

Human Growth and Development - Grades 6-8

Course Outcome Summary

Information

Credits

0

Organization

Hartford Area School District Consortium

Mission/Description

Our mission is to develop in our students healthy daily living skills. Quality health education motivates individuals to take an active role in protecting, maintaining and improving their health through critical thinking, decision making, and problem solving.

Core Abilities

Develop a code of social behavior through appropriate interactions.

Practice health and safety habits.

Assume responsibility.

Demonstrate communication skills.

Demonstrate work ethic/commitments.

Develop interpersonal skills.

Exhibit leadership skills.

Assume responsibility for conflict resolution.

Apply reasoning and problem solving strategies.

Demonstrate gathering/research.

Utilize technology.

Competencies, Linked Standards, Objectives and Performance Standards

1. **Develop specific protective behaviors.**

Properties

Domain: Affective

Level: Valuing

Difficulty: Medium

Importance: Essential

Linked External Standards

- WI.HE.A.8.1: Describe the interrelationship of mental, emotional, social, and physical, health during adolescence
- WI.HE.A.8.3: Describe ways to enhance health and reduce risks during adolescence
- WI.HE.B.8.3: Distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe
- WI.HE.B.8.4: Demonstrate strategies to improve and maintain personal and family health
- WI.HE.C.8.1: Demonstrate the ability to individually and collaboratively apply a decision-making process to health issues
- WI.HE.C.8.3: Analyze how decisions regarding health behaviors have consequences for themselves and others
- WI.HE.D.8.2: Demonstrate the ability to access resources from home, school and community that provide valid health information
- WI.HE.D.8.4: Demonstrate the ability to locate health products and services
- WI.HE.D.8.6: Describe situations requiring professional health services
- WI.HE.F.8.1: Demonstrate effective verbal and nonverbal communication skills to enhance health
- WI.HE.G.8.4: Demonstrate the ability to influence and support others in making positive health choices

Performance Standards

Your performance will be successful when:

- o you will accurately define sexual abuse, emotional abuse, assault, child molesting and harassment in written form.
- o you will name specific resources which are available for reporting the above through class discussions.
- o you will use the decision making process when given situations to determine what actions to take.
- o you will role play responses to situations that may be uncomfortable.
- o you will develop a list of at least five trusted adults and/or agencies to go to if your personal safety is being violated.

Learning objectives

- a. Define sexual abuse, emotional abuse, assault, child molesting, and harassment.
- b. Describe characteristics of molesters/offenders and victims.
- c. Use guidelines in making decisions about particular situations and behaviors.
- d. Identify resources which are available to report any of these activities.

2. Identify socially acceptable behavior.

Properties

Domain: Affective

Level: Valuing

Difficulty: Medium

Importance: Essential

Linked External Standards

- WI.HE.A.8.3: Describe ways to enhance health and reduce risks during adolescence
- WI.HE.A.8.6: Describe how family and peers influence the personal health of adolescent
- WI.HE.B.8.1: Explain the importance of assuming responsibility for personal health behaviors
- WI.HE.B.8.3: Distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe
- WI.HE.C.8.3: Analyze how decisions regarding health behaviors have consequences for themselves and others
- WI.HE.E.8.4: Analyze how information from peers influences health
- WI.HE.F.8.1: Demonstrate effective verbal and nonverbal communication skills to enhance health
- WI.HE.F.8.2: Demonstrate ways to express needs, wants, and feelings
- WI.HE.F.8.3: Demonstrate ways to communicate care, consideration, and respect for themselves and others
- WI.HE.F.8.4: Demonstrate communication skills to build and maintain healthy relationships

Performance Standards

Your performance will be successful when:

- o you will dress appropriately for the occasion.
- o you will use appropriate language at all times.
- o you will use proper etiquette in social situations.

Learning objectives

- a. Identify appropriate dress.
- b. Identify appropriate language.
- c. Apply proper etiquette.

3. Recognize sexual stereotyping of any individual.

Properties

Domain: Affective

Level: Valuing

Difficulty: High

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you will complete a family questionnaire regarding beliefs and standards for gender roles.
- o you will analyze societal influences on gender roles versus personal values through the use of media.

Learning objectives

- a. Explore family's beliefs and standards about behavior as it relates to being male and female.
- b. Recognize the value of defining roles that reflect values rather than social pressures.

4. Evaluate media influences.

Properties

Domain: Cognitive

Level: Analysis

Difficulty: Medium

Importance: Important

Linked External Standards

- WI.HE.D.8.1: Analyze the validity of health information, products, and services
- WI.HE.D.8.3: Analyze how the media influences the selection of health information and products
- WI.HE.E.8.1: Analyze how culture influences health behaviors and services
- WI.HE.E.8.2: Analyze how messages from the media and other sources influence health behaviors

Performance Standards

Your performance will be successful when:

- o you will analyze media influences on sex role stereotypes and their influence on the public.
- o you will participate in discussions on the dangers of body enhancements.

Learning objectives

- a. Evaluate sex-role behaviors presented by TV programming, advertising and music.
- b. Recognize the psychological impact of the media and advertising on society.
- c. Discuss the dangers of body enhancements i.e., laser implants, body piercing, tattooing, steroids, and, supplements.

5. Identify the physical and emotional maturation processes.

Properties

Domain: Cognitive

Level: Analysis

Difficulty: High

Importance: Essential

Linked External Standards

- WI.HE.A.8.3: Describe ways to enhance health and reduce risks during adolescence
- WI.HE.B.8.1: Explain the importance of assuming responsibility for personal health behaviors
- WI.HE.B.8.3: Distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe

WI.HE.B.8.6: Demonstrate ways to avoid and reduce threatening situations

WI.HE.C.8.3: Analyze how decisions regarding health behaviors have consequences for themselves and others

Performance Standards

Your performance will be successful when:

- o you will list at least two changes that occur during puberty in the following areas: physical male, physical female, emotional, social, intellectual.
- o you will label both the female and the male reproductive system.
- o you will explain the process of human reproduction.
- o you will list the possible consequences of sexual intercourse.
- o you will list the consequences/responsibilities of being a parent.
- o you will name abstinence as the only 100% effective form of pregnancy prevention and prevention of STD's.

Learning objectives

- a. Describe changes which take place during puberty.
- b. Identify human reproduction terms using correct terminology.
- c. Review the process of human reproduction.
- d. Recognize that sexual intercourse could create a new life.
- e. Recognize that human reproduction is a mature responsibility, within marriage.
- f. Recognize that there are health risks involved with sexual activities.
- g. Recognize that abstinence is vital to prevention of pregnancy and sexually transmitted disease.

6. Identify various emotional changes experienced during adolescence.

Properties

Domain: Cognitive

Level: Analysis

Difficulty: Medium

Importance: Important

Performance Standards

Your performance will be successful when:

- o you participate in discussions regarding puberty and emotional changes that may occur.
- o you will list areas of increased emotional conflicts and role play coping strategies.
- o you will participate in discussions regarding stress and how to recognize warning signs and how stress can be a stimulus to other issues.
- o you will participate in discussions on how social differences can impact emotions.

Learning objectives

- a. Recognize that the emotional changes during puberty are a normal part of growing up.
- b. Explore key areas in which students experience emotional conflicts.
- c. Recognize signs of stress in themselves and in others.

- d. Relate how stress functions as a stimulus.
- e. Recognize that sexual feelings are normal during adolescence.
- f. Recognize that social differences can cause emotional changes.

7. Realize the value of true friendships, ways to achieve lasting relationships, and ways to recognize unhealthy relationships.

Properties

Domain: Cognitive

Level: Comprehension

Difficulty: Medium

Importance: Important

Performance Standards

Your performance will be successful when:

- o you will list and explain in written form qualities in a healthy friendship and why they are important.
- o you will analyze positive and negative peer pressure and its affect on relationships.
- o you will role play challenging friendship situations and demonstrate healthy responses.
- o you will participate in discussions concerning how social relationships can change during puberty and why.

Learning objectives

- a. Identify characteristics of effective, lasting friendships.
- b. Explore peer influences and make decisions about the limits of friendship.
- c. Discuss how and why social relationships with peers change during puberty.

8. Recognize the family as the basic social unit of our society.

Properties

Domain: Cognitive

Level: Comprehension

Difficulty: Medium

Importance: Important

Performance Standards

Your performance will be successful when:

- o you will create a family tree including several facts about each member.
- o you will list activities you do within your family that are valuable to you.
- o you will participate in discussions about responsibilities within a family and consequences of not following through with responsibilities.
- o you will list the benefits of a positive family environment.

Learning objectives

- a. Increase awareness of family ancestry and family accomplishments.
- b. Identify family activities that are valuable to them.
- c. Develop an understanding of the relationship between privileges and responsibilities as a

- family member.
- d. Recognize that a positive family environment will encourage communication among family members.
- e. Discuss the importance of family in personal development and decision making.

9. Demonstrate positive self-esteem.

Properties

Domain: Affective

Level: Valuing

Difficulty: High

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you will categorize behaviors into healthy and unhealthy.
- o you will participate in discussions about positive and negative self esteem and how each affects decisions you make.
- o you will practice making positive decisions in risky situations.
- o you will role play ways to help other teens in difficult situations.
- o you will identify two ways to improve in each of the following areas: accomplishments, feeling valued, responsibility.
- o you will participate in discussions concerning self esteem being made up of your accomplishments, feeling valued by someone, and having responsibilities.

Learning objectives

- a. Identify positive qualities in themselves.
- b. Evaluate accomplishments, talents, and goals.
- c. Identify guidelines for classroom interaction and behavior including respect for others' opinions and differences.
- d. Focus on how personal attributes and self-esteem will have an affect on their future.
- e. Say "NO" when necessary to preserve their integrity, protect their bodies and enhance their self-esteem, overcome negative peer pressure.
- f. Distinguish between behaviors that indicate low and high self-esteem.
- g. Identify ways to overcome negative self-esteem influences.
- h. Identify ways to increase self-esteem.
- i. Identify how teens can help other teens.

10. Increase one' s understanding of the concept of values (character) and the role of values in decision-making.

Properties

Domain: Cognitive

Level: Comprehension

Difficulty: Medium

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you will define values in written form.
- o you will tell about where an individual gets his/her values from.
- o you will role play examples of each of the basic family values.
- o you will identify in written and oral form specific values demonstrated or not demonstrated in sample situations.

Learning objectives

- a. Define value.
- b. Identify where one learns values, i.e., family, school, church, etc.
- c. Recognize meanings of basic family values: equality, honesty, respect, responsibility, integrity, promise-keeping, self-control, social justice.
- d. Identify values underlying decisions or choices.

11. Explore boy-girl relationships that aid in growth development.

Properties

Domain: Cognitive

Level: Comprehension

Difficulty: Medium

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you will compare and contrast friendship and dating in class discussions.
- o you will list 10 positive activities a group of teens can do together.
- o you will participate in discussions on the pro's and con's to dating in a group and going on individual dates.
- o you will participate in discussions describing risky situations and relationship to dating.
- o you will identify situations that are risky and how to avoid them in class discussions.
- o you will list in written form several guidelines to follow to ensure positive dating experiences.
- o you will compare and contrast infatuation and love in class discussions.
- o you will participate in discussion on affects of substance abuse on relationships.
- o you will define physical, emotional, verbal abuse and neglect and give examples of each.

Learning objectives

- a. Identify guidelines that make dating a positive experience.
- b. Wear appropriate dress.
- c. Apply appropriate communication skills with opposite sex (friendships/assertiveness).
- d. Discuss how social relationships with peers change during puberty.
- e. Identify potential problem situations and ways to deal with them.

- f. Describe a variety of activities recommended for teenagers, with an emphasis on group activities.
- g. Recognize the difference between infatuation and love.
- h. Increase awareness that the need for love and affection influences behavior.
- i. Express benefits of honesty, commitment, responsibility and abstinence in boy/girl relationships.
- j. Discuss how substance use can affect relationships.
- k. Define physical, emotional/verbal abuse and neglect.

12. Apply decision making skills with regards to the physical, social, emotional and intellectual choices that lead to healthy choices.

Properties

Domain: Cognitive

Level: Application

Difficulty: High

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you will discuss as a class how values influence decision making.
- o you will list the components of the decision making process (identify problem, list solutions, pro's and con's for each solution, consequences of each choice, how each choice affects others, pick best choice).
- o you will role play the decision making process given a situation.
- o you will chart reasons abstinence is the best decision with regard to sexual encounters.
- o you will role play solutions to various sexual encounter using available resources (eg., yellow pages, friends, parents).

Learning objectives

- a. Tie decision making to values.
- b. Identify positive and negative consequences to decisions.
- c. Identify components of the decision-making process.
- d. Apply decision-making process to real-life situations.
- e. Recognize how decisions effect others.
- f. Recognize how decisions have an affect on the future.
- g. Identify reasons that it makes sense to say "NO" to premarital sexual intercourse.
- h. Identify resources that can aid in making good decisions about sex.
- i. Recognize that teens can help other teens.
- j. Discuss parents' role in teen problem-solving.

13. Discuss equality in humans with regards to gender.

Properties

Domain: Affective

Level: Valuing

Difficulty: Medium

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you will discuss and list various careers which will and will not be gender specific.
- o you will role play situations that demonstrate sexism.
- o you will list and discuss, or role play examples of harassment.

Learning objectives

What you will learn as you master the competency:

- a. Identify examples of stereotyping.
- b. Identify examples of sexism.
- c. Identify examples of harassment.

14. Promote abstinence as the only acceptable method of preventing pregnancy and STDs.

Properties

Domain: Affective

Level: Valuing

Difficulty: Medium

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you define abstinence through class discussion.
- o you will identify consequences of sexual behavior including physical and emotional through class discussion.
- o you identify personal values and morals related to sexual behavior in written form.
- o you will recognize how failure to remain abstinent might alter future plans in goals through class discussion and in small group discussion.
- o you will identify how pregnancy occurs in class discussion.

Learning objectives

- a. Outline his/her future goals and plans (education, career marriage).
- b. Cite how his/her future plans might change if an unplanned pregnancy occurred.
- c. Define abstinence.
- d. Identify the advantages of abstinence.
- e. Separate myth from fact when addressing how pregnancy occurs.
- f. Address physical, emotional and social consequences related to having sex.

15. Recognize pressure and present reasons and ways to say no to sexual pressures.

Properties

Domain: Cognitive

Level: Comprehension

Difficulty: Medium

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you will through class discussion identify the feelings associated with positive, confusing and negative touch.
- o you will when given a situation, identify the risk involved and how that risk might be prevented.
- o you will in a small group discuss sexual pressures that you may experience, and as a class identify ways to deal with those pressures.
- o you will discuss in class and in written form explain how marijuana, alcohol, and other illegal drugs negatively influence the decision making process.
- o you will as a class discuss the consequences of premarital sex.

Learning objectives

- a. Recognize positive touch, confusing touch, and negative touch.
- b. Define incest, rape, and acquaintance rape.
- c. Separate myth from fact when addressing issue of incest, rape, and acquaintance rape.
- d. Increase in awareness the importance of identifying potentially dangerous situations.
- e. Encourage the use of prevention techniques.
- f. Recognize ways to say "no" to sexual pressure.
- g. Identify sexual pressures that teens experience.
- h. Identify reasons that it makes sense to say "no" to premarital sex (emotional, physical, and psychological).
- i. Discuss how the use of chemicals can influence the decision main process negatively i.e., marijuana, alcohol, and other illegal drugs.

16. Discuss fetal growth and development, maternal changes, the process of labor and birth and the influence of the pregnant woman's health on the well being of the baby.

Properties

Domain: Cognitive

Level: Comprehension

Difficulty: High

Importance: Important

Performance Standards

Your performance will be successful when:

- o you will list two developments in each trimester of fetal development.
- o you will verbalize the development in the first trimester of fetal development and why early prenatal care is critical.
- o you will interview an adult who has given birth to relate physical and emotional changes that take place during pregnancy.
- o you will discuss as a class media resources used in class dealing with fetal development

through birth.

Learning objectives

- a. Describe the process of fetal development.
- b. Describe normal physical and emotional changes during pregnancy.
- c. Recognize the importance of early prenatal care.
- d. Understand the process of labor and birth.

17. Discuss the consequences of teenage pregnancy and the choices and responsibilities involved.

Properties

Domain: Cognitive

Level: Analysis

Difficulty: Medium

Importance: Important

Performance Standards

Your performance will be successful when:

- o you will as a class discuss the socio-economic problems associated with teenage pregnancy.
- o you will identify in written form at least three resources for obtaining assistance in the event of pregnancy.
- o you will as a class discuss the consequences of substance use during pregnancy.

Learning objectives

- a. Recognize socio-economic problems associated with teenage pregnancy.
- b. Address the issues of adoption, single parenthood, early marriage, and abortion by encouraging parental discussion.
- c. Identify critical resources for obtaining assistance in the event of pregnancy, particularly parents and family members.
- d. Recognize the consequences of substance use during pregnancy.

18. Recognize that sexually transmitted diseases (STDs) are a possible consequence of sexual activity.

Properties

Domain: Cognitive

Level: Comprehension

Difficulty: Medium

Importance: Essential

Performance Standards

Your performance will be successful when:

- o you will when given the symptoms and possible long term consequences and treatment of an STD match it to the given STD.
- o you will as a class discuss the actions necessary to prevent, limit and control the development of HIV/AIDS.

- o you will identify at least three resources you can go to within the community for testing and treatment of STDs.
- o you will when given a specific definition of an STD match it to the name of the STD correctly.
- o you will discuss as a class individuals who are at risk.
- o you will discuss as a class risky behaviors.
- o you will identify several ways diseases are contracted.

Learning objectives

- a. Define STDs: Chlamydia, HPV, Herpes, Gonorrhea, Syphilis, HIV/AIDS, Hepatitis B and C.
- b. Identify the symptoms and possible long-term consequences and treatment of each of the above.
- c. Recognize the nature of AIDS/HIV and the actions necessary to prevent, limit, and control its development.
- d. Describe how honesty, commitment, responsibility, and abstinence relate to the prevention and treatment of STDs.
- e. Identify parents, family, clergy, psychologist, teacher, counselor, and family physician as sources within the community for testing and treatment of STDs.
- f. Identify individuals who are at risk.
- g. Identify ways diseases are contracted.
- h. Identify the effects of STDs on the body.
- i. Identify risky behaviors.
- j. Treat people with HIV/AIDS with respect.