

8th Grade HG&D

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 8th Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval outcomes date: 9/24/18 Board approval for lessons/materials: 4/30/19
Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i> Note: Media will be posted on the website unless protected by copyright. In that event, families will need to work with their school library to watch them on site.	

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The eighth grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
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<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The anatomy of the male and female sexual and reproductive systems. 2. There are medically accurate and reliable sources of information related to human growth and development. 3. The physical, social, and emotional changes during puberty and ways to care for themselves. 4. Many factors need to be considered when making decisions regarding sexual health and behaviors. 5. How pregnancy occurs and can be prevented 6. The signs, symptoms, and stages of pregnancy 7. The cause, symptoms, complications and prevention of sexually transmitted infections 8. The importance of showing and promoting dignity and respect for themselves and others. 	<ol style="list-style-type: none"> 1. What is the anatomy of the male and female sexual and reproductive systems? 2. Where can I find medically accurate and reliable information about my growth and development? 3. What do I need to understand about my growth and development to support my physical, social, and emotional health? 4. How do I make decisions regarding my sexual health and behavior? 5. How does pregnancy begin and how can it be prevented? 6. What are the stages of pregnancy? 7. What are causes, symptoms, complications, and prevention of sexually transmitted infections? 8. In what ways do I show respect and dignity for myself and to others?
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<p>Unit 1: Life Cycles</p>
<p>Topic:</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Pregnancy and Reproductions • Puberty and Adolescent Development
<p>Standards: National Sexuality Standards</p>
<p><u>Anatomy and Physiology</u> Core Concepts</p> <ul style="list-style-type: none"> • Describe male and female sexual and reproductive systems including body parts and their functions. (AP.8.CC.1)* <p>Assessing Information</p> <ul style="list-style-type: none"> • Identify accurate and credible sources of information about sexual health. (AP.8.AI.1)* <p><u>Pregnancy and Reproduction</u> Core Concepts</p> <ul style="list-style-type: none"> • Define sexual intercourse and its relationship to human reproduction. (PR.8.CC.1)* • Define sexual abstinence as it relates to pregnancy prevention. (PR.8.CC.2)* • Describe the signs and symptoms of a pregnancy. (PR.8.CC.5)* <p>Accessing Information</p> <ul style="list-style-type: none"> • Identify medically-accurate resources about pregnancy prevention and reproductive health care. (PR.8.AI.1)*

Decision Making

- Apply a decision-making model to various sexual health decisions. (PR.8.DM.1)*

Puberty and Adolescent Development**Core Concepts**

- Describe the physical, social, cognitive and emotional changes of adolescence. (PD.8.CC.1)*

Accessing Information

- Identify medically-accurate sources of information about puberty, adolescent development and sexuality. (PD.8.INF.1)

Decision Making

- Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. (PD.8.DM.1)

Sexually Transmitted Infections**Core Concepts**

- Define STI's, including HIV, and how they are and are not transmitted. (SH.8.CC.1)
- Compare and contrast behaviors, including abstinence, to determine the potential risk of STI/HIV transmission from each. (SH.8.CC.2)
- Describe the signs, symptoms and potential impacts of STI's, including HIV. (SH.8.CC.3)

Analyzing Influences

- Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors (SH.8.INF.1)

Accessing Information

- Identify medically-accurate information about STI's, including HIV. (SH.8.AI.1)

Learning Targets:	Lesson Plan/Overview:
<ul style="list-style-type: none"> • I can describe male and female reproductive systems and their functions. (AP.8.CC.1) ** 	<p>Life Cycles: Anatomy Lesson Plan</p> <p>Overview: Gives a brief overview of the main structures and functions of the female reproductive system as well as common reproductive problems and ways to stay healthy.</p>
<ul style="list-style-type: none"> • I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1)** • I can identify trusted adults and/or medically accurate resources to answer questions about reproductive health. (PR.8.AI.1)* • I can identify medically-accurate sources of information about puberty, adolescent development and sexuality. (PD.8.INF.1)** 	<p>Life Cycles: Credible Sources Lesson Plan</p> <p>Overview: Lesson 1: Through discussion, students will identify that their parents/trusted adult is the first resource to go to get information about human growth and development. Students will be guided to identify that another possible resource is their pediatrician/doctor. Discussion will also occur about reliability/unreliability of digital sources and how to identify more reliable sources. Lesson 2: Students explore the idea that anyone can publish on the Internet, so not all sites are equally trustworthy. They need to carefully evaluate the sites they use for research, and then decide which ones they can trust. As a class, students discuss how print materials (books and newspaper or magazine articles) are published. Then they compare and contrast this process with publishing on the Internet, learning that there are no built-in checks for accuracy or quality on the Internet. Because of this, they must use their own criteria to judge the trustworthiness and usefulness of websites.</p>

<ul style="list-style-type: none"> I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1)** 	<p>Life Cycles: Human Reproduction Lesson Plan</p> <p>Overview: Students will read and discuss readings and watch a video that covers the processes of fertilization and implantation in development.</p>
<ul style="list-style-type: none"> I can outline stages of fetal development from conception to birth and the birth process (PR.8.CC.5*, PR.AI.1)* 	<p>Life Cycles: Fetal Development and Birth Lesson Plan</p> <p>Overview: Covers major events in the growth and development of the fetus through birth.</p>
<ul style="list-style-type: none"> I can explain that sexual abstinence is the only certain way to prevent pregnancy and sexually transmitted infections. (PR.8.CC.2)** I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1)** I can evaluate the possible outcomes of my decisions. (PD.8.DM.1)* I can identify the relationships among decision making, self control, and delayed gratification with examples. (DM-LD) I can understand the impact of alcohol and drugs on sexual decision-making. (SH.8.INF.1)* I can explain that sexual activity by or with minors is illegal. 	<p>Life Cycles: Consequences of Decisions Lesson Plan</p> <p>Overview: Lesson 1: In this lesson, students will learn what sex is, what influences teens' ideas about sex, and how to avoid harmful sexual activity Lesson 2: In this lesson, students will learn about the emotional, social, and physical consequences of sexual activity and about how to get help in dealing with those consequences Lesson 3: In this lesson, students will learn about the value of delayed gratification and a decision making model when faced with decisions. Lesson 4: In this lesson, students will learn about how alcohol and drugs affects a person's decision-making abilities</p> <p>Abuse Prevention: Minors Lesson Plan</p> <p>Overview: In this lesson students will review what sexual activity is and the laws about sexual activity for minors, and laws to protect from sexual crimes. They will discuss the difference between sex and intimacy, ways to express affection, and ways to avoid peer pressure.</p>
<ul style="list-style-type: none"> I can describe the physical changes of adolescence. (PD.8.CC.1)** 	<p>Life Cycles: Puberty Lesson Plan</p> <p>Overview: Lesson 1: Explains changes that occur during puberty and adolescence, such as sexual maturity and physical changes through reading, video, and discussion. Lesson 2: Students will discover how the endocrine system causes the physical changes that occur in both males and females during puberty and compare the changes that happen in males with the changes that happen in females.</p>
<ul style="list-style-type: none"> I can define sexually transmitted infection (STI's), their prevention, and their transmission. (SH.8.CC.1)* I can identify risks associated with sexual behavior. (SH.8.CC.2)* 	<p>Life Cycles: STI Lesson Plan</p> <p>Overview: Lesson 1 - In this lesson, students learn about sexually transmitted diseases and how STI's can be prevented Lesson 2 - In this lesson, students learn how HIV is transmitted, how it affects the human body, and how it is diagnosed and treated.</p>

<ul style="list-style-type: none"> • I can describe the signs, symptoms and potential impact of STI's and HIV. (SH.8.CC.3)* • I can explain medically-accurate information about STI's. (SH.8.AI.1)* 	
Curricular Connections: 8th Grade Science (Embedded within the Human Body Unit)	

Unit 2: Abuse Prevention/Intervention	
Topic: <ul style="list-style-type: none"> • Personal Safety 	
Standards: National Sexuality Standards	
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Learning Targets:	Curricular Connections
Additional Target(s) <ul style="list-style-type: none"> • I can explain that sexual activity by or with minors is illegal. 	Combined with Life Cycles: Consequences of Decisions Lesson

Unit 3: Relationships	
Topic: <ul style="list-style-type: none"> • Healthy Relationships 	
Standards: National Sexuality Standards	
Self Management <ul style="list-style-type: none"> • I can describe strategies to use social media safely, legally and respectfully. (HR.8.SM.2) 	
Learning Target:	Lesson Plan/Overview:
<ul style="list-style-type: none"> • I can describe strategies to use technology safely, legally, and respectfully. (HR.8.SM.2) 	Relationships: Technology use Lesson Plan Lesson 1: Students will discuss how much information is too much information to share online. Lesson 2: Students will discuss how spreading rumors online can have offline consequences. Lesson 3: Students will discuss the difference between the things real and fake friends say and ask. They will watch stories of two survivors of internet enticement and discuss the importance of identifying a trusted adult to go to if anything makes them uncomfortable or is confusing.

	<p>Lesson 4: Students will watch a video on sexting. They will discuss the dangers of sexting and make an internet safety plan.</p> <p>Lesson 5: Students watch the true story of a girl whose best friend gave out her email password to some other girls at school without her knowledge. They play a game called "Keep Your Keys!" and discuss why they should not give their passwords to anyone except their parents or guardians.</p>
<ul style="list-style-type: none"> I can identify negative depictions of differences among people. (CASEL.R.2) I can describe how a lack of understanding of social and cultural differences can contribute to intolerance and evaluate ways of overcoming a lack of understanding of those differences. (CASEL.R.2) 	<p>Relationships: Respecting Differences Lesson Plan</p> <p>Overview:</p> <p>Day 1: Students will explore stereotyping by identifying different labels we give groups of students and words we use to describe those groups. They will discuss stereotyping and bias.</p> <p>Day 2: Students will discuss culture. They will identify some aspects of their culture and the culture of our community. They will discuss how culture may provide similarities and differences in beliefs and traditions and discuss how understanding that can help build our community.</p>

Unit 4: Self-Esteem

Topic:

- Self-Esteem

Standards: National Sexuality Standards

Healthy Relationships
Interpersonal Communications

- Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. (ID.8.IC.1)

Learning Target:	Lesson Plan/Overview:
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<ul style="list-style-type: none"> I can describe factors of sexual stereotyping and discrimination toward others. (ID.8.IC.1)* 	<p>Self Esteem: Sexual Stereotyping Lesson Plan</p> <p>Overview:</p> <p>Lesson 1: Students are introduced to the concept of gender stereotypes, in an online & offline context. Students discuss stereotypes about boys and girls: where they come from, how we learn them, & why they can be restrictive. Students identify and discuss gender stereotypes in the "Dress Up Your Avatar" feature of a kids' virtual world.</p> <p>Lesson 2: Students discuss and write messages about how it feels to be grouped or identified by gender. They work in groups to record and discuss messages shared with others in the class.</p>
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<ul style="list-style-type: none"> I can identify positive self talk techniques and skills and explain benefits of positive self-talk (as relates 	<p>Self-Esteem: Self Talk Lesson Plan</p> <p>Overview:</p> <p>Lesson 1: A healthy self-concept is key to students' success and well-being in school and in life. During adolescence, students are</p>
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<p>to self-esteem-confidence). (SE-LD)</p> <ul style="list-style-type: none"> • I can explain how a positive attitude builds and maintain self-esteem and confidence. (SE-LD) • I can explain how self-talk influences the development of a healthy or unhealthy self-image. (SE-LD) • I can explain how negative self-talk can lead to destructive behaviors (eg. bulimia, anorexia, self-mutilation, sexual high risk behaviors, drug use, alcohol use). (SE) 	<p>developing their sense of self. This lesson guides them toward evaluating themselves in favorable ways, based on how they see themselves now and in the future and the positive traits others see in them. One of the main “tasks” of adolescence is to explore and begin to form identity. Our beliefs about ourselves, as well as others’ beliefs about us, shape our identity, and having different identities in different settings and situations is common. But the need to fit in and conform often leaves adolescents feeling pressured to adopt identities they aren’t comfortable with. This lesson encourages students to seek out relationships in which other people accept them for who they are, so they don’t have to take on identities that don’t suit them.</p> <p>Lesson 2: Students will apply positive self-talk as a means of developing self-confidence.</p> <p>Lesson 3: Read about how the brain works. This lesson is foundational for understanding how to change your thoughts. Most importantly, it will help you recognize that by practicing new thoughts and behaviors – old patterns and habits are changed with consistent, regular practice.</p> <p>Lesson 4: Students discuss how to recognize unhelpful thoughts and identify their effect on decision making. They will identify ways to react if unhelpful thoughts get stuck in your head</p> <p>Lesson 5: Students will discuss negative self talk. They will watch a BrainPop to learn what anorexia and bulimia are and that they are often a result of negative thoughts. They will read how alcohol and drug use often results from negative thoughts. They will summarize what they learned about the dangers of negative thoughts and compare negative and positive thoughts.</p>
<ul style="list-style-type: none"> • I can identify my body’s physical and emotional reactions to strong emotions, upsetting situations, or stress and evaluate ways to deal with them. (CASEL.SE.1) 	<p>Self-Esteem: Emotional Reactions Lesson Plan Overview:</p> <p>Lesson 1: Students analyze how emotions can affect decision making and discuss how to think about the decisions they make rather than react to their emotions.</p> <p>Lesson 2: Students learn ways to be more aware of emotions without reacting to or following them. Students practice how to make sound decisions even when they’re upset.</p> <p>Lesson 3: Students identify common calming-down strategies and explain why calming-down strategies are effective</p> <p>Lesson 4: Students identify common sources of anxiety and create a plan for handling anxiety</p>
<ul style="list-style-type: none"> • I can identify strategies to motivate myself to greater performance through changing how I think and react to challenging situations. (CASEL.SE.1) 	<p>Self Esteem: Challenging Situations Lesson Plan Overview:</p> <p>Lesson 1: Students will explore the ideas and theories behind motivation, create a personal motivation profile, and connect their motivation profile to current and future work experiences</p>

	Lesson 2: Students will understand that mistakes and failure are difficult, but they can be overcome and they will identify techniques to try after failing or making a mistake
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Opt-Out Activities
