

## Human Growth and Development 202 High School Grades 9-12

### 1. Self Esteem

a. Describe how relationships can be impacted by sense of self.

Integrating Faith: Romans 12:3

For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the faith God has distributed to each of you.

### 2. Media Impact

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. Unkind messages sent over social media are a form of bullying called cyberbullying.

d. How it impacts our mindset and our hope.

Integrating Faith:

Proverbs 2:6

“For the Lord gives wisdom; from His mouth comes knowledge and understanding.”

Proverbs 3:5-6

“Trust in the Lord with all of your heart and do not lean on your own understanding. In all your ways acknowledge Him, and He will make your paths straight.”

1 Corinthians 10:31

“So, whether you eat or drink, or whatever you do, do all to the glory of God.”

2 Corinthians 6:14

“Do not be unequally yoked with unbelievers. For what partnership has righteousness with lawlessness? Or what fellowship has light with darkness?”

Proverbs 22:7

“The rich rules over the poor, and the borrower becomes the lender’s slave.”

Philippians 4:8

“Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, dwell on these things.”

### 3. Goals and Decision-Making

a. Goals impact decisions.

b. Values influence a person’s most important decisions about friends, family, sexual relationships, education, work and money.

People should carefully evaluate consequences, advantages and disadvantages of possible choices when making important decisions.

c. Determining and planning for goals and possible roadblocks helps us to achieve. When surrounded by positive, Christ-centered people who believe in us, overcoming obstacles seems possible.

### 4. Communication Skills

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. Messages and sexual images that are

texted or posted to social media can never truly be deleted and may result in legal consequences.

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

f. Talking to a parent, close friend, or other trusted adults when making major decisions can be helpful.

g. The best decisions are usually the ones consistent with our values, ones that do not risk our health, or break the law.

h. Decisions about sexuality are sometimes difficult because of sexual feelings and pressure from partners or peers.

i. Teenagers who decide to engage in sexual behavior must also decide about pregnancy and STD (sexually transmitted disease)/HIV prevention.

j. Alcohol and other drugs often interfere with clear and effective decision-making.

## 5. Healthy Relationships

a. Analyze relationships for healthy and unhealthy characteristics.

b. Healthy relationships include mutual respect, trust, honesty, support, separate identities, respect for boundaries and good communication.

## 6. Sexual Abuse, Sexual Assault, Domestic Violence and Sex Trafficking

a. Sexual abuse is unwanted sexual activity; perpetrators may use force, make threats or take advantage of victims not able to give consent.

b. Unhealthy relationships tend to be based on dishonesty, exploitation and controlling behaviors.

c. There are many life events that impact families, and families must determine healthy ways to work through these changes.

d. Sexual assault is forcing another person to have any type of intimate sexual contact.

e. Rape refers to non-consensual sexual intercourse that is committed by physical force, threat of injury or other duress.

f. Date or acquaintance rape involves sexual assault by someone known by the victim.

g. Sexual assault in the first or second degree to sexually assault any person as defined by Missouri statutes

h. Victims of rape or sexual assault are not at fault.

i. People who have been sexually abused or assaulted may benefit from support, counseling and medical care.

j. Whether or not to report sexual abuse or assault, violence or harassment is a personal decision that can be difficult for survivors to make.

k. Investigations and/or trials resulting from reported sexual abuse, assault, violence or harassment can be difficult experiences.

l. Domestic abuse is psychological, physical and/or sexual abuse between people in an intimate relationship who are dating, living together or married.

m. 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.

n. Abusers in domestic violence situations use verbal attacks, stalking, threatening behaviors and bodily harm to intimidate

their partner.

o. There are trusted adults and community organizations that can help when involved in domestic or sexual abuse situations.

p. Human sex trafficking is the forcing, coercing or deceiving of individuals into commercial sex; including pimping, prostitution, pornography and other adult entertainment.

q. Anyone can be sex trafficked regardless of class, education, gender or age.

#### Integrating Faith:

Caring for children is spoken of highly in the Bible. For example, James 1:27 says that caring for children in need pleases God: "Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world." Ephesians 6:4 says, "Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord." Psalm 127:3 calls children "a heritage from the Lord." Jesus' interactions with children (notably in Matthew 18) demonstrate the value God places on them. The Bible speaks often about caring for the weak, poor, and needy—and this would include at-risk children (Proverbs 14:31; 17:5; 19:17; 31:8–9). Followers of Christ are consistently called to love others.

#### Deuteronomy 22:23-24

"If there is a girl who is a virgin engaged to a man, and another man finds her in the city and lies with her, then you shall bring them both out to the gate of that city and you shall stone them to death; the girl, because she did not cry out in the city, and the man, because he has violated his neighbor's wife. Thus you shall purge the evil from among you." Compared to the other scenarios in this passage, these verses describe a consensual encounter. This law does not use terms like "seize" or "force," but simply "finds" (*matsa*). The significant thing in this verse is the surroundings it defines. Since it is described as happening in city, it implies that there were people nearby who could have helped her had she cried out. Since she didn't, the implication is that she did not resist, and, therefore, she is also responsible. Because she was betrothed to another man, she was already considered his wife, making this equivalent to adultery (Deut. 22:22).

#### Deuteronomy 22:25-27

"But if in the field the man finds the girl who is engaged, and the man forces her and lies with her, then only the man who lies with her shall die. But you shall do nothing to the girl; there is no sin in the girl worthy of death, for just as a man rises against his neighbor and murders him, so is this case. When he found her in the field, the engaged girl cried out, but there was no one to save her."

Not only did the rapist receive the death penalty, but the woman was protected from all recourse. She was neither shamed nor shunned. The word used for "force" (*chazaq*) in this verse is rather specific, especially since it isn't used in either of the other two laws. It means to take or keep hold of, specifically to seize with violence. The location is significant here also. Unlike the first scenario in which the woman was within earshot of help, this woman was caught in a secluded place, alone and defenseless. She cried out for help but was overpowered, "but there was no one to save her." God defends her innocence and ensures both her protection and her reputation. He shielded her from blame for the assault and shame after it occurred.

#### Deuteronomy 22:28-29

"If a man finds a girl who is a virgin, who is not engaged, and seizes her and lies with her and they are discovered, then the man who lay with her shall give to the girl's father fifty shekels of silver, and she shall become his wife because he has violated her; he cannot divorce her all his days." The implications of this law are more subtle, but equally significant. This verse does not use the word for "force" (*chazaq*); it uses the word for "seize" (*taphas*), which can also mean to lay hold of or wield. Its other uses have the idea of capturing or overwhelming (2 Kings 14:13).

Unlike the other two scenarios, this one concerns an unengaged virgin and does not specify where the violation took place.

#### 7. Gender Identity, Biological Sex and Sexual Orientation

- a. The world defines gender identity as a person's internal sense of self as male, female, both or neither
- b. The world defines sexual orientation refers to whom a person is physically or romantically attracted.
- c. The bible defines the gender of a person based on genitals and chromosomes (XX females/XY males) at birth. Integrating Faith: Genesis

#### 8. Alcohol and Other Drug Use and Abuse

- a. Tobacco or chemical nicotine use or distribution.
  - b. Environmental influences.
  - c. Family, friends and social media influence our attitudes toward alcohol or other drug use.
  - d. Genetics may contribute to a person's risk for developing alcohol or other drug addictions.
  - e. Many resources are available to help alcohol or other drug dependent persons and their families.
  - f. Binge drinking (consuming large amounts of alcohol over a short period of time) can lead to alcohol poisoning.
  - g. Alcohol slows down the functions and reactions of the mind and body.
  - h. There are consequences to our bodies when alcohol or other drugs are abused.
  - i. 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.
  - j. There are state laws that impact a teen when a minor is in possession or driving under the influence of alcohol or other drugs.
- Integrating Faith: Titus 2:12

#### 9. Explain the male and female reproductive systems.

- a. Men and women have specific cells in their bodies that enable them to reproduce
- b. Reproduction requires an egg and sperm.
- c. Whenever vaginal intercourse occurs, it is biologically possible for a woman to become pregnant.
- d. The fetus develops during pregnancy, a 40-week cycle that ends with birgh.
- e. Sperm determines the biological sex of the child.
- f. Sex is for a married man and woman to experience. It is not a form of dating or physical love outside the confines of marriage.

#### 10. Sexual Abstinence

- a. Abstinence means not engaging in any sexual behaviors.
- b. Abstinence is the most effective means of preventing pregnancy and STDs (sexually transmitted diseases) and living pure life.

#### 11. Prenatal Care / Unwanted Pregnancy

- a. Exercise, healthy foods and frequent visits to a healthcare provider are important during pregnancy.
- b. Smoking, alcohol and drug use can hurt the development of the fetus.
- c. Carrying the baby to term with one or both parents or forming an adoption plan are the only choices for unwanted pregnancy.

- d. Children of teen parents are more at risk for teen pregnancy, incarceration, health problems, and living in poverty, etc.
- e. 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.

## 12. Functions and Interrelations of Systems

- a. Investigate disorders, their treatments, and prevention techniques to maintain healthy body systems. (sensory, muscular, respiratory, nervous, digestive, urinary/excretory, endocrine, normal vs. abnormal conditions of the reproductive system, and lymphatic/immune system).
- b. Cite evidence that supports the rights both individuals and the communities have when making social health decisions.

## 13. Health Maintenance and Enhancement

- a. Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g. lead poisoning, second-hand smoke)
- b. Discuss the concept of preventive care and its importance in maintaining and improving health.
- c. Analyze factors (e.g. time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity. Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness.
- d. Assess key nutrients and their specific functions and influences on body processes (e.g. disease prevention) Assess how nutritional needs change throughout the life cycle.
- e. Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease.
- f. Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle
- g. Discuss the cause and effect relationships that influence a safe food supply (e.g. regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)
- h. Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g. caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss)
- i. Analyze the reliability of health care information, services and products that could affect consumer decision-making (e.g. finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)
- j. Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g. Al-anon for drug abuse or dermatologist for acne)
- k. Apply practices that preserve and enhance the safety and health of others (e.g. conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development)
- l. Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g. learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)
- m. Develop a list of intervention skills that can be used to prevent violence and describe when how to use those skills.

#### 14. Risk Assessment and Reduction

- a. Describe the effects of positive lifestyle behaviors on the occurrence of disease (e.g. sunscreen, physical activity, diet, sleep, stress management)
- b. Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (CDC, NIH, etc.)
- c. Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g. ethnic, cultural and family histories)
- d. Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them.
- e. Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g. strep, herpes, mononucleosis, etc.)
- f. Compare signs and symptoms of common sexually transmitted infections. Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional and economic well-being.
- g. Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g. rape, assault, homicide, and other personal safety risks, gangs.)
- h. Identify, from a given list, those situations that are life threatening and perform basic life saving maneuvers (e.g. CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)
- i. Recognize activity-related conditions (e.g. bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each. Also, weather-related emergencies such as heat exhaustion, heat stroke, hypothermia and frostbite)
- j. List the common water-related emergencies and describe prevention and treatment techniques.
- k. Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g. liver damage, heart failure, brain aneurysm, anger, etc.) and on individuals and society (e.g. body image, obsession with winning, violent behavior, etc.)
- l. Explain why individuals need to follow label guidelines for all substances (e.g. compatibility of ingested substances)
- m. Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g. recycling, adopt-a-highway programs, etc.)

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<https://dese.mo.gov/sites/default/files/gle-health-education.pdf> should be added if the additional Health components are added.

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