

7th Grade HG&D

Curriculum/Content Area: Human Growth and Development	Course Length: Academic Year
Course Title: 7th Grade HG&D	Date last reviewed: N/A
Prerequisites: N/A	Board approval outcomes date: 9/24/18 Board approval for lessons/materials: 4/30/19
Primary Resource: <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i> Note: Media will be posted on the website unless protected by copyright. In that event, families will need to work with their school library to watch them on site.	

Desired Results

Course description and purpose: The goal of Human Growth and Development Curriculum K-12 is to provide clear and consistent guidance on essential, core content that is developmentally and age-appropriate for students. The seventh grade HG&D Curriculum seeks to address both functional knowledge related to human growth and development and the specific skills necessary to adopt healthy behaviors.

Enduring Understandings:	Essential Questions:
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<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The anatomy of the male and female sexual and reproductive systems. 2. There are medically accurate and reliable sources of information related to human growth and development. 3. The physical, social, and emotional changes during puberty and ways to care for themselves. 4. Many factors need to be considered when making decisions regarding sexual health and behaviors. 5. The influence of alcohol, relationships, and the media as it relates to their growth and development. 6. The importance of showing and promoting dignity and respect for themselves and others. 7. How pregnancy occurs and can be prevented 8. What sexually transmitted infections are and their prevention 9. How to respond to an uncomfortable/unsafe situations. 10. How to identify trusted adults to promote safety. 11. The characteristics of healthy relationships and effective ways to maintain positive relationships. 12. There are sources of support and assistance. 	<ol style="list-style-type: none"> 1. What is the anatomy of the male and female sexual and reproductive systems? 2. Where can I find medically accurate and reliable information about my growth and development? 3. What do I need to understand about my growth and development to support my physical, social, and emotional health? 4. How do I make decisions regarding my sexual health and behavior? 5. How do alcohol, relationships, and media influence my ideas, opinions, and behaviors? 6. In what ways do I show respect and dignity for myself and to others? 7. How does pregnancy begin and how can it be prevented? 8. What are sexually transmitted infections and how are they prevented? 9. How do I keep myself safe in uncomfortable/unsafe situations? 10. How do I identify trusted adults that I can talk to promote my safety and well being? 11. What are the characteristics of healthy relationships and effective ways to maintain positive relationships? 12. Who are sources of support and trusted adults to help with uncomfortable or unsafe situations?
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<p>Unit 1: Life Cycles</p>
<ul style="list-style-type: none"> ● Anatomy and Physiology (Boys and Girls Separate) ● Pregnancy and Reproduction ● Puberty and Adolescent Development <p>Standards: National Sexuality Standards</p> <p><u>Anatomy and Physiology</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> ● Describe male and female sexual and reproductive systems including body parts and their functions (AP.8.CC.1) <p>Assessing Information</p> <ul style="list-style-type: none"> ● Identify accurate and credible sources of information about sexual health (AP.8.AI.1) <p><u>Pregnancy and Reproduction</u></p> <p>Core Concepts</p>

- Define sexual intercourse and its relationship to human reproduction (PR.8.CC.1)
- Define sexual abstinence as it relates to pregnancy prevention (PR.8.CC.2)

Accessing Information

- Identify medically-accurate resources about pregnancy prevention and reproductive health care. (PR.8.AI.1)

Decision Making

- Apply a decision-making model to various sexual health decisions (PR.8.DM.1)

Puberty and Adolescent Development

Core Concepts

- Describe the physical, social, cognitive and emotional changes of adolescence (PD.8.CC.1)

Analyzing Influences

- Analyze how friends, family, media, society and culture can influence self-concept and body image (PD.8.INF.1)

Accessing Information

- Identify medically-accurate sources of information about puberty, adolescent development and sexuality (PD.8.INF.1)

Decision Making

- Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make (PD.8.DM.1)

Learning Targets:	Lesson Plan & Overview
<ul style="list-style-type: none"> ● I can define sexual intercourse and its connection to human reproduction. (PR.8.CC.1) ● I can identify trusted adults and/or medically accurate resources to answer questions about pregnancy prevention and reproductive health care. (PR.8.AI.1) 	<p>Life Cycles: Pregnancy and Reproduction Lesson Plan</p> <p>Students will watch a video explaining that sex cells carry genetic information which pass traits onto offspring. They will read about the fertilization of the egg and have explained to them sexual intercourse is the means by which fertilization occurs, resulting in pregnancy. They will discuss that a Trusted Adult is the best source of information for their questions.</p>
<ul style="list-style-type: none"> ● I can describe the physical, social, cognitive and emotional changes of adolescence. (PD.8.CC.1) ● I can identify medically-accurate sources of information about puberty, adolescent development and human growth and development. (PD.8.INF.1) ● I can identify accurate and credible sources of information about human growth and development. (AP.8.AI.1) 	<p>Life Cycles: Puberty and Adolescence Lesson Plan</p> <p>Students will read, watch videos, and discuss changes during puberty. They will evaluate how to find reliable sources of medical information about questions they have about puberty.</p>
<ul style="list-style-type: none"> ● I can understand the impact of alcohol and drugs on decision-making. (SH.8.INF.1) 	<p>Life Cycles: Alcohol and Decision Making Lesson Plan</p> <p>Students will explore reasons some teens drink and</p>

	others don't. They will discover how the body processes alcohol. They will explore both the short and long term effects of alcohol on the body.
<ul style="list-style-type: none"> I can identify the parts of the male and female reproductive systems and their functions. (AP.8.CC.1) 	<p><u>Life Cycles: Male and Female Anatomy Lesson Plan</u></p> <p>Students will read about the organs of the male and female reproductive system and their functions. They will read about possible health concerns for each system and ways to keep the reproductive system healthy. They will summarize what they have learned.</p>
<ul style="list-style-type: none"> I can explain that sexual abstinence is the only certain way to prevent pregnancy and sexually transmitted infections. (PR.8.CC.2) I can identify risks associated with sexual behavior. (SH.8.CC.2) I can explain that sexual activity by or with minors is illegal. (AP/I) 	<p><u>Life Cycles: Abstinence and Risks of Sexual Activity Lesson Plan</u></p> <p>Students will read and discuss how abstinence shows that you care about yourself and others. They will identify common sexually transmitted infections (STIs), how they're caused, and how they're transferred.</p>
<ul style="list-style-type: none"> I can define sexually transmitted infection (STI's) and their transmission. (SH.8.CC.1) I can explain medically-accurate information about STI's. (SH.8.AI.1) I can identify the consequences of decisions regarding sexual health. (PR.8.DM.1) 	<p><u>Life Cycles: STI Lesson Plan</u></p> <p>Students will read about common STI's, compare HIV and AIDS, and identify ways to prevent the spread of infectious disease.</p>
<ul style="list-style-type: none"> I can analyze how media, society and culture can influence my self-concept and body image. (PD.8.INF.1) 	<p><u>Life Cycles: Media and Body Image</u></p> <p>Students will learn about body image and how body image affects a person's health. Students will also learn how to distinguish between a healthy and an unhealthy body image.</p>

Unit 2: Abuse Prevention/Intervention
<p>Topic:</p> <ul style="list-style-type: none"> Personal Safety Sexually Transmitted Infection
Standards: National Sexuality Standards
<p><u>Personal Safety</u> Core Concepts</p>

<ul style="list-style-type: none"> Define teasing, harassment, and other bullying and explain why they are wrong (PS.8.CC.1) <p>Accessing Information</p> <ul style="list-style-type: none"> Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted (PS.8.AI.1) <p>Self Management</p> <ul style="list-style-type: none"> Describe ways to treat others with dignity and respect (PS.8.SM.1) Demonstrate ways they can respond when someone is being bullied or harassed (PS.8.SM.2) 	
Learning Targets:	Lesson Plan & Overview
<ul style="list-style-type: none"> I can define and describe situations of bullying, harassment, and abuse. (PS.8.CC.1) I can understand that abuse is not the victim's fault. (PS.8.CC.1) I can identify trusted adults that I can go to if I know someone who is being teased, bullied, harassed, or abused. (PS.8.AI.1) 	<p><u>Abuse Prevention: Define and Respond to Abuse Lesson Plan</u></p> <p>Lesson 1: Students will learn different ways to show respect, work through small family problems, and identify and deal with serious family problems.</p> <p>Lesson 2: Students read about abuse and abuse prevention then create a choice of activity using what they learned.</p>
<ul style="list-style-type: none"> I can describe how to treat others with dignity and respect and how to respond when someone is being bullied or harassed. (PS.8.SM.1) (PS.8.SM.2) 	<p><u>Abuse Prevention: Response to Harassment Lesson Plan</u></p> <p>This lesson describes the difference between harassment and healthy joking. Students also explore what to do or say if they are being harassed.</p>

Unit 3: Relationships
<p>Topic:</p> <ul style="list-style-type: none"> Healthy Relationships
Standards: National Sexuality Education Standards
<p><u>Healthy Relationships</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> Compare and contrast the characteristics of healthy and unhealthy relationships (HR.7.CC.1) Describe the potential impacts of power differences such as age, status, or position within relationships (H.R.7.CC.2) Analyze the similarities and differences between friendships and romantic relationships (HR.7.CC3) Describe a range of ways people express affection within various types of relationships (HR.7.CC.4) Describe the advantages and disadvantages of communicating using technology and social

media (HR.7.CC.5)

Analyzing Influences

- Analyze the ways in which friends, family, media, society, and culture can influence relationships (HR.7.INF.1)
- Analyze the impact of technology and social media on friendships and relationships (HR.7.INF.2)

Goal Setting

- Develop a plan to stay safe when using social media (HR.7.GS.1)

Self Management

- Explain the criteria for evaluating the health of a relationship (HR.7.SM.1)
- Describe strategies to use social media safely, legally and respectfully (HR.7.SM.2)

Learning Targets:	Lesson Plan & Overview
<ul style="list-style-type: none">• I can identify age appropriate social interactions and behaviors between male and female peers. (HR.7.CC.4)• I can analyze the similarities and differences between friendships and romantic relationships. (HR.7.CC3)	<p>Relationships: Teen Dating Lesson Plan</p> <p>In this lesson, students will learn the benefits of group dating and healthy ways to show affection. In addition, this lesson explains the benefits of sexual abstinence and reminds students how to apply refusal skills.</p>
<ul style="list-style-type: none">• I can compare and contrast the characteristics of healthy and unhealthy relationships. (HR.7.CC.1)• I can explain the criteria for evaluating the health of a relationship. (HR.7.SM.1)	<p>Relationships: Healthy/Unhealthy Relationships Lesson Plan</p> <p>Students will learn to identify friendship values, what makes a strong friendship and come up with positive strategies to develop these friendships. Additionally, students will identify warning signs of bad friendships.</p>
<ul style="list-style-type: none">• I can describe the advantages and disadvantages of communicating using technology and social media. (HR.7.CC.5)• I can identify positive and negative impacts of technology on friendships and relationships. (HR.7.INF.2)	<p>Relationships: Communication and Friendships using Technology</p> <p>Lesson 1: Student conflicts often start or escalate online. Thinking about values can help students clarify how they want to behave. This lesson helps students apply their values to online social interaction.</p> <p>Lesson 2: Students watch "Post-to-be Private" and discuss what rules should be followed when adding "friends" on social networking sites. They participate in an activity where they decide whether or not to add someone they don't know in real life to their friends list. Students then write a persuasive letter to help a fictional friend realize potential dangers of using social networking sites.</p> <p>Lesson 3: Students watch the video "Two Kinds of Stupid" then search the Internet for other stories about teens and adults losing opportunities because of content posted online.</p>

	<p>Lesson 4: Students will watch a video about a boy who participates in an online world where he doesn't fully reveal his identity. They will discuss helpful and harmful actions for revealing identity online. They will explore scenarios and determine if the actions are helpful or harmful.</p>
<ul style="list-style-type: none"> • I can develop a plan to stay safe, legal and respectful when using social media. (HR.7.GS.1) • I can describe strategies to use social media safely, legally and respectfully. (HR.7.SM.2) 	<p>Relationships: Safe Use of Social Media Students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval. Students discuss a scenario in which their private information is shared without their permission. They then learn about private information and privacy laws regulating kids' websites. Using the Privacy Checklist Student Handout, students explore the privacy policies on kids' websites. Students will also learn what 'netiquette' means and rules of digital etiquette. Finally, students analyze online friendships and identify their challenges.</p>
<ul style="list-style-type: none"> • I can describe the potential impacts of power differences such as age, status, or position within relationships. (H.R.7.CC.2) 	<p>Relationships: Healthy Relationships lesson and Power Imbalance Students will watch a video on healthy v unhealthy relationships - comparing characteristics of each. They will examine scenarios of relationships and discuss if these are healthy or unhealthy relationships. They will brainstorm ways they can promote healthy relationships with family members and their friends.</p>
<ul style="list-style-type: none"> • I can analyze the ways in which friends, family, media, society, and culture can influence relationships. (HR.7.INF.1) 	<p>Relationships: Relationship Influences Lesson Plan Values are a resource students can turn to and use in a wide range of situations. Identifying, focusing on, and remembering values has been shown to improve coping skills and positive decision making. Research on values shows that focusing on them increases people's resilience to stress and improves psychological well-being.</p>
<ul style="list-style-type: none"> • I can identify ways to resolve interpersonal conflicts in constructive ways. (CASEL.R.3) • I can evaluate ways I accept and offer constructive criticism. (CASEL.R.2) 	<p>Relationships: Conflict Resolution Lesson Plan This lesson gives students a fun and engaging way to practice friendship-strengthening strategies. Practicing these strategies makes it more likely</p>

	that students will be able to use them effectively in real life.
<ul style="list-style-type: none"> I can evaluate the possible outcomes of my decisions. (PD.8.DM.1) I can apply a decision making model to deal responsibly with daily academic and social situations (ie. conflict, peer pressure, uncomfortable and/or confrontational situations). (CASEL.DM.2) 	Relationships: Decision-Making Lesson Plan Students will learn how to make and IF-THEN PLAN and apply this strategy to decision-making. A misconception often connected to growth mindset is that simply making lots of mistakes helps you get smarter. Students need to understand that it's not making mistakes— but learning from mistakes—that's helpful. This lesson helps students understand how to grow from making mistakes.
<ul style="list-style-type: none"> I can describe stereotyping and its negative impact on others (CASEL.R.1) 	Relationships: Impact of Stereotypes In this lesson, students will learn the meaning of the word <i>stereotype</i> . Then, they will work in groups to come up with stereotype statements and discuss whether the statements are fair.
<ul style="list-style-type: none"> I can define and give examples of delayed gratification. (DM-LD) 	Relationships- Delayed Gratification Students will participate in an experiment that demonstrates delayed gratification and impulse control. They will define discipline, self-discipline, delayed gratification, and impulse control.

Unit 4: Self-Esteem

Topic:

- Self-Esteem

Standards: National Sexuality Standards

Identity
Advocacy

- Develop a plan to promote dignity and respect for all people in the school community (ID.7.ADV.1)

Learning Target:	Lesson Plan & Overview
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<ul style="list-style-type: none"> I can describe my body's physical responses to strong emotions and evaluate ways to deal with them. (CASEL.SE.1) 	Self-Esteem: Response to Emotions Lesson Plan In these lessons, students will learn that emotions provide important information. They learn ways to be more aware of emotions without reacting to or following them. They learn to listen to their emotions, as they prepare students to think about the decisions they make
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	rather than react to their emotions. In addition, students will learn skills for calming down (i.e.-taking slow, deep breaths) when they're upset to prevent challenging situations from turning into serious problems.
<ul style="list-style-type: none"> I can identify the magnitude of my problem and determine productive ways to cope when faced with challenging situations. (CASEL.SE.1) 	Self-Esteem: Avoiding Conflict Lesson Plan Serious conflicts between students make them feel unsafe at school and often require staff intervention. This lesson helps students recognize serious conflicts and identify strategies for avoiding them.
<ul style="list-style-type: none"> I can identify positive self-talk techniques and skills and explain the benefits of positive self-talk (as relates to self-esteem-confidence). 	Self-Esteem: Positive Self-Talk Lesson Plan In this lesson, students will learn how to overcome negative thinking with positive self-talk. The lesson also explains that a defense mechanism can be either healthy or unhealthy. Students will also learn triggers and other factors that influence emotions.
Curricular Connections: Currently Embedded in Choices & Wellness / FCS (Embedded in 7th grade FCS course, beginning 2019-2020)	

[Opt-Out Activities](#)