



## Human Growth and Development Standards

## Fourth Grade

Students are opted into the four lessons by parent/guardian.

TOPIC	STANDARD	CONTENT
<b>Lesson 1</b> <b>Puberty Changes</b> (1 day)  <b>Personal Hygiene</b>	Explain the physical, social and emotional changes that occur during puberty.  Explain some of the personal hygiene habits needed for puberty.	a. Puberty is the transition from childhood to adulthood that is characterized by physical and emotional changes. b. Individual bodies are different sizes, shapes and colors and these differences are what make us unique. c. Everyone's body changes at its own pace.  a. Body changes during puberty make it necessary to bathe or shower more frequently. b. Hygiene habits for puberty should include washing and caring for hair, face, teeth, hands, nails, body, shaving, using deodorant, wearing clean clothes and underwear, etc.
<b>Lesson 2</b> <b>Immune System and Infections</b> (1 day)	Determine ways to protect against the spread of communicable diseases.	a. Washing hands frequently and cleaning surfaces minimizes the spread of germs and diseases.
<b>Lesson 3 Sexual Abuse and Harassment</b> (1 day)	Describe ways to stay safe from sexual abuse.	a. It is important to ask permission before touching someone (e.g. hugging) and a person should always ask permission before touching you. b. If a person is feeling uncomfortable with someone touching them, they should tell them to stop. c. There are parts of the body that are considered to be private, more specifically those parts covered by a swimsuit. d. Children have the right to maintain boundaries that will help to stop or prevent sexual abuse, assault, violence, and harassment. e. Child sexual abuse occurs when the abuser touches the private parts of a child's body without a health or hygiene reason; or when a child is directed to touch the private parts of the abuser's body. f. Most sexual abuse involves some kind of secrecy, bribery, trickery, or force. g. Children experiencing unwanted or uncomfortable touching should tell a parent/caregiver 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. h. It is never the fault of a child if touched in a way that is wrong or uncomfortable; even if it is a family member. i. *Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.
<b>Lesson 4</b> <b>Social Media</b> (1 day)	Describe ways to stay safe online.	a. There can be predators online that will try and trick children into doing things that are not safe by pretending to be younger or be their friends. b. Students should always check with an adult before going online. c. Most social media sites (e.g. Facebook, Twitter, Instagram) require that you have parent permission and be at least 13 years old to have an account.  Never give out personal information online.



## Human Growth and Development Standards

## Fifth Grade

Students are opted into the four lessons by parent/guardian.

TOPIC	STANDARD	CONTENT
<b><u>Lesson 1</u></b> <b>Diet and Exercise</b> (1 day)	Describe how a proper diet and exercise are important to good health.	<ul style="list-style-type: none"> <li>a. Good health habits such as cleanliness, eating well, and exercise help us feel better about our bodies.</li> <li>b. The foods eaten today can impact future health and well--- being.</li> <li>c. Diets should be high in fruits, vegetables, whole grains, low---fat dairy products, lean meats, poultry, fish, beans, eggs, and nuts.</li> <li>d. It is best to limit foods in our diets that are high in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.</li> <li>e. Balancing food intake and physical activity help maintain a healthy body weight.</li> </ul>
<b><u>Lesson 2</u></b> <b>Puberty Changes</b> (1 day)	Identify physical changes during puberty.	<ul style="list-style-type: none"> <li>a. There are many body changes during puberty and development occurs at different rates.</li> <li>b. During puberty, girls begin to ovulate and menstruate, and boys begin to produce sperm and ejaculate; once this occurs, girls are physically capable of becoming pregnant and boys of getting females pregnant.</li> </ul>
<b><u>Lesson 3</u></b> <b>Emotions during Puberty</b>	Explain ways to manage emotional changes during puberty.	<ul style="list-style-type: none"> <li>a. There is an upsurge in emotional feelings during puberty because of increased hormones.</li> <li>b. Many teens begin to develop romantic feelings during puberty. Young teens sometimes feel uncomfortable, clumsy, and/or self---conscious because of rapid body changes.</li> </ul>
<b><u>Lesson 4</u></b> <b>Infectious Diseases</b> (1 day)	Describe how bloodborne pathogens are transmitted and how they can be prevented.	<ul style="list-style-type: none"> <li>a. Bloodborne pathogens such as HIV (Human Immunodeficiency Virus)/ AIDS (Acquired Immunodeficiency Syndrome), and Hepatitis C, are viruses that cause disease.</li> <li>b. People who contract bloodborne pathogens are more at risk for getting infections, diseases or other illnesses.</li> <li>c. A person cannot become infected with a bloodborne pathogen by being around, touching, or hugging someone that has a bloodborne pathogen.</li> <li>d. Open sores, runny noses, blood and other bodily fluids of other people should never be touched because they could be infected.</li> <li>e. The most common way for someone to get bloodborne pathogens is to participate in high---risk sexual behaviors or share a needle with another person who is infected.</li> <li>f. Bloodborne pathogens stay in the body for life, but there are medicines that help people live longer and stay healthier, although they will never be cured.</li> </ul>



## Human Growth and Development Standards

## Sixth Grade

Students are opted into the five lessons by a parent/guardian.

TOPIC	STANDARD	CONTENT
<b>Lesson 1</b> <b>Healthy Puberty</b> (1 day)	Explain how healthy behaviors during puberty impact future growth and development.	<ul style="list-style-type: none"> <li>a. A healthy puberty includes getting enough sleep, keeping a clean body, eating properly and getting enough exercise.</li> <li>b. Eating a variety of healthy foods each day helps to build strong bodies and leads to a healthier life with less risk of disease.</li> <li>c. Regular exercise helps the heart stay strong.</li> </ul>
<b>Lesson 2</b> <b>Refusal Skills</b> (1 day)	Demonstrate refusal skills to use when confronted with situations that are not safe or are against beliefs or family expectations.	<ul style="list-style-type: none"> <li>a. Friends influence each other both positively and negatively.</li> <li>b. High---risk behaviors have consequences and should not be engaged in just to "fit in".</li> <li>c. Friends need to be told no when they are trying to convince someone to go against family beliefs or expectations or engaging in unsafe situations.</li> <li>d. Talking with parents and trusted adults* and use of refusal skills can help when friends try to negatively influence choices. If that adult doesn't believe or help, the child should tell another adult and keep telling until someone helps.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>
<b>Lesson 3</b> <b>Prenatal Development</b> (1 day)	Describe the human reproductive process.	<ul style="list-style-type: none"> <li>a. Men and women have specific cells in their bodies (sperm cells and egg cells) that enable them to reproduce.</li> <li>b. Conception occurs when a sperm and egg are joined.</li> <li>c. Vaginal intercourse is the most common way for a sperm and egg to join.</li> <li>d. Whenever vaginal intercourse occurs, it is possible for a woman to become pregnant.</li> <li>e. When a woman is pregnant, the fetus grows inside her uterus.</li> <li>f. Pregnancy is a 40---week cycle that ends with birth.</li> </ul>
<b>Lesson 4</b> <b>STDs, HIV/AIDS</b> (1 day)	Define STDs (sexually transmitted diseases) and how they are or are not transmitted.	<ul style="list-style-type: none"> <li>a. Abstinence from sexual activity is the most effective way to avoid STDs (sexually transmitted diseases).</li> <li>b. STDs are caused by bacteria and viruses that can be found in semen, vaginal fluids, and the blood of an infected person.</li> <li>c. Sexual contact without protection or sharing needles with an infected person are the most common ways for a person to get an STD. Caution: Condoms may still fail to protect against STDs or pregnancy.</li> <li>d. Gonorrhea, syphilis, HIV/AIDS, Chlamydia, HPV (Human papillomavirus or genital warts), and herpes are examples of sexually transmitted diseases.</li> <li>e. STDs caused by bacteria can be cured, but those caused by viruses are treated but never cured.</li> </ul>
<b>Lesson 5</b> <b>Role Stereotyping and Social Media</b> (1 day)	<p>Demonstrate ways to treat others with dignity and respect.</p> <p>Demonstrate ways to avoid cyberbullying.</p>	<ul style="list-style-type: none"> <li>a. Stereotyped roles refer to the way society expects people to behave based on if they are male or female.</li> <li>b. Making fun of people for not acting the way society expects them to act is disrespectful and hurtful.</li> <li>c. Talking to parents and other trusted adults* can be helpful when there are questions.</li> <li>d. Making fun of people and posting negative images and words online about them is considered cyberbullying.</li> <li>e. According to Omaha Public Schools' Student Code of Conduct, bullying, including cyberbullying, is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Code of Conduct pages 8---9).</li> <li>f. Tell a parent or trusted adult* if you or someone you know is being bullied online. If that adult doesn't believe or help, the child should tell another adult and keep telling until someone helps.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>



## Human Growth and Development Standards

### Seventh Grade

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TOPIC	STANDARD	CONTENT
<b>1. Goals, Grit, Hope</b> (3 days)	Explain how hard work and hope are as important as ability when working toward a goal.	<ul style="list-style-type: none"> <li>a. Students that are hopeful base what they do today on how it will help them in the future.</li> <li>b. When learning a new skill, hard work and practice are just as important as ability.</li> </ul>
<b>2. Decision---Making</b> (3 days and throughout)	Give examples of how family, culture, media, peers, and personal beliefs impact decision---making.	<ul style="list-style-type: none"> <li>a. Parents and other trusted adults* can help with important decisions.</li> <li>b. To make good decisions, consider all possible consequences, good or bad before selecting the best outcome.</li> <li>c. Using the SODAS process (Situation, Options, Disadvantages, Advantages, and Solutions) helps when making important decisions.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>
<b>3. Self---Identity</b> (1 day)	Explain the relationship between self---confidence and success in life.	<ul style="list-style-type: none"> <li>a. Persons with positive self---images tend to make good choices and practice positive behaviors related to their lives.</li> </ul>
<b>4. Bullying</b> (2 days)	Discuss why it is wrong to tease, bully, or allow others to bully.	<ul style="list-style-type: none"> <li>a. Teasing or bullying can hurt the self---esteem of others.</li> <li>b. Allowing others to bully is just as harmful as being the bully.</li> <li>c. According to Omaha Public Schools' Student Code of Conduct, bullying, including cyberbullying, is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Code of Conduct pages 8---9).</li> </ul>
<b>5. Social Media</b> (1 day)	Analyze the impact of media on the decisions we make.	<ul style="list-style-type: none"> <li>a. Media can influence the way people think and behave.</li> <li>b. Some media information is true, some is not.</li> <li>c. A parent or trusted adult* can help when media messages are confusing.</li> <li>d. Using social media to put down another person and posting negative images is a form of bullying and is considered cyberbullying.</li> <li>e. Messages and sexual images that are texted or posted to social media can never truly be deleted and may result in legal consequences.</li> <li>f. Tell a parent or trusted adult* if you or someone you know is being bullied online. If that adult doesn't believe or help, the child should tell another adult and keep telling until someone helps.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>



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TOPIC	STANDARD	CONTENT
<b>6. Sexual Orientation and Gender Identity</b> (1 day)	Describe ways to show courtesy and respect for others when their views are different from your own.	<ul style="list-style-type: none"> <li>a. All individuals are worthy and should be treated with dignity and respect.</li> <li>b. People's beliefs about sexual orientation and gender identity may be influenced by personal feelings, family, religion, and culture.</li> <li>c. Some people are afraid to share that they are lesbian, gay, bisexual or transgender because they fear they will be mistreated.</li> <li>d. Teens who have questions about their sexual orientation or gender identity should consult parents and trusted adults.*</li> <li>e. 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.</li> <li>f. If an individual is being intimidated, harassed, or harmed because of real or perceived sexual orientation or gender identity, it is important to tell a parent, trusted adult* or law enforcement. If that adult doesn't believe or help, the child should tell another adult and keep telling until someone helps.</li> <li>g. 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).</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>
<b>7. Healthy Relationships</b> Family, Friends/Peers (5 days)	Explain the importance of healthy relationships with family and friends.	<ul style="list-style-type: none"> <li>a. There are many types of families.</li> <li>b. Families serve many functions such as love and affection, education, economic support, protection, socialization, guidance, etc.</li> <li>c. Love, cooperation, and mutual respect are necessary for healthy families.</li> <li>d. Conflicts sometime occur between parents and children, especially during adolescence.</li> <li>e. When choosing friends consider qualities important for a healthy friendship.</li> <li>f. Friends can influence each other both positively and negatively.</li> </ul>
<b>8. Communication Skills</b> (4 days)	Demonstrate healthy communication skills.	<ul style="list-style-type: none"> <li>a. Healthy communication skills are important with family and friends.</li> <li>b. Communication should be honest and open.</li> <li>c. Healthy communication skills help us work through conflicts.</li> <li>d. Using refusal skills can help when confronted with risky behaviors.</li> <li>e. When using refusal skills: repeat one's position, offer a compromise or walk away from the situation or risky behavior.</li> </ul>



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TOPIC	STANDARD	CONTENT
<b>9. Alcohol and Tobacco</b> (10 days)	Describe the harmful effects of alcohol and tobacco use.	<ul style="list-style-type: none"> <li>a. Possession of or being under the influence of drugs, alcoholic beverages, controlled or imitation controlled substances or other mood---altering chemicals is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Code of Conduct, pages 8---9).</li> <li>b. The earlier teens begin to drink or use drugs, the greater the risk of becoming addicted.</li> <li>c. Teens that drink are more likely to be engaged in risky behaviors such as physical fights, vehicle accidents, confrontations with the law, and early sexual activity.</li> <li>d. Alcohol abuse can lead to the use of other drugs.</li> <li>e. Alcohol slows down the brain and nervous system; with long term use, alcohol abuse could lead to destroyed brain cells, ulcers, cirrhosis of the liver and other health problems.</li> <li>f. 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 6---7).</li> <li>g. Nicotine is an addictive substance found in tobacco that is difficult to stop using.</li> <li>h. Tobacco use and second hand smoke can lead to serious health problems such as emphysema, lung cancer and heart problems.</li> </ul>
<b>10. Puberty</b> (3 days)	Describe the physical, social, and emotional changes that occur during puberty.	<ul style="list-style-type: none"> <li>a. Puberty is a time that physical, social and emotional changes occur as children become teenagers.</li> <li>b. Everyone's body changes at its own rate.</li> <li>c. Young teens sometime feel uncomfortable, clumsy, and/or self---conscious because of rapid body changes.</li> </ul>
<b>11. Male and Female Reproductive Systems and Fertilization Process</b> (6 days)	Describe the human reproduction process.	<ul style="list-style-type: none"> <li>a. During puberty, girls begin to ovulate and menstruate, and boys begin to produce sperm and ejaculate. Once this occurs, girls are physically capable of becoming pregnant and boys of getting females pregnant.</li> <li>b. Young teens are not physically or emotionally ready for sexual intercourse or the potential consequences associated with it.</li> <li>c. The union of sperm and an egg is called conception.</li> </ul>



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## Seventh Grade

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TOPIC	STANDARD	CONTENT
<b>12. Abstinence</b> (3 days)	Explain the benefits of sexual abstinence.	<ul style="list-style-type: none"> <li>a. Abstinence means voluntarily choosing not to engage in certain sexual behaviors.</li> <li>b. Many teens choose not to be sexually active.</li> <li>c. Teens that have had sexual intercourse may choose to be sexually abstinent in the future.</li> <li>d. Teens need to discuss their sexual limits with their partner before getting too seriously involved.</li> <li>e. Decisions regarding sexual activity should only be made when both partners are sober and not under the influence of drugs or alcohol.</li> </ul>
<b>13. Pregnancy Prevention Options</b> (Pills and Condoms) (1 day)	Discuss ways to reduce the risk of pregnancy.	<ul style="list-style-type: none"> <li>a. Abstinence is the best way to prevent pregnancy.</li> <li>b. Decisions about using contraception are based on personal and family values, comfort with one's body, cultural traditions, availability of methods and other factors.</li> <li>c. To prevent pregnancy, there are prescription and over the counter methods of birth control, each having advantages and disadvantages.</li> </ul>
<b>14. STDs/HIV</b> (2 days)	Explain how STDs (sexually transmitted diseases) are spread.	<ul style="list-style-type: none"> <li>a. Abstinence from sexual activity is the safest way to prevent getting STDs (sexually transmitted diseases).</li> <li>b. STDs are caused by bacteria and viruses that can be found in semen, vaginal fluids, and the blood of an infected person.</li> <li>c. Unprotected sex or sharing needles with an infected person are the most common ways for a person to get an STD.</li> <li>d. Use of latex condoms can reduce the risk of, but not eliminate the chance of getting an STD.</li> </ul>
<b>15. Legal</b>	Explain the current status of Nebraska Law.	<ul style="list-style-type: none"> <li>a. It is illegal in Nebraska to have sex with someone if there is not consent.</li> <li>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.</li> <li>c. It is illegal in Nebraska for anyone under the age of 16 to have sex with someone 19 or older.</li> <li>d. It is illegal for anyone under the age of 21 to possess or consume alcohol.</li> <li>e. It is illegal for anyone under the age of 18 to possess or use tobacco products.</li> <li>f. It is illegal to use illicit drugs or use prescribed drugs belonging to others.</li> </ul>



## Human Growth and Development Standards

## Eighth Grade

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TOPIC	STANDARD	CONTENT
<b>1. Self Esteem</b> (2 days)	Explain the impact of self--perceptions on actions.	<ul style="list-style-type: none"> <li>a. During adolescence, teens begin to develop more independence and responsibility for themselves and others.</li> <li>b. Persons with positive self--images tend to make good choices and practice positive behaviors related to their lives.</li> <li>c. High--risk behaviors have consequences and should not be engaged in just to "fit in".</li> </ul>
<b>2. Sexual Orientation and Gender Identity</b> (1 day)	Describe how to promote safety, respect, awareness and acceptance for all.	<ul style="list-style-type: none"> <li>a. All individuals should be treated with dignity and respect, even if their beliefs, values or identity are different from yours.</li> <li>b. Teens who have questions about their sexual orientation or gender identity should consult parents and trusted adults*.</li> <li>c. Some people are afraid to share that they are gay, lesbian, bisexual or transgender because they fear they will experience mistreatment and discrimination.</li> <li>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.</li> <li>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).</li> <li>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.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>
<b>3. Hope and Growth Mindset</b> (4 days)	Express the importance of having hope and a growth mindset in your life.	<ul style="list-style-type: none"> <li>a. Hope helps us to set goals for the future and to make wise decisions.</li> <li>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.</li> <li>c. Having a growth mindset helps frame our thoughts about our ability to achieve goals.</li> </ul>
<b>4. Decision Making</b> (3 days and throughout)	Use the decision---making process to solve real life problems.	<ul style="list-style-type: none"> <li>a. Using the SODAS process (Situation, Options, Disadvantages, Advantages, and Solutions) helps us to think of alternatives and consequences when making important decisions.</li> <li>b. Decisions made now may impact our future life course.</li> </ul>
<b>5. Communication Skills</b> (5 days)	Practice healthy communication skills.	<ul style="list-style-type: none"> <li>a. Healthy communication skills are important to reduce conflict with family, friends and romantic partners.</li> <li>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.</li> <li>c. Assertive communication and reflective listening help de---escalate conflicts.</li> </ul>
<b>6. Healthy Relationships</b> (5 days)	Analyze healthy relationships in families, friendships and dating.	<ul style="list-style-type: none"> <li>a. Healthy relationships are based on communication, cooperation (teamwork) and compromise.</li> <li>b. Friendships help teens learn about differences outside their family.</li> <li>c. Friends can influence each other both positively and negatively.</li> <li>d. Dating and romantic relationships can be a way to learn about other people and about romantic and sexual feelings.</li> </ul>



## Human Growth and Development Standards

## Eighth Grade

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TOPIC	STANDARD	CONTENT
<b>7. Sexual Harassment, Assault and Abuse</b> (5 days)	Compare the similarities and differences between sexual harassment, sexual assault and sexual abuse.	<ul style="list-style-type: none"> <li>a. Sexual harassment is unwanted and uninvited sexual attention such as teasing, touching or taunting.</li> <li>b. 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).</li> <li>c. Sexual assault occurs when a person forces another person to have intimate sexual contact.</li> <li>d. 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.</li> <li>e. 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.</li> <li>f. Messages and sexual images that are texted or posted to social media can never truly be deleted.</li> <li>g. 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.</li> <li>h. There are many people and organizations that can help young people who have been harassed, abused or assaulted, including parents and trusted adults*.</li> <li>i. Decisions regarding sexual activity should only be made when both partners are sober and not under the influence of drugs or alcohol.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>
<b>8. Marijuana, Inhalants and Prescription Steroids</b> (8 days)	Explain the dangers of drug use on the body and mind.	<ul style="list-style-type: none"> <li>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).</li> <li>b. Any drug can be harmful to your health if abused or misused.</li> <li>c. Misusing prescription and over---the---counter medicines can be just as harmful as using illegal drugs.</li> <li>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.</li> </ul>
<b>9. Puberty Changes</b> (1 day)	Explain the physical, sociological and emotional changes that occur during puberty.	<ul style="list-style-type: none"> <li>a. Physical, emotional and social changes occur during puberty because of increased hormones.</li> <li>b. Everyone's body changes at its own rate during puberty.</li> <li>c. Many teens begin to develop romantic feelings during puberty.</li> </ul>
<b>10. Sexual Abstinence</b> (2 days)	Explain the benefits of sexual abstinence.	<ul style="list-style-type: none"> <li>a. Abstinence means voluntarily choosing not to engage in certain sexual behaviors.</li> <li>b. Sexual abstinence is the most effective method to prevent pregnancy and STDs (sexually transmitted diseases)/HIV.</li> <li>c. Individuals in romantic relationships can express their feelings without engaging in sexual behaviors.</li> </ul>
<b>11. Pregnancy and Reproduction</b> (3 days)	Describe the human reproduction process.	<ul style="list-style-type: none"> <li>a. Sexual abstinence is the most effective method to prevent pregnancy.</li> <li>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.</li> <li>c. Whenever there is vaginal intercourse between a male and female, it is possible for a woman to become pregnant.</li> </ul>



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TOPIC	STANDARD	CONTENT
<b>12. Reproductive Prevention Options</b> 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. e. Some contraceptive methods require a visit to a health care provider and a prescription, while others are available over the counter.
<b>13. Teen Pregnancy</b> (1 day)	Describe possible life consequences often faced by teen parents.	a. Having children before high school graduation may cause hardships such as medical complications during birth, less education, greater chance of single parenting, and poverty. b. Children of teen parents are more at-risk for teen pregnancy, incarceration, health problems, living in poverty, etc. c. 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.
<b>14. STDs(Sexually Transmitted Diseases)/HIV</b> (2 days)	Explain how to prevent the spread of sexually transmitted diseases.	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.
<b>15. Legal</b>	Explain the current status of Nebraska Law.	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.



## Human Growth and Development Standards

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TOPIC	STANDARD	CONTENT
<b>1. Self Esteem</b> (2 days)	Describe how relationships can be impacted by sense of self.	a. Self---esteem may be impacted by family, media, society, body image, and peers.
<b>2. Media Impact</b> (2 days)	Give examples of the impact media has on teens' perceptions of relationships and sexuality.	a. Media influences beliefs and behavior. b. Media may give inaccurate and unrealistic information and portrayals of relationships and sexuality. c. Social media can impact communication in a positive and negative way. d. Unkind messages sent over social media are a form of bullying called cyberbullying. e. Messages and sexual images that are texted or posted to social media can never truly be deleted and may result in legal consequences. f. 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).
<b>3. Hope and Growth Mindset</b> (4 days)	Explain the importance of having hope and a growth mindset in your life.	a. Hope in our lives helps us to see future possibilities. b. Determining and planning for goals and possible roadblocks helps us to achieve. c. When surrounded with positive people who believe in us, overcoming obstacles seems possible. d. Approaching goals with a growth mindset helps one accomplish more in life.
<b>4. Goals and Decision---Making</b> (5 days)	Examine how values and goals impact decision---making.	a. Values influence a person's most important decisions about friends, family, sexual relationships, education, work and money. b. People should carefully evaluate consequences, advantages and disadvantages of possible choices when making important decisions. c. Talking to a parent, close friend, or other trusted adults* when making major decisions can be helpful. d. The best decisions are usually the ones consistent with our values, ones that do not risk our health, or break the law. e. Decisions about sexuality are sometimes difficult because of sexual feelings and pressure from partners or peers. f. Teenagers who decide to engage in sexual behavior must also decide about pregnancy and STD (sexually transmitted disease)/HIV prevention. g. Alcohol and other drugs often interfere with clear and effective decision---making. *Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.
<b>5. Communication Skills</b> (6 days)	Demonstrate healthy communication practices.	a. Effective communication skills are essential to a productive life. b. Healthy communication skills can help families work through conflict. c. Communication can be passive, aggressive or assertive. d. Assertive communication and reflective listening can help to maintain healthy relationships.



## Human Growth and Development Standards

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TOPIC	STANDARD	CONTENT
<b>6. Healthy Relationships</b> (7 days)	Analyze relationships for healthy and unhealthy characteristics.	<ul style="list-style-type: none"> <li>a. Healthy relationships include mutual respect, trust, honesty, support, separate identities, respect for boundaries and good communication.</li> <li>b. Unhealthy relationships tend to be based on dishonesty, exploitation and controlling behaviors.</li> <li>c. There are many life events that impact families, and families must determine healthy ways to work through these changes.</li> <li>d. Community resources help partners and families work through relationship problems.</li> </ul>
<b>7. Sexual Abuse, Sexual Assault, Domestic Violence and Sex Trafficking</b> (11 days)	Explain the impact of sexual abuse, sexual assault and domestic abuse on the individual and family.	<ul style="list-style-type: none"> <li>a. Sexual abuse is unwanted sexual activity; perpetrators may use force, make threats or take advantage of victims not able to give consent.</li> <li>b. Sexual assault is forcing another person to have any type of intimate sexual contact.</li> <li>c. Rape refers to non---consensual sexual intercourse that is committed by physical force, threat of injury or other duress. Both men and women can be raped.</li> <li>d. Date or acquaintance rape involves sexual assault by someone known by the victim.</li> <li>e. Sexual assault in the first or second degree to sexually assault any person as defined by Nebraska statutes 28---319 and 28---320 is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Student Code of Conduct, pages 10---11).</li> <li>f. Victims of rape or sexual assault are not at fault.</li> <li>g. People who have been sexually abused or assaulted may benefit from support, counseling and medical care.</li> <li>h. Whether or not to report sexual abuse or assault, violence or harassment is a personal decision that can be difficult for survivors to make.</li> <li>i. Investigations and/or trials resulting from reported sexual abuse, assault, violence or harassment can be difficult experiences.</li> <li>j. Domestic abuse is psychological, physical and/or sexual abuse between people in an intimate relationship who are dating, living together or married.</li> <li>k. Abusers in domestic abuse situations often hide their abusive behaviors in the early stages of the relationship. Once the other partner becomes dependent on the abuser, it becomes more difficult to leave the relationship.</li> <li>l. Abusers in domestic violence situations use verbal attacks, stalking, threatening behaviors and bodily harm to intimidate their partner.</li> <li>m. There are trusted adults and community organizations that can help when involved in domestic or sexual abuse situations.</li> <li>n. Human sex trafficking is the forcing, coercing or deceiving of individuals into commercial sex; including pimping, prostitution, pornography and other adult entertainment.</li> <li>o. Anyone can be sex trafficked regardless of class, education, gender or age.</li> <li>p. Decisions regarding sexual activity should only be made when both partners are sober and not under the influence of drugs or alcohol.</li> </ul>



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TOPIC	STANDARD	CONTENT
<b>8. Bullying</b> (2 days)	Describe ways to show courtesy and respect for others.	<ul style="list-style-type: none"> <li>a. Everyone deserves to be treated fairly and with respect, even when they look, act or seem different from others.</li> <li>b. If an individual is being intimidated, harassed, or harmed because of differences, including real or perceived sexual orientation or gender identity, it is important to tell a trusted adult*.</li> <li>c. 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 and intimidating, hostile or offensive school environment is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Student Code of Conduct, pages 8--9).</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>
<b>9. Gender Identity, Biological Sex and Sexual Orientation</b> (1 day)	Access accurate information about gender identity, biological sex, gender expression and sexual orientation.	<ul style="list-style-type: none"> <li>a. Gender identity refers to a person's internal sense of self as male, female, both or neither.</li> <li>b. Sexual orientation refers to whom a person is physically or romantically attracted.</li> <li>c. Biological sex is the gender of a person based on genitals and chromosomes (XX females/ XY males) at birth.</li> <li>d. Teens that have questions about their sexual orientation should consult parents/caregivers and trusted adults*.</li> <li>e. There are organizations that offer support or services, hotlines, and resources for young people and families who want to talk about sexual orientation and gender identity.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>
<b>10. Alcohol and Other Drug Use and Abuse</b> (8 days)	Explain the impact of alcohol or other drug use and abuse by minors.	<ul style="list-style-type: none"> <li>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 6--7).</li> <li>b. Use and possession of drugs, alcoholic beverages, controlled or imitation controlled substances or other mood--altering chemicals is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Student Code of Conduct, pages 8--9).</li> <li>c. Alcohol slows down the functions and reactions of the mind and body.</li> <li>d. There are consequences to our bodies when alcohol or other drugs are abused.</li> <li>e. The abuse of alcohol or other drugs can lead to reckless behaviors such as driving while intoxicated, violence and neglecting responsibilities at school, with friends or in the family.</li> <li>f. There are state laws that impact a teen when a minor is in possession or driving under the influence of alcohol or other drugs.</li> </ul>
<b>11. Environmental Influences on Alcohol and Other Drug Dependency</b> (7 days)	Describe how environment and life situations influence choices for alcohol and other drug use or nonuse.	<ul style="list-style-type: none"> <li>a. Family, friends and social media influence our attitudes toward alcohol or other drug use.</li> <li>b. Genetics may contribute to a person's risk for developing alcohol or other drug addictions.</li> <li>c. Many resources are available to help alcohol or other drug dependent persons and their families.</li> <li>d. Binge drinking (consuming large amounts of alcohol over a short period of time) can lead to alcohol poisoning.</li> </ul>



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TOPIC	STANDARD	CONTENT
<b>12. Reproductive System</b> (3 days)	Explain the male and female reproductive systems.	<ul style="list-style-type: none"> <li>a. Abstinence is the most effective means of preventing pregnancy and STDs (sexually transmitted diseases).</li> <li>b. Men and women have specific cells in their bodies that enable them to reproduce.</li> <li>c. Reproduction requires an egg and sperm.</li> <li>d. Whenever vaginal intercourse occurs, it is biologically possible for a woman to become pregnant.</li> <li>e. The fetus develops during pregnancy, a 40---week cycle that ends with birth.</li> <li>f. Sperm determines the biological sex of the child.</li> </ul>
<b>13. Medical Check---ups</b> (2 days)	Describe the importance of medical check---ups.	<ul style="list-style-type: none"> <li>a. After a girl is 19, she should begin monthly breast self---examinations.</li> <li>b. After puberty, a boy needs to self---examine his testicles regularly.</li> <li>c. Young women should begin regular sexual health exams and/or STD (sexually transmitted disease)/HIV testing, once sexually active.</li> <li>d. Young men should begin to receive regular sexual health exams including testicular exams and/or STD/HIV testing once sexually active.</li> <li>e. Individuals who suspect something is wrong with their sexual or reproductive organs, such as genital discomfort or itching, or a lump in a breast or testicle, should seek medical attention immediately.</li> </ul>
<b>14. Sexual Abstinence</b> (3 days, plus reinforced throughout)	Explain the benefits of abstaining from sexual activity.	<ul style="list-style-type: none"> <li>a. Abstinence means voluntarily choosing not to engage in certain sexual behaviors.</li> <li>b. Abstinence is the most effective means of preventing pregnancy and STDs (sexually transmitted diseases).</li> <li>c. Some teens have had sexual intercourse and many have not.</li> <li>d. Teens that have had sexual intercourse can choose to be sexually abstinent in that same relationship or in future relationships.</li> <li>e. Teens may choose to be sexually abstinent for many reasons including future plans, religious beliefs, protecting health, waiting for the right person, etc.</li> <li>f. Teenagers who date need to discuss sexual limits with their partner before deciding if or when to engage in sexual activities.</li> </ul>



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TOPIC	STANDARD	CONTENT
<b>15. Reproductive Prevention Options</b> (2 weeks)	Compare family planning methods for effectiveness, ease of use, cost and possible side effects.	<ul style="list-style-type: none"> <li>a. Abstinence is the most effective means of preventing pregnancy.</li> <li>b. When sexually active, birth control should be consistently used with each episode of sexual intercourse.</li> <li>c. It is important to access medically accurate information about pregnancy prevention options before selecting a method of birth control.</li> <li>d. Some contraceptive methods may be accessed over-the-counter, while others require a doctor's visit for a prescription or minor surgical procedure for insertion.</li> <li>e. Partners should make decisions about contraception together.</li> <li>f. To ensure the prevention of pregnancy after unprotected vaginal intercourse, emergency contraception could be taken. It is available over the counter from a pharmacist or health care provider and has no age restrictions for purchasing or use.</li> <li>g. Emergency contraception is not recommended as a primary method of birth control.</li> <li>h. When faced with an unintended pregnancy, students should speak with their parents/caregivers and partner. Together they should consider their options and the impact it will have on their lives. Those choices could include: carrying the baby to term with one or both partners parenting, creating an adoption plan, or terminating the pregnancy.</li> </ul>
<b>16. Teen Pregnancy</b> (2 days)	Describe life consequences often faced by young families.	<ul style="list-style-type: none"> <li>a. Having children before high school graduation may cause hardships such as medical complications during birth, less educational opportunities, greater chance of single parenting and poverty.</li> <li>b. Children of teen parents are more at risk for teen pregnancy, incarceration, health problems, and living in poverty, etc.</li> <li>c. 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.</li> </ul>
<b>17. Prenatal Care</b> (1 week)	Describe the importance of prenatal care for the developing fetus.	<ul style="list-style-type: none"> <li>a. Exercise, healthy foods and frequent visits to a healthcare provider are important during pregnancy.</li> <li>b. Smoking, alcohol and drug use can hurt the development of the fetus.</li> </ul>



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TOPIC	STANDARD	CONTENT
<b>18. Sexually Transmitted Diseases</b> (2 weeks)	Explain how to prevent the spread of sexually transmitted diseases.	<ul style="list-style-type: none"> <li>a. Abstinence from sexual activity is the most effective way to avoid STDs (sexually transmitted diseases).</li> <li>b. STDs are most commonly passed through oral, anal, and vaginal sex with an infected partner, but some can also be passed by sharing needles with an infected person or from mother to child during pregnancy, birth, or breastfeeding.</li> <li>c. Most sexually transmitted diseases do not have visible symptoms.</li> <li>d. STDs can be transmitted even if a person does not show signs of infection.</li> <li>e. Untreated STDs can lead to serious health concerns, including infertility.</li> <li>f. The only accurate way to know if someone is infected with an STD is from a medical exam and corresponding testing.</li> <li>g. Teenagers can get confidential STD testing without parental consent.</li> <li>h. Douglas County, Nebraska has one of the highest rates of Chlamydia and gonorrhea in the nation.</li> <li>i. To be properly tested and treated for an STD, the patient must communicate to the health care provider that they have concerns of a possible sexually transmitted infection.</li> <li>j. Use of latex condoms or barriers can reduce the risk of, but not eliminate the chance of contracting STDs.</li> </ul>
<b>19. Legal</b>	Explain the current status of Nebraska Law.	<ul style="list-style-type: none"> <li>a. It is illegal in Nebraska to have sex with someone if there is not consent.</li> <li>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 physical contact.</li> <li>c. It is illegal in Nebraska for anyone under the age of 16 to have sex with someone 19 or older.</li> <li>d. Sexual assault is illegal.</li> <li>e. Sexual abuse is illegal.</li> <li>f. It is illegal for anyone under the age of 21 to possess or consume alcohol.</li> <li>g. It is illegal for anyone under the age of 18 to possess or use tobacco products.</li> <li>h. It is illegal to use illicit drugs or use prescribed drugs belonging to others.</li> <li>i. The law in Nebraska for abortion requires a minor under the age of 18 to obtain parental consent from a biological parent or legal guardian. Minors who wish to have a physician perform an abortion without a written consent from a parent or legal guardian may file a petition requesting a court order allowing the abortion without the consent of your parent or guardian.</li> </ul>



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### Resource List for Human Growth and Development Standards

January 2016

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