

Comprehensive Health Education in Grade 8

Family Life and Human Sexuality

Standard

Maryland 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.

Indicators and Objectives

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| II. Sexual Behavior and Limits – Analyzing Influences |
| 1. Explain how the perceptions of norms influence healthy and unhealthy behaviors. |
| a. Describe how perceptions of norms, social expectations, and values shape healthy and unhealthy sexual practices, behaviors, and relationships. |
| b. Validate the reasons why abstinence from sexual activity is a healthy, safe, and responsible decision for adolescents. |
| c. Evaluate reasons why people engage in sexual activity including sexual intercourse and why people choose to abstain from sexual activity. |

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| III. Maternal Changes – Accessing Information |
| 1. Describe the emotional, intellectual, physical, and social changes that occur to adolescents due to pregnancy. |
| a. Explain the gestation process of fetal development and maternal changes. |
| b. Explain principles of prenatal care. |
| c. Analyze the emotional, physical, and financial impacts of teen pregnancy on teens, their children, their families, and society. |

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| IV. Sexual Behaviors and Limits – Interpersonal Communication |
| 1. Apply effective verbal and nonverbal communication skills to enhance health. |
| a. Examine ways to protect the sexual health of one's self and others through effective use of verbal, nonverbal, and electronic means of communication, including social media. |
| 2. Demonstrate refusal and negotiation skills that avoid or reduce health risks. |
| a. Demonstrate skills to resist peer pressure to engage in sexual activity including sexual intercourse. |
| 3. Demonstrate how to advocate for assistance to enhance the health of self and others. |
| a. Identify community resources available to provide assistance to improve and/or maintain health and healthy relationships including those at the school. |

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| V. Social Media—Decision Making |
| 1. Describe the benefits of and barriers to practicing healthy behaviors. |

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a. Explain why sending sexually explicit pictures or messages by e-mail, cell phone, or tablet; and posting sexually explicit messages/pictures on social media sites will have negative consequences—socially, legally, and otherwise.

b. Formulate reasons for maintaining sexual abstinence including the right to refuse sexual contact, protection from HIV/STIs, and pregnancy.

c. Analyze behaviors used to coerce or pressure someone to engage in sexual activity including sexual intercourse, refusal skills, and the link between alcohol/drugs and sexual activity.

d. Explain how each method of contraception works to prevent pregnancy including effectiveness.

VII. Teen Pregnancy and Parenting – Self –Management

1. Describe the interrelationships of emotional, intellectual, physical, and social health for teen parents.

a. Anticipate how new family roles will affect the emotional well-being of the teens, their children, and their families.

b. Predict how taking care of a child will impact physical health of the teens, their children, and their families.

VIII. Sexual Abstinence – Advocacy

1. Explain the importance of taking ownership for personal health behaviors.

a. Persuade others to practice sexual abstinence and avoid risky sexual behaviors that may lead to contraction of HIV, STIs, and/or unwanted pregnancy.