

7th Grade Lessons and Objectives

Lesson	Lesson Name	Standards for Health Education	Learning Objectives (I cans) and How Introduced
1	HGD Introduction: Communicating Effectively by Being Respectful and Inclusive	<p>Interpersonal Communication; Advocacy; Self-Management</p> <p>1. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>2. Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>3. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.</p> <p>4. Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</p> <p>5. Advocate for safe environments that encourage dignified and respectful treatment of everyone</p> <p>6. Describe ways to treat others with dignity and respect.</p>	<p>1. The student will understand that the family is the first resource and that there are also community resources in understanding human growth and development issues. D(1)</p> <p>2. The students will develop the communication skills needed to appropriately discuss issues and access information regarding human growth and development. D (1)</p> <p>3. The student will discuss stereotyping people regarding)sexuality. I (2)</p> <p>4. Identify at least one trusted adult that would help them if they face an unplanned pregnancy. I (2)</p> <p>5. The student will recognize that each individual will have his/her own rate and timetable of growth. D(1)</p> <p>6. The student will acquire accurate information and develop attitudes and behaviors that will assist in getting along with others. D(1)</p> <p>7. Identify communication skills necessary for healthy interpersonal relationships. D(1)</p> <p>8. The student will recognize the difference between appropriate and inappropriate behavior toward others. D (2)</p>
2	Analyzing Influences on Human Sexuality	<p>Analyzing Influences</p> <p>1. Students will analyze the influence of family, peers. Culture, media, technology and other factors on health behavior.</p> <p>2. Differentiate between gender identity,</p>	<p>1. The student will develop the communication skills needed to appropriately discuss issues and access information regarding human growth and development. D (1)</p> <p>2. The student will define sexuality as including biological sex, gender, (gender identity, gender expression, gender roles) and</p>

		<p>gender expression, and sexual orientation.</p> <p>3. Explain the range of gender roles.</p> <p>4. Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.</p>	<p>sexual orientation (heterosexuality, homosexuality, bisexuality and transgender). I (2)</p> <p>(New terms added to objective)</p> <p>3. The student will recognize that curiosity about, affections toward, and friendships between people of the same sex are different than homosexuality, bisexuality and transgender. I (2)</p> <p>4. The student will discuss stereotyping people regarding sexuality. I (2)</p> <p>5. The student will recognize that there are various perceptions regarding homosexuality. I (2)</p> <p>6. The student will recognize that sexuality is an important part of one’s physical, emotional, and social development. D (2)</p> <p>7. The student will recognize that having sexual thoughts and feelings is normal. D (2)</p> <p>8. The student will acquire accurate information and develop attitudes and behaviors that will assist in getting along with others. D (1)</p> <p>9. Identify communication skills necessary for healthy interpersonal relationships. D (1)</p> <p>10. The student will recognize the difference between appropriate and inappropriate behavior toward others. D (2)</p> <p>11. The student will understand the injustice of stereotyping people. D (2)</p>
3	Analyzing Influences on Self-concept and Body Image during Puberty	<p>Analyzing Influences</p> <p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behavior.</p> <p>2. Describe the physical, social, cognitive</p>	<p>1. The student will understand that sexual intercourse during adolescence can result in pregnancy, STIs*, HIV and AIDS as well as physical, emotional, social and legal consequences. D (1)</p> <p>2. The student will recognize the internal and external pressures affecting personal decisions about sexual activity</p>

		<p>and emotional changes of adolescence.</p> <p>3. Analyze how friends, family, media, society and culture can influence self-concept and body image.</p>	<p>(for example: self-esteem, peer pressure, media, family, religion). D(2)</p> <p>3. The student will define puberty and tell when it occurs in boys and girls. D (1)</p> <p>4. The student will recognize that each individual will have his/her own rate and timetable of growth. D (1)</p> <p>5. The student will realize that "growth spurts" may occur during the period of adolescence. D (1)</p> <p>6. The student will explain what hormones are and their relationship to puberty. D (1)</p> <p>7. The student will identify physical, emotional, social and mental changes that take place in boys and girls during puberty. D (1)</p> <p>8. The student will acquire accurate information and develop attitudes and behaviors that will assist in getting along with others. D (1)</p> <p>9. The student will describe the concept of friendship and develop an appreciation of the importance of friendship. D (2)</p> <p>10. The student will realize that there are responsibilities involved in friendships and caring relationships (note: discussion may include boy/girl relationships starting at grade 6) D (1)</p>
4	<p>Describing the Male and Female Reproductive Systems and their Functions</p>	<p>Self-Management</p> <p>1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>2. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>3. Describe male and female sexual and reproductive systems including body parts and their functions.</p>	<p>1. The student will learn that personal responsibility for hygiene promotes health and well-being. D (2)</p> <p>2. The student will learn which daily habits are needed for good hygiene. D (2)</p> <p>3. The student will realize that personal hygiene enhances self-concept, shows respect for others, and increases the respect others have for you. D (2)</p> <p>4. The student will be able to define masturbation and know that it is not physically harmful. I (2)</p>

			<p>5. The student will define puberty and tell when it occurs in boys and girls. D (1)</p> <p>6. The student will explain what hormones are and their relationship to puberty. D (1)</p> <p>7. The student will have an understanding of the menstrual cycle D (1)</p> <p>8. Identify menstrual health products and discuss their proper use and disposal D (2)</p> <p>9. The student will be aware that nocturnal emissions or “wet dreams” may begin with the onset of puberty D (3)</p> <p>10. The student will recognize the basic parts of the body and be able to name them using proper terminology (buttocks, vulva, penis, breasts). D (1)</p> <p>11. The student will recognize physical differences between male and female appearances. D (3)</p> <p>12. The student will be able to identify the structures and functions of the male and female reproductive system. D (2)</p> <p>13. The student will have an understanding of the menstrual cycle and its relationship to reproduction. D (2)</p> <p>14. The student will identify diseases and disorders of the male and female reproductive organs. I (2)</p> <p>15. The student will discuss the importance of regular exams for the male and female reproductive systems for reproductive health and disease prevention. I (2)</p> <p>16. The student will learn proper techniques for self examination of breasts, male and female reproductive organs. I (2)</p>
5	<p>Accessing Valid Health Information related to Menstruation,</p>	<p>Accessing Valid Health Information</p> <p>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1. The student will understand that the family is the first resource and that there are also community resources in understanding human growth and development issues. D (1)</p>

	Pregnancy & Prenatal Development	<p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p> <p>3. Describe the signs and symptoms of pregnancy.</p> <p>4. Identify prenatal practices that can contribute to a healthy pregnancy.</p> <p>5. Identify medically accurate sources of pregnancy related information and support.</p>	<p>2. The student will identify community resources available in understanding human growth and development issues. I (2)</p> <p>3. The student will be able to describe the process of conception, prenatal development, and birth. D (1)</p> <p>4. The student will describe the development of the embryo and fetus. D (1)</p> <p>5. The student will discuss the importance of prenatal care. D (1)</p> <p>6. The student will describe the stages of labor and birth. D (1)</p> <p>7. The student will define infertility and develop an awareness of medical treatment to achieve conception. I (3)</p> <p>8. The student will identify complications that can arise during pregnancy and birth. I (2)</p> <p>9. The student will understand the difference between abortion and miscarriage. I (2)</p> <p>10. The student will know that a person's physical features and growth patterns are determined by heredity. D (1)</p> <p>11. The student will identify factors that promote a healthy pregnancy. D (1)</p> <p>12. The student will identify risks involved with pregnancy related to nutrition, ATODA, heredity, teen pregnancy, smoking and environment. D (1)</p> <p>13. Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. I (1)</p> <p>14. The student will have an understanding of the menstrual cycle. D (1)</p> <p>15. Identify menstrual health products and discuss their proper use and disposal. D (2)</p>
6	Practicing Health Enhancing Behaviors:	<p>Accessing Valid Health Information</p> <p>1. Students will demonstrate the ability to</p>	<p>1. Students will define abstinence. D (1)</p>

	<p>Abstinence, Contraception and Birth Control</p>	<p>practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>2. Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>3. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p> <p>4. Define sexual abstinence as it relates to pregnancy prevention.</p> <p>5. Identify medically accurate resources about pregnancy prevention and reproductive health care.</p> <p>6. Identify medically-accurate information about emergency contraception</p>	<p>2. The students will realize the benefits of sexual abstinence in their lives. D (2)</p> <p>3. Explain why abstinence is the safest choice in the prevention of pregnancy, STIs*,(HIV/AIDS). D (1)</p> <p>4. The student will be able to explain that it is possible to plan or avoid a pregnancy and that decision is influenced by many factors. D (1)</p> <p>5. The student will understand how reproductive systems are affected by contraceptive methods. I (2)</p> <p>6. The student will define the different methods of contraception and disease prevention, explain how they work, identify effectiveness rates, side effects (including emergency contraception and its uses). I (1)</p> <p>7. Students will describe eight effective birth control methods. I (1)</p> <p>8. Students will recognize that abstinence is the only safe method of preventing pregnancy, STIs. I (1)</p> <p>9. The student will understand the magnitude of the responsibilities of parenthood, as well as the commitment and skills needed for parenting. I (1)</p>
7	<p>Accessing Pregnancy and Parenting Resources</p>	<p>Self-Management; Accessing Valid Health Information</p> <p>1. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.</p> <p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p> <p>3. Identify medically accurate sources of pregnancy related information and support</p>	<p>1. Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. I (1)</p> <p>2. Identify at least one trusted adult that would help them if they face an unplanned pregnancy. I (2)</p> <p>3. The student will understand the magnitude of the responsibilities of parenthood, as well as the commitment and skills needed for parenting. I (1)</p>

		including pregnancy options, safe surrender policies and prenatal care.	
8	Identifying Sexually Transmitted Diseases & Advocating for Community Health	<p>Advocacy</p> <ol style="list-style-type: none"> 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. 2. Students will demonstrate the ability to advocate for personal, family, and community health. 3. Define STDs, including HIV, and how they are and are not transmitted. 4. Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. 5. Describe the signs, symptoms and potential impacts of STDs, including HIV. 	<ol style="list-style-type: none"> 1. Explain why abstinence is the safest choice in the prevention of pregnancy, STIs*, (HIV/AIDS). D (1) 2. The student will understand that sexual intercourse during adolescence can result in pregnancy, STIs*, (HIV/AIDS) as well as physical, emotional, social and legal consequences. D (1) 3. The student will identify risky situations that may result in sexual activity and possible preventative behaviors. D (1) 4. The student will understand how to protect oneself from illnesses and communicable diseases (universal precautions). D (1) 5. The student will be able to describe STIs symptoms/treatment. D (1) 6. Students will explain ways that STIs can be transmitted. D (1) 7. The student will understand long-term effects of STIs. D (1) 8. The student will identify ways of preventing and reducing the risks of contracting HIV/AIDS. D (1) 9. The student will understand how high-risk behaviors contribute to the spread of HIV/AIDS and STIs*. D (1) 10. The student will understand that HIV/AIDS is a disease, how it is acquired and how to protect oneself from this disease. D (1) 11. The student will recognize myths and misconceptions related to HIV/AIDS. D (2) 12. The student will be able to identify resources for diagnosis and care of HIV/AIDS and STIs*. I (3) 13. The student will understand the effects of HIV/AIDS on a pregnant mother and the unborn child. D (2)

			<p>14. The students will name the-STIs that can be prevented by getting vaccinated (HPV). I (1)</p> <p>15. The student will learn that personal responsibility for hygiene promotes health and well-being. D (2)</p>
9	Decision-Making to Prevent HIV and AIDS	<p>Advocacy; Decision-Making</p> <p>1. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>2. Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>3. Apply a decision-making model to various sexual health decisions.</p>	<p>1. The students will realize the benefits of sexual abstinence in their lives. D (2)</p> <p>2. The student will learn that they do not need to become sexually active to be acceptable, whole, or complete. D (2)</p> <p>3. Abstinence is a normal and positive choice of behavior. D (1)</p> <p>4. Explain why abstinence is the safest choice in the prevention of pregnancy, STIs*, HIV and AIDS. D (1)</p> <p>5. The student will understand that sexual intercourse during adolescence can result in pregnancy, STIs*, HIV and AIDS as well as physical, emotional, social and legal consequences. D (1)</p> <p>6. The student will be able to describe the range of behaviors that demonstrate affection and love. I (1)</p> <p>7. The student will understand the relationship between teenage pregnancy and alcohol or drug use. D (1)</p> <p>8. The student will understand peer pressure and practice refusal skills needed to say "no" to behaviors that are inappropriate. D (1)</p> <p>9. The student will understand that each person must accept responsibility for choices made. D (1)</p> <p>10. The student will understand how to protect oneself from illnesses and communicable diseases (universal precautions). D (1)</p> <p>11. The student will be able to describe STIs symptoms/ treatment. D (1)</p>

			<p>12. Students will explain ways that STIs can be transmitted. D (1)</p> <p>13. The student will understand long-term effects of STIs. D (1)</p> <p>14. The student will identify ways of preventing and reducing the risks of contracting HIV/AIDS. D (1)</p> <p>15. The student will understand how high-risk behaviors contribute to the spread of HIV/AIDS and STIs*. D (1)</p> <p>16. The student will understand that HIV/AIDS is a disease, how it is acquired and how to protect oneself from this disease. D (1)</p> <p>17. The student will recognize myths and misconceptions related to HIV/AIDS. D (2)</p> <p>18. The student will be able to identify resources for diagnosis and care of HIV/AIDS and STIs*. I (3)</p> <p>19. The student will understand the effects of HIV/AIDS on a pregnant mother and the unborn child. D (2)</p> <p>20. The student will analyze sexual health decision making that impacts STI transmission & treatment. I (1)</p> <p>21. The student will understand how reproductive systems are affected by contraceptive methods. I (2)</p>
10	Consent and Communication Skills	<p>Interpersonal Communication</p> <p>1. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>2. Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.</p>	<p>1. The student will understand that sexual intercourse during adolescence can result in pregnancy, STIs*, HIV and AIDS as well as physical, emotional, social and legal consequences. D (1)</p> <p>2. The student will understand that each person must accept responsibility for choices made. D(1)</p> <p>3. The student will understand that the family is the first resource and that there are also community resources in understanding human growth and development issues. D (1)</p>

		<p>3. Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.</p> <p>4. Demonstrate ways they can respond when someone is being bullied or harassed.</p>	<p>4. The student will develop the communication skills needed to appropriately discuss issues and access information regarding human growth and development. D (1)</p> <p>5. The student will be able to explain that it is possible to plan or avoid a pregnancy and that decision is influenced by many factors. D (1)</p> <p>6. Identify communication skills necessary for healthy interpersonal relationships. D (1)</p> <p>7. The student will recognize the difference between appropriate and inappropriate behavior toward others. D (2)</p> <p>8. The student will understand peer pressure and practice refusal skills needed to say "no" to behaviors that are inappropriate. D (1)</p> <p>9. The student will develop an understanding of refusal & negotiation skills for use in relationships. I (1)</p> <p>12. The student will be able to identify and define abuse (to include physical, verbal, emotional and sexual beginning in grade 7). I (2)</p> <p>13. The student will be able to describe the elements of an abusive relationship. I (3)</p> <p>14. The student will be able to identify and define sexual harassment. I (1)</p> <p>15. The student will describe strategies for handling and reporting sexual harassment. I (1)</p> <p>16. Students will define sexual assault/acquaintance rape. I (1)</p> <p>17. Students will identify guidelines to reduce the likelihood of sexual assault/acquaintance rape. I (1)</p> <p>18. The student will recognize the difference between appropriate affection and inappropriate advances and realize the possible consequences of those behaviors. I (1)</p> <p>19. The student will identify the four degrees of sexual assault and the penalties in the State of Wisconsin. I (3)</p>
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			<p>20. The student will identify resources to help in unsafe situations. D (2)</p> <p>21. The student will demonstrate upstander behavior that can help prevent sexual harassment. I (1)</p>
11	Decision-Making for Sexual Health	<p>Decision-Making</p> <p>1. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>2. Apply a decision-making model to various sexual health decisions.</p>	<p>1. The student will understand that sexual intercourse during adolescence can result in pregnancy, STIs*, HIV and AIDS as well as physical, emotional, social and legal consequences. D (1)</p> <p>2. The student will recognize the internal and external pressures affecting personal decisions about sexual activity (for example: self-esteem, peer pressure, media, family, religion). D (2)</p> <p>3. The student will identify community resources available in understanding human growth and development issues. I (2)</p> <p>4. The student will develop the communication skills needed to appropriately discuss issues and access information regarding human growth and development. D (1)</p> <p>5. The student will recognize the importance of communication with others as it relates to contraception and disease prevention (for example: family, physician, clergy, health professional and partner). I (1)</p> <p>6. The student will recognize the mutual responsibility of males and females as it relates to the use of contraceptives and disease prevention. I (1)</p> <p>7. Students will recognize that abstinence is the only safe method of preventing pregnancy, STIs. I (1)</p> <p>8. The student will define sexuality as including biological sex, gender, (gender identity, gender expression, gender roles) and</p>

			<p>sexual orientation (heterosexuality, homosexuality, bisexuality and transgender. I (4)</p> <p>9. The student will recognize that curiosity about, affections toward, and friendships between people of the same sex are different than homosexuality, bisexuality and transgender. I (2)</p> <p>10. The student will identify at least one trusted adult that would help them if they face an unplanned pregnancy. I (1)</p> <p>11. The student will identify communication skills necessary for healthy interpersonal relationships. D (1)</p>
12	The Dangers of Human Trafficking		<p>1. Define consent as it applies to a sexual situation. I (1)</p> <p>2. The student will analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity. I (1)</p> <p>3. The student will demonstrate how to use "I" statements when communicating consent. I (1)</p> <p>4. The student will demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. I (2)</p> <p>5. The student will understand the complexity and warning signs of human trafficking. I (2)</p> <p>6. The student will understand the media influences connected with human trafficking. I (2)</p>