

7th Grade Human Growth and Development

Lesson and Big Ideas	Outcomes	Resources
Lesson 1 Anatomy & Physiology Puberty & Adolescent Development	<ul style="list-style-type: none"> Understand the different changes that occur during adolescence (PD.CC.1) Understand medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health (PD.8.AI.1) 	<ul style="list-style-type: none"> Lesson Plan
Lesson 2 Anatomy & Physiology Puberty & Adolescent Development	<ul style="list-style-type: none"> Understand the different changes that occur during adolescence (PD.CC.1) Understand medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health (PD.8.AI.1) 	<ul style="list-style-type: none"> Lesson Plan
Lesson 3 Reproduction Basics Anatomy & Physiology Sexual Health	<ul style="list-style-type: none"> Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises) (AP.8.CC.1) Justify abstinence as the safest, most effective method of protection from disease and pregnancy (PR.12.CC.1) Define vaginal, oral, anal sex and other forms of sexual activity (masturbation) (SH.8.CC.1) 	<ul style="list-style-type: none"> Lesson Plan

<p>Lesson 4</p> <p>Protecting Your Health - Understanding and Preventing STD's/STI's</p> <p>Sexual Health</p> <p>Anatomy and Physiology</p>	<ul style="list-style-type: none"> • Explain STIs (important to include with variations of intercourse)(SH.5.CC.3) • Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them (SH.8.CC.2) 	<ul style="list-style-type: none"> • Lesson Plan
<p>Lesson 5</p> <p>I Am Who I Am</p> <p>Gender Identity and Expression</p> <p>Sexual Orientation and Identity</p>	<ul style="list-style-type: none"> • Demonstrate ways to communicate respectfully with and about people of all gender identities (GI.8.IC.1) • Recall and explain the definition of sexual orientation and explain that most people have a sexual orientation (SO.8.CC.1) • Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, twospirit, asexual, pansexual) (SO.8.CC.2) • Access credible sources of information about sexual orientation (SO.8.AI.1) • Explain ways to communicate respectfully with and about people of all sexual orientations (SO.8.IC.1) 	<ul style="list-style-type: none"> • Lesson Plan
<p>Lesson 6</p> <p>I Am Who I Am</p> <p>Gender Identity and Expression</p> <p>Sexual Orientation and Identity</p>	<ul style="list-style-type: none"> • Identify how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression (GI.8.INF.1) • Explain how peers, media, family, society, culture, and a person's 	<ul style="list-style-type: none"> • Lesson Plan

	<p>intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation (SO.8.INF.1)</p> <ul style="list-style-type: none"> Identify how to access medically accurate sources of information about gender, gender identity, and gender expression (GI.8.AI.1) 	
<p>Lesson 7</p> <p>Making SMART Choices</p> <p>Consent and Healthy Relationships</p> <p>Sexual Health</p>	<ul style="list-style-type: none"> Explain the characteristics of a healthy and unhealthy relationship (CHR 8.CC1) Explain how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships (CHR.8.INF.1) Explain the impact of technology (e.g., use of smartphones, GPS tracking) and social media on relationships (e.g., consent, communication) (CHR.8.INF.2) Explain factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity* (CHR.8.INF.3) Explain strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help* (CHR.8.SM.1) Understand factors that are important in deciding whether and when to engage in sexual behaviors (SH.8.DM.1) 	<ul style="list-style-type: none"> Lesson Plan

<p>Lesson 8</p> <p>Let's Talk About Sex</p> <p>Sexual Health</p> <p>Interpersonal Violence</p> <p>Communication and Healthy Relationships</p>	<ul style="list-style-type: none"> • Demonstrate communication skills that will support healthy relationships (CHR.8.IC.1) • Explain strategies to communicate personal boundaries and how to show respect for the boundaries of others (CHR.8.IC.2) • Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and intimate partner violence) and describe their impacts on sexual health (IV.8.CC.1) • Identify why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or intimate partner violence is never to blame for the actions of the perpetrator* (IV.8.CC.2) • Identify community resources and/ or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked (IV.8.AI.1) • Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/ employee) may impact relationships (CHR.8.CC.2) 	<ul style="list-style-type: none"> • Lesson Plan
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<p>Lesson 9</p> <p>Be the Change You Want to See in the World</p> <p>Advocacy</p>	<ul style="list-style-type: none"> • Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) (IV.8.ADV.1) • Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community (GI.8.ADV.1) • Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community (SO.8.ADV.1) 	<ul style="list-style-type: none"> • Lesson Plan
<p>Lesson 10</p> <p>Trafficking</p>	<ul style="list-style-type: none"> • Demonstrate strategies to use social media safely, legally, and respectfully (CHR.8.SM.2) • Define sex trafficking, sexual exploitation, and gender-based violence (IV.8.CC.3) • Describe strategies that sex traffickers/exploiters employ to recruit youth (IV.8.INF.1) 	<ul style="list-style-type: none"> • Lesson Plan