

## 7<sup>th</sup> Grade Health : Topics, Learning Activities and Materials

In accordance with the requirements of the State of Oregon, the West Linn-Wilsonville School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention. The text used by students and the source of content for the standards and topics taught is *Comprehensive Health Skills for Middle School*, published by Goodheart-Willcox.

**The 2016 Health Standards that are addressed in the Sexuality Education part of 7<sup>th</sup> Grade Health are listed below and the above table shows the topics, key class activities, and materials used. The entire Health course is shown in the outline and the Sexuality Education class sessions are highlighted. Materials used for instruction are available at your child's school; copyright guidelines prevent us from making proprietary materials from publishers available online.**

The Comprehensive Sexuality Education Plan for the West Linn-Wilsonville School District will be reviewed every two years. This plan describes the topics taught at each grade level, the materials used, and the key class activities. Parents and guardians will be invited to look at materials and provide input about curriculum and instruction as part of the process for reviewing the plan. Families will receive notification through school emails reminding them of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards and have their children opt out of specific lessons. If you exercise your option to substitute your child's learning experience for any part of the Comprehensive Sexuality Education program, your child will spend that time outside the classroom, with supervision, working with other health curriculum topics. Your child's grade or course credit will not be affected if you exercise this option.

Please contact your child's Health/Wellness teacher if you have questions or concerns. You may also complete the opt-out form below and have your child return it to school or email it as an attachment to your child's health teacher. We look forward to working with you to provide learning about health for your child.

## 7<sup>th</sup> GRADE HEALTH SEXUALITY EDUCATION STANDARDS

### ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior
- Analyze the short and long term effects of drug using the decision making model.

### PREVENTION AND CONTROL OF DISEASE

- Identify the differences between communicable and non-communicable diseases.
- Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.
- Demonstrate personal health care practices that prevent the spread of communicable disease.

### PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Demonstrate effective communication skills that encourage healthy relationships.
- Make decisions that enhance or establish healthy relationships.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.
- Advocate for healthy communication skills within relationships.
- Identify qualities that contribute to a healthy self-image
- Analyze influences that may affect self-esteem (e.g., peers, media, and adults).
- Set goals around increasing healthy self-image.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.
- Demonstrate appropriate ways to respect and include others who are different from you.
- Advocate respect for diversity.
- Identify how to manage emotions during adolescence.
- Identify home, school and community resources for mental and emotional health concerns.
- Describe law for reporting child abuse.
- Identify school and community resources for reporting child abuse.

### PROMOTION OF SEXUAL HEALTH

- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.
- Describe gender roles, gender identity and sexual orientation within healthy sexuality.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.
- Describe physical, social, and emotional changes that occur during puberty.

- Identify medically accurate sources of information about puberty, development and sexuality.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Demonstrate ways they can respond when someone is being bullied or harassed.
- Explain how to promote safety, respect, awareness and acceptance.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of empathy for individual differences.
- Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.
- Demonstrate the steps to using a condom.
- Analyze how friends, family, media, society and culture can influence self-concept and body image.
- Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions.

#### **VIOLENCE AND SUICIDE PREVENTION**

- Explain prosocial behaviors.
- Demonstrate effective ways to promote respect for self and others.
- Practice and use a variety of clear communication skills and peer resistance skills to promote prosocial behavior.
- Demonstrate a variety of clear communication skills to report dangerous situations.
- Explain how violence, aggression, bullying, cyberbullying, and harassment affect health and safety.
- Describe the differences between physical, verbal, relational, sexual, and dating violence.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- Set a personal goal to prevent and stop violence (including bullying and cyberbullying).
- Identify that media and technology may contain violent messages and images.
- Differentiate between prosocial and antisocial words and actions in the media.
- Set personal media and technology viewing goals.
- Identify reporting process within school setting.
- Design an advocacy campaign for preventing violence, aggression, bullying, cyberbullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.