

Comprehensive Health Education Grade 8 Family Life and Human Sexuality

Goal:

Maryland Voluntary State Curriculum Content Standard 4: Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

Enduring Understanding:

Responsible behaviors and practices influence relationships and lifelong wellness. Respecting differences in each other can promote positive interactions which can lead to tolerance, understanding, and empathy.

Performance Indicators:

4.8.A.1. Describe how family members influence the development of adolescents.

4.8.A.1.a. Describe the relationships that exist within a family.

4.8.A.2. Identify and describe the components of a healthy relationship.

4.8.A.2.a. List the components of a healthy relationship.

- Respect for self and others
- Empathy
- Effective communication
- Honesty
- Support
- Ability to resolve conflicts in rational, peaceful ways

4.8.A.2.b. Describe how a healthy relationship can be demonstrated in a variety of situations.

4.8.A.2.c. Examine factors that influence stereotyping and generalizations about gender.

4.8.A.2.d. Define sexual identity, including sexual orientation.

4.8.A.3. Describe the process of the menstrual cycle.

4.8.A.3.a. Chart the menstrual cycle.

4.8.A.3.b. Explain the stages of the menstrual cycle.

4.8.A.4. Recognize factors that influence an individual's decision concerning sexual behavior.

4.8.A.4.a. List reasons why abstinence from sexual activity is a healthy, safe, and responsible decision for adolescents.

4.8.A.4.b. Identify ways to maintain abstinence in a relationship.

4.8.A.4.c. Model skills to resist peer pressure to engage in sexual activity, including sexual intercourse.

4.8.A.4.d. Examine reasons why people engage in sexual activity, including sexual intercourse, such as:

- to have children
- desire to have someone to love
- to express love, for enjoyment
- curiosity, alcohol/drug influence
- partner pressure, media influence
- to gain social status

4.8.A.5. Explain the gestation process of fetal development and maternal changes.

4.8.A.5.a. Describe the fertilization process.

4.8.A.5.b. Describe the implantation process.

4.8.A.5.c. Describe the stages of gestation.

4.8.A.5.d. Describe the birth process.

4.8.A.6. Explain the principles of prenatal care.

4.8.A.6.a. Distinguish between positive and negative examples of prenatal care.

4.8.A.6.b. List the components of proper personal prenatal care.

4.8.A.6.c. List the components of proper professional prenatal care.

4.8.A.7. Explain the impact of teen pregnancy.

4.8.A.7.a. Discuss the impact of unplanned pregnancy on the teens, their child, and their families.

4.8.A.7.b. List reasons why people get pregnant such as:

- not being abstinent
- by accident
- not using contraception
- to keep a partner
- to have a child to love

4.8.A.7.c. State the impact of teen pregnancy on society.

- Schools
- Justice system
- Social service organizations
- Welfare system

4.8.A.8. Recognize qualities necessary prior to parenting.

4.8.A.8.a. Identify safe and appropriate living conditions for children.

4.8.A.8.b. Identify knowledge, skills, and personality traits necessary for the appropriate care of a child.

4.8.A.9. Recognize the responsibilities of parenting.

4.8.A.9.a. Assess the costs associated with raising a child.

4.8.A.9.b. Evaluate the impact of parenting on time management.

4.8.A.9.c. Identify skills that demonstrate effective parenting.

4.8.A.10. Describe methods of contraception.

4.8.A.10.a. Explain how each method of contraception works to prevent pregnancy, including effectiveness.

- Abstinence
- Chemical/Hormonal methods
- Barrier methods
- Other methods

4.8.A.10.b. Explain how each method of contraception is used.

- Abstinence
- Chemical/Hormonal methods
- Barrier methods

4.8.A.10.c. List the advantages and disadvantages of each method of contraception.

- Abstinence
- Chemical/Hormonal methods
- Barrier methods

4.8.A.10.d. Identify where each method of contraception can be obtained.

- Abstinence
- Hormonal methods
- Barrier methods

Comprehensive Health Education
Grade 8 Disease Prevention and Control – HIV/AIDS Prevention

Goal:

Maryland Voluntary State Curriculum Content Standard 7—Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Enduring Understanding:

Responsible disease prevention and control behaviors provide the foundation for lifelong wellness.

Performance Indicators:

7.8.A.1. Describe risk factors and behaviors that influence contraction and transmission of communicable diseases or infections.

7.8.A.1.a. Explain how sexual behaviors and practices influence contraction of HIV/AIDS and Sexually Transmitted Infections (STI)

- Abstinence
- Monogamy
- Use of condoms
- Sexual activity, including sexual intercourse
- Multiple partners

7.8.A.1.b. Explain how other behaviors and practices influence contraction of HIV/AIDS and STI.

- Alcohol and drug use
- Sharing needles (piercings, drugs, tattoos)
- Mother to child
- Occupational exposure
 - Medical staff
 - Teachers/Childcare
 - Other

7.8.A.3. Recognize and describe symptoms, effects on the body, treatment, and prevention of HIV/AIDS.

7.8.A.3.a. List specific symptoms of HIV/AIDS.

7.8.A.3.b. Explain the progression from HIV to AIDS.

7.8.A.3.c. Describe the effects of HIV/AIDS on the body, including the immune system.

7.8.A.3.d. State ways to prevent HIV/AIDS.

7.8.A.3.e. Examine various modes of treatment.

7.8.A.5. Describe risk factors and behaviors that contribute to the development of non-communicable diseases.

7.8.A.5.a. Identify risk factors that impact on non-communicable diseases.

- Family history
- Life style choices
- Environment

7.8.A.5.b. Categorize the risk factors into controllable or uncontrollable.

7.8.A.5.c. Identify the protective factors that decrease the occurrence of non-communicable diseases.

- Regular medical check-ups
- Immunizations and screening
- Diet and weight management
- Exercise and rest
- Environmental exposure

7.8.A.10. Review the causes, symptoms, and prevention of STI.

**FAMILY LIFE AND HUMAN SEXUALITY AND HIV/AIDS PREVENTION
PERMISSION FORM**

Student Name: _____

Daytime Phone Number of Parent/Guardian: _____

Please check YES or NO for each of the questions below.

I give permission for my student to receive instruction on Family Life and Human Sexuality. YES _____ NO _____

I give permission for my student to receive instruction on HIV/AIDS. YES _____ NO _____

Signature of Parent/Guardian

Date

Please complete and return this form to school no later than October 1st.