

Human Growth and Development - Grades 6-8

1. Develop specific protective behaviors.

- ___ 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.

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

3. Recognize sexual stereotyping of any individual.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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.

- ___ 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 o prevent, limit, and controls 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.