behaviors may be unwanted will be introduced.</p>		
<p>K</p>		<p>Students will recognize that people express themselves</p>	<p>Discussion will include different ways people express themselves</p>

in different ways and the importance of respecting these differences.

including toys and games they choose to play, sports or activities such as dance they participate in, colors they like, and what they create through art or writing. Respect will be defined and examples of what it means to be respectful will be discussed. Students will give reasons it is important to show respect for others who may have different interests.

1 Students will describe a community as people living and working together and will understand that family members make up a community.

Discussion will include the following family structures: two-parent/guardian families (mother and father, two mothers, two fathers, and children), extended families - relatives other than the immediate family living in the home, single-parent/guardian families, adoptive families, foster families, families with stepparents, and blended families. A definition of community will be given along with examples of types of communities, including the family.

<p>1</p> <p>Students will identify responsibilities of different family members.</p>	<p>Discussion my include adult responsibilities such as providing food, shelter, and clothing; and child responsibilities such as picking up toys and doing homework.</p>	
<p>1</p> <p>General Health</p> <p>Benchmarks:</p> <p>1.1 Describe positive characteristics that are unique to each individual</p> <p>2.1 Explain the importance of showing kindness, consideration, and concern for others.</p> <p>3.1 Demonstrate cooperation with friends and classmates</p>		<p>Students will identify ways people are different and the importance of treating others with dignity and respect.</p> <p>Discussion will include ways people are different including race, cultures and traditions, religions, and dis/ability. Dignity will be defined, and the definition of respect will be reviewed. Ways to treat others with dignity and respect will be presented.</p>
<p>2</p> <p>General Health</p> <p>Benchmarks:</p>		

- 1.j Describe personal strengths and identify how individuals are unique
- 2.j Discuss how empathy, compassion, and acceptance helps one understand others
- 3.j Identify and discuss how to show respect for similarities and differences between individuals

Students will identify gender-role stereotypes and explain potential impacts on individuals.

The term stereotype will be defined, and examples of stereotypes will be presented. Discussion will include how stereotypes can impact individuals including how they can be limiting. Students will identify that some stereotypes are based on a person's gender and how they may impact people.

4 Students will develop an awareness of individual differences and the importance of respecting others.

Instruction will include discussion of individuals with disabilities and different ethnic and cultural backgrounds. Ways to show respect for others will be included.

<p>5</p> <p>Students will identify roles, duties, and responsibilities of family members.</p>	<p>Instruction will include discussion of changing roles, duties, and responsibilities of family members and how roles change throughout life.</p>		
<p>5</p>	<p>Students will be familiar with the terms sex assigned at birth and gender identity, recognize ways gender may be expressed, and explain the importance of treating others with dignity and respect.</p>	<p>The terms sex assigned at birth and gender identity will be defined. Discussion will include the idea that for some people their sex assigned at birth and gender identity are the same and for some people their sex assigned at birth and gender identity are different. Ways that gender may be expressed including clothing, hairstyle, preferred name, and behaviors will be presented. The importance of treating others with dignity and respect will be discussed. Students will identify trusted adults they may talk to if they have questions about gender identity.</p>	
<p>6</p>	<p>Students will be able to define the terms sex assigned at birth, gender</p>	<p>The terms sex assigned at birth and gender identity will be reviewed and the terms gender</p>	

	<p>identity, and gender expression.</p> <p>Students will define pronouns and recognize why some people may use pronouns that differ from their sex assigned at birth or are gender neutral.</p>	<p>expression and pronouns will be defined. Discussion will include the idea that for some people their sex assigned at birth and gender identity are the same and for some people their sex assigned at birth and gender identity are different. The idea that an individual's pronouns may differ from their sex assigned at birth will be discussed and gender-neutral pronouns will be presented. Ways that gender may be expressed including clothing, hairstyle, preferred name and pronouns, and behaviors will be presented. The importance of treating others with dignity and respect will be discussed. Students will identify trusted adults they may talk to if they have questions about gender identity.</p>
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References:

Chicago Public Schools Office of Student Health & Wellness. (2024). Personal Health and Safety Education & Sexual Health Education Scope and Sequence Pre-K to Grade 12.

Future of Sex Education Initiative. (2020). National Sex Education Standards: Core Content and Skills, K-12 (Second Edition).