

Family Life and Human Sexuality Standards (Maryland State Department of Education and adopted by FCPS)

Kindergarten

1c.K.1 Identify that family is a group of people that support each other

1c.K.2 Identify different types of families (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.)

1c.K.3 Recognize pro-social behaviors (e.g., helping others, being respectful of others, cooperation, and consideration)

1c.K.4 Recognize that individuals have personal boundaries and bodily autonomy

1c.K.5 Recognize a range of ways people identify and express their gender

1c.K.6 Recognize it is important to treat people of all gender identities and expressions with dignity and respect

Grade 1

1c.1.1 Describe differences in families. (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.)

1c.1.2 Identify healthy family and peer relationships

1c.1.3 Demonstrate how to communicate respect for someone's personal boundaries

1c.1.4 Identify a range of ways people identify and express gender

1c.1.5 Identify ways to treat people of all gender identities and expressions with dignity and respect

Grade 2

1c.2.1 Explain why it is important to respect different kinds of families (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster)

1c.2.2 Describe healthy family and peer relationships

1c.2.3 Demonstrate appropriate actions when someone says or does something that does not respect your personal boundaries

1c.2.4 Practice communicating personal boundaries

1c.2.5 Demonstrate ways to treat people of all gender identities and expressions with dignity and respect

Grade 3

1c.3.1 Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched

1c.3.2 Demonstrate ways to treat people of all gender identities and expressions with dignity and respect

Grade 4

1c.4.1 Identify parents, caregivers, or other trusted adults (e.g., counselors and other health care professionals) that students can talk with about relationships, puberty, and health

1c.4.2 Explain the relationship between consent, personal boundaries, and bodily autonomy

1c.4.3 Identify sexual orientation as a person's physical and/or romantic attraction to an individual of the same and/or different gender

1c.4.4 Identify the physical, social, and emotional changes that occur during puberty

1c.4.5 Explain how the onset and progression of puberty varies considerably

1c.4.6 Identify human reproductive systems including medically accurate names for internal and external genitalia and their functions

Grade 5

1c.5.1 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health

1c.5.2 Analyze the relationship between consent and personal boundaries

1c.5.3 Describe the physical, social, and emotional changes that occur during puberty

1c.5.4 Summarize that the onset and progression of puberty varies considerably

1c.5.5 Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions

1c.5.6 Describe how puberty prepares human bodies for the potential to reproduce

1c.5.7 Identify that reproduction requires that a sperm and egg join and implant