

| GRADE LEVEL CONTENT EXPECTATIONS | LESSONS | RESOURCES |
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| <p>^{7th Grade}</p> <p>Strand 7: Sexuality Education Standard 1: Core Concepts 7.1 Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boyfriend or girlfriend. 7.2 Identify changes in physical maturation during puberty as it relates to physical capacity for human reproduction. 7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy. 7.4 Define abstinence from sex. 7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.</p> <p>Standard 2: Access Information 7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.</p> <p>Standard 3: Health Behaviors 7.7 Recognize situations or behaviors that may lead to engaging in sexually risky behaviors. 7.8 Set personal boundaries and limits related to physical intimacy and sexual behavior.</p> <p>Standard 4: Influences 7.9 Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.</p> <p>Standard 5: Goal Setting 7.10 Develop personal short- and long term goals that support abstinence.</p> <p>Standard 7: Social Skills 7.11 Demonstrate how to communicate one's level of readiness to be a boyfriend or girlfriend. 7.12 Identify ways to show respect for other's boundaries and limits related to physical intimacy and sexual behavior. 7.13 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.</p> <p>Grades 7 & 8 Document Strand 7: sexuality Education Standard 1: Core Concepts 7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent. 7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent. Standard 3: Health Behaviors 7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior. 7.4 Demonstrate skills to avoid and escape risky situations. Standard 4: Influences</p> | <p><i>HRM PUBERTY Video</i> <i>Pre/Post Test</i> <i>Activity 2A/B – Reflections</i> <i>Activity 3A/B – Second Chance</i> <i>Activity 4 – Ask E-Joe</i> <i>Activity 5 – Growing Goals</i> <i>Activity 6 – Match-Up</i> <i>Activity 9 – In the Know</i> <i>Fact Sheets – Puberty Basics, Puberty: Guys, Male Anatomy, Puberty: Girls, Female Anatomy, Puberty: Myths and Facts, Remember to Relax, Tips for Surviving Puberty, Simple Skin Care, All About Menstruation, Puberty Glossary, additional Resources</i></p> <p><i>ABSTINENCE</i> <i>Unit 1 – Affectionately Yours</i> (Modified to fit time constraints – may be part of homework) <i>Unit 2 – Crystal Ball</i> (Modify and combine with HRM PUBERTY – Growing Goals) <i>Units 4-6 – Assertiveness and resisting Peer Pressure</i></p> | <p>Previously Approved: <u>Puberty: The Wonder Years</u> <u>Wendy L. Sellers, RN, CPS</u> For reference: Lesson B-2 p. 33, B-3 p.43, B-4 p.61, Appendix C pp. 13-24</p> <p>New Resources: <i>You, Your Body and Puberty</i> <i>Human Relations Media, Inc.</i> <i>Copyright 2004</i> <i>DVD and Teacher's Resource Book (HRM PUBERTY)</i></p> <p><i>Abstinence: Comprehensive Health for the Middle Grades, ETR Associates, 1996</i> (ABSTINENCE)</p> |