

Human Growth and Development Pacing Guide

8th Grade

Topics	Standard	Generalizations/Big Ideas	Curriculum
1. Self Esteem (2 days)	Explain the impact of self-perceptions on actions.	<ul style="list-style-type: none"> a. During adolescence, teens begin to develop more independence and responsibility for themselves and others. b. Persons with positive self-images tend to make good choices and practice positive behaviors related to their lives. c. High-risk behaviors have consequences and should not be engaged in just to “fit in”. 	<p><u>Teen Health Text</u> Health Skills Handbook: Building Health Skills; Self-Management, pp. HSH10-13</p> <p><u>Dating Smarts: Love You 2</u> Lesson 1: Maturity, What I Value, pp. 114 Lesson 5: First Relationships – Joys and Doubts, pp. 57-60</p>
2. Sexual Orientation and Gender Identity (1 day)	Describe how to promote safety, respect, awareness and acceptance for all.	<ul style="list-style-type: none"> a. All individuals should be treated with dignity and respect, even if their beliefs, values or identity are different from yours. b. Teens who have questions about their sexual orientation or gender identity should consult parents and trusted adults*. c. Some people are afraid to share that they are gay, lesbian, bisexual or transgender because they fear they will experience mistreatment and discrimination. d. If an individual is being intimidated, harassed, or harmed because of a real or perceived sexual orientation or gender identity, it is important to tell a parent or trusted adults* or law enforcement. If that adult doesn’t believe or help, the child should tell another adult and keep telling until someone helps. e. Harassment includes any physical, verbal, graphic, electronic or written material, related to a person’s disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status which has the purpose of creating an intimidating, hostile or offensive school environment is a violation of the Omaha Public Schools’ Student Code of Conduct (OPS Code of Conduct, pages 8-9). f. There are organizations that offer support services, hotlines, and resources for young people and families who want to talk about sexual orientation or gender identity. <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>	<p><u>Teen Health Text</u> Chapter 24: Sexual Feelings and Relationships; Lesson 2. Diversity in Relationships, pp. 559-563</p> <p><u>Health Smart/HIV, STD, and Pregnancy Prevention</u> Lesson 3: Sexual Identity and Sexual Stereotyping, pp. 27-36</p> <p><u>Rights, Respect, and Responsibility</u> Being the Change You Want to See in the World</p>

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3. Hope and Growth Mindset (4 days)	Express the importance of having hope and a growth mindset in your life.	<ul style="list-style-type: none"> a. Hope helps us to set goals for the future and to make wise decisions. b. When we surround ourselves with people who help us feel positive and hopeful, we are more apt to achieve those things important to our success. c. Having a growth mindset helps frame our thoughts about our ability to achieve goals. 	<p><u>Teen Health Text</u> Chapter 5: Mental and Emotional Health, Lesson 1</p>
4. Decision Making (3 days and throughout)	Use the decision-making process to solve real life problems.	<ul style="list-style-type: none"> a. Using the SODAS process (Situation, Options, Disadvantages, Advantages, and Solutions) helps us to think of alternatives and consequences when making important decisions. b. Decisions made now may impact our future life course. 	<p><u>Teen Health Text</u> Chapter 12: The Teen Years; Lesson 1. Changing During the Teen Years, Building Your Future, pp. 523-524</p> <p><u>Health Smart/HIV, STD, and Pregnancy Prevention</u> Lesson 9: Making Sexual Health Decisions, pp. 93-102 Lesson 10: Getting Help with Sexual Health Decisions, pp. 105-114</p> <p><u>SODA Model</u> (Situation, Options, Disadvantages, Advantages, and Solutions)</p> <p><u>Rights, Respect, and Responsibility</u> The World Around Me</p>
5. Communication Skills (5 days)	Practice healthy communication skills.	<ul style="list-style-type: none"> a. Healthy communication skills are important to reduce conflict with family, friends and romantic partners. b. The use of refusal skills helps teens say no to things that they are uncomfortable doing or that are in conflict with their values. c. Assertive communication and reflective listening help de-escalate conflicts. 	<p><u>Teen Health Text</u> Health Skills Handbook: Skills for Communicating with Others, p,HSH14 Chapter 2: Dating and Relationships; Using Refusal Skills, p. 36</p> <p><u>Dating Smarts: Love You 2</u> Lesson 3: Crushes 102, pp. 25-41</p> <p><u>Health Smart/HIV, STD, and Pregnancy Prevention</u> Lesson 11: Resisting Sexual Pressure, pp. 115-124 Lesson 12: Roleplay Practice: Saying NO to Sexual Pressure, pp. 125-132 Lesson 15: Roleplay Practice: Protecting My Sexual Health, pp. 153-158</p> <p><u>Rights, Respect, and Responsibility</u> We Need to Talk</p>

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6. Healthy Relationships (5 days)	Analyze healthy relationships in families, friendships and dating.	a. Healthy relationships are based on communication, cooperation (teamwork) and compromise. b. Friendships help teens learn about differences outside their family. c. Friends can influence each other both positively and negatively. a. Dating and romantic relationships can be a way to learn about other people and about romantic and sexual feelings.	Teen Health Text: Chapter 24: Sexual Feelings + Relationships, pp. 554-565 Dating Smarts: Love You 2 Lesson 2: Crushes 101, pp. 15-24 Lesson 4: Maturity, Attractions and Infatuations, pp. 43-56 Health Smart/HIV, STD, and Pregnancy Prevention Lesson 1: Healthy Romantic Relationships, pp. 1-11
7. Sexual Harassment, Assault and Abuse (5 days)	Compare the similarities and differences between sexual harassment, sexual assault and sexual abuse.	b. Sexual harassment is unwanted and uninvited sexual attention such as teasing, touching or taunting. c. Sexual assault in the first or second degree to sexually assault any person as defined by Nebraska Statutes 28-319 and 28-320 are violations of the Omaha Public Schools’ Student Code of Conduct (OPS Student Code of Conduct, pages 10-11). d. Sexual assault occurs when a person forces another person to have intimate sexual contact. e. Sexual abuse occurs when someone touches the private parts of a young person’s body without a health or hygiene reason; or when a young person is asked to touch the private parts of the abuser. f. Young people have the right to say no to any touching that makes them feel uncomfortable and they are never at fault if they are touched in a way that is wrong or uncomfortable by an abuser. g. Messages and sexual images that are texted or posted to social media can never truly be deleted. h. Anyone experiencing unwanted or uncomfortable touching should tell a parent or trusted adult*, even if they have been told to keep it a secret. If that adult doesn’t believe or help, the child should tell another adult and keep telling until someone helps. i. There are many people and organizations that can help young people who have been harassed, abused or assaulted, including parents and trusted adults*. j. Decisions regarding sexual activity should only be made when both partners are sober and not under the influence of drugs or alcohol. *Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.	Teen Health Text Chapter 8: Violence Prevention; Lesson 3. Abuse, pp. 159-167 Chapter 8: Violence Prevention; Lesson 4. Preventing and Coping with Abuse, pp. 164-167 Chapter 20: Safety; Lesson 4. Personal Safety and Online Safety, pp. 480-482 Common Sense Media Education’s Sexting Handbook Overexposed: Sexting and Relationships Oops! I Broadcast It On the Internet Private Today, Public Tomorrow

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8. Marijuana, Inhalants and Prescription Steroids (7 days)	Explain the dangers of drug use on the body and mind.	<ul style="list-style-type: none"> a. Tobacco or chemical nicotine use or distribution while in the school building or grounds is a violation of the Omaha Public Schools’ Student Code of Conduct (OPS Student Code of Conduct, pages 8-9). b. Any drug can be harmful to your health if abused or misused. c. Misusing prescription and over-the-counter medicines can be just as harmful as using illegal drugs. d. Anabolic steroids may enhance athletic performance, but they also have been associated with depression, irritability, rage, acne, hair growth on the face for females, breast development for males, higher risks of brain and liver cancer, and irregular blood pressure. 	<p><u>Teen Health Text</u> Chapter 16: Drugs, pp. 370-388 Chapter 17: Using Medicines Wisely, pp. 390-404</p>
9. Puberty Changes (1 day)	Explain the physical, sociological and emotional changes that occur during puberty.	<ul style="list-style-type: none"> a. Physical, emotional and social changes occur during puberty because of increased hormones. b. Everyone’s body changes at its own rate during puberty. c. Many teens begin to develop romantic feelings during puberty. 	<p><u>Teen Health Text</u> Chapter 22: The Teen Years; Lesson 2. Your Changing Body, pp. 525-528</p>
10. Sexual Abstinence (2 days)	Explain the benefits of sexual abstinence.	<ul style="list-style-type: none"> a. Abstinence means voluntarily choosing not to engage in certain sexual behaviors. b. Sexual abstinence is the most effective method to prevent pregnancy and STDs (sexually transmitted diseases)/HIV. c. Individuals in romantic relationships can express their feelings without engaging in sexual behaviors. 	<p><u>Teen Health Text</u> Chapter 2: Dating and Relationships +Abstinence; Lesson 3. Abstinence and Saying NO, pp. 34-37</p> <p><u>Health Smart/HIV, STD, and Pregnancy Prevention</u> Lesson 2: What About Sex? P. 13-25 Lesson 11: Resisting Sexual Pressure, pp. 125-132 Lesson 15: Roleplay Practice: Protecting My Sexual Health, pp. 153-158</p>
11. Pregnancy and Reproduction (3 days)	Describe the human reproduction process.	<ul style="list-style-type: none"> a. Sexual abstinence is the most effective method to prevent pregnancy. b. During puberty, girls begin to ovulate and menstruate and boys produce sperm and ejaculate; once this occurs, girls are physically capable of becoming pregnant and boys of getting females pregnant. c. Whenever there is vaginal intercourse between a male and female, it is possible for a woman to become pregnant. 	<p><u>Teen Health Text</u> Chapter 23: The Reproductive System, pp. 540-547</p> <p><u>Health Smart/HIV, STD, and Pregnancy Prevention</u> Lesson 4: Who’s Really Having Sex? pp. 37-44 Lesson 5: Reproduction and Pregnancy, pp. 45-55</p> <p><u>Rights, Respect, and Responsibility</u> Reproduction Basics</p>

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12. Reproductive Prevention Options Birth Control (Hormonal and Condoms) (1 day)	Describe methods of contraception.	a. Abstinence is the best way to prevent pregnancy and STDs (sexually transmitted diseases). b. There are many types of contraception available to help prevent pregnancy and to protect against STDs. c. Some religions and cultures teach that contraception is acceptable while others do not approve of using contraception. d. Decisions about contraception are based on personal and family values, comfort with one’s body, cultural traditions, availability of methods, cost, ease of use and other factors. a. Some contraceptive methods require a visit to a health care provider and a prescription, while others are available over the counter.	<u>Teen Health Text</u> Chapter 24: Sexual Feelings and Relationships, Making the Healthy Choice, p. 556 <u>Health Smart/HIV, STD, and Pregnancy Prevention</u> Lesson 5: Reproduction and Pregnancy, pp. 45-55 Lesson 13: Using Condoms for Safer Sex, pp. 133-142 Lesson 14: Negotiating Condom Use, pp. 153-160
13. Teen Pregnancy (1 day)	Describe possible life consequences often faced by teen parents.	b. Having children before high school graduation may cause hardships such as medical complications during birth, less education, greater chance of single parenting, and poverty. c. Children of teen parents are more at-risk for teen pregnancy, incarceration, health problems, living in poverty, etc. d. Teen parents who have a strong support system, including their partner, parents/caregivers and/or peers are likely to be more successful in raising their children.	<u>Teen Health Text</u> Chapter 24: Sexual Feelings and Relationships; Responsible Relationships, pp. 554-558 <u>Health Smart/HIV, STD, and Pregnancy Prevention</u> Lesson 5: Reproduction and Pregnancy, pp. 55-57

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14. STDs (Sexually Transmitted Diseases) /HIV (2 days)	Explain how to prevent the spread of sexually transmitted diseases.	<ol style="list-style-type: none"> a. Abstinence from sexual activity is the safest way to prevent getting an STD (sexually transmitted disease). b. Douglas County in Nebraska has one of the highest rates of Chlamydia and gonorrhea in the nation. c. STDs/HIV may be transmitted through oral, vaginal, and anal sex, by sharing needles with an infected person or from mother to child during pregnancy, birth or breastfeeding. d. Anyone can get an STD/HIV regardless of age or sexual orientation, if they have sexual contact with an infected person. e. STDs can be transmitted even if a person does not show signs of infection. f. Use of latex condoms can reduce the risk, but not eliminate the chance of getting an STD. 	<p><u>Teen Health Text</u> Chapter 24: Sexual Feelings and Relationships; STDS and HIV/AIDS, pp. 570-579</p> <p><u>Health Smart/HIV, STD, and Pregnancy Prevention</u> Lesson 6: STD Facts, pp. 59-68 Lesson 7: HIV Facts, pp. 69-82 Lesson 8: STD Responsible Actions, pp. 83-92</p>
15. Legal	Explain the current status of Nebraska Law.	<ol style="list-style-type: none"> a. It is illegal in Nebraska to have sex with someone if there is not consent. b. Consent is the freely given permission to engage in physical contact without the presence of coercion or threat. Both partners must verbally give and obtain consent to engage in any physical contact. c. It is illegal in Nebraska for anyone under the age of 16 to have sex with someone 19 or older. d. Sexual assault is illegal. e. Sexual abuse is illegal. f. It is illegal to use illicit drugs; including marijuana, inhalants, anabolic steroids or other performance enhancing drugs and prescriptions that are not prescribed for you. g. It is illegal for anyone under the age of 21 to possess or consume alcohol. h. It is illegal for anyone under the age of 18 to possess or use tobacco products. i. It is illegal to use illicit drugs or use prescribed drugs belonging to others. 	Nebraska Revised Statutes