

## Human Growth and Development Pacing Guide

### 7<sup>th</sup> Grade

Topic	Standard	Generalizations/Big Ideas	Curriculum
<b>1. Goals, Grit, Hope</b> (3 days)	Explain how hard work and hope are as important as ability when working toward a goal.	<ul style="list-style-type: none"> <li>a. Students that are hopeful base what they do today on how it will help them in the future.</li> <li>b. When learning a new skill, hard work and practice are just as important as ability.</li> </ul>	<b>Teen Health Text</b> Chapter 5: Mental and Emotional Health, Lesson 1
<b>2. Decision-Making</b> (3 days and throughout)	Give examples of how family, culture, media, peers, and personal beliefs impact decision-making.	<ul style="list-style-type: none"> <li>a. Parents and other trusted adults* can help with important decisions.</li> <li>b. To make good decisions, consider all possible consequences, good or bad before selecting the best outcome.</li> <li>c. Using the SODAS process (Situation, Options, Disadvantages, Advantages, and Solutions) helps when making important decisions.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>	<b>Soda Process</b> (Situation, Options, Disadvantages, Advantages, and Solutions)  <b>Teen Health Text</b> Health Skills Handbook; Making Decisions and Setting Goals, pp. HSH-15-17
<b>3. Self-Identity</b> (1 day)	Explain the relationship between self-confidence and success in life.	<ul style="list-style-type: none"> <li>a. Persons with positive self-images tend to make good choices and practice positive behaviors related to their lives.</li> </ul>	<b>Teen Health Text</b> Chapter 3: Building Character, pp. 44-63
<b>4. Bullying</b> (2 days)	Discuss why it is wrong to tease, bully, or allow others to bully.	<ul style="list-style-type: none"> <li>a. Teasing or bullying can hurt the self-esteem of others.</li> <li>b. Allowing others to bully is just as harmful as being the bully.</li> <li>c. According to Omaha Public Schools' Student Code of Conduct, bullying, including cyberbullying, is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Code of Conduct pages 8-9).</li> </ul>	<b>Teen Health Text</b> Chapter 4: Bullying and Cyberbullying, pp. 64-69, 73-80
<b>5. Social Media</b> (1 day)	Analyze the impact of media on the decisions we make.	<ul style="list-style-type: none"> <li>a. Media can influence the way people think and behave.</li> <li>b. Some media information is true, some is not.</li> <li>c. A parent or trusted adult* can help when media messages are confusing.</li> <li>d. Using social media to put down another person and posting negative images is a form of bullying and is considered cyberbullying.</li> <li>e. Messages and sexual images that are texted or posted to social media can never truly be deleted and may result in legal consequences.</li> <li>f. Tell a parent or trusted adult* if you or someone you know is being bullied online. If that adult doesn't believe or help, the child should tell another adult and keep telling until someone helps.</li> </ul> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>	<b>Teen Health Text</b> Chapter 4: Bullying and Cyberbullying, pp. 70-72  <b>Common Sense Media</b> Cyberbullying: Be Upstanding  <b>Rights, Respect, and Responsibility</b> Being Smart, Staying Safe Online Talking Without Speaking (8 <sup>th</sup> grade lesson)

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<b>6. Sexual Orientation and Gender Identity</b> (1 day)	Describe ways to show courtesy and respect for others when their views are different from your own.	<ol style="list-style-type: none"> <li>a. All individuals are worthy and should be treated with dignity and respect.</li> <li>b. People’s beliefs about sexual orientation and gender identity may be influenced by personal feelings, family, religion, and culture.</li> <li>c. Some people are afraid to share that they are lesbian, gay, bisexual or transgender because they fear they will be mistreated.</li> <li>d. Teens who have questions about their sexual orientation or gender identity should consult parents and trusted adults.*</li> <li>e. There are organizations that offer support services, hotlines, and resources for young people and families who want to talk about sexual orientation or gender identity.</li> <li>f. If an individual is being intimidated, harassed, or harmed because of real or perceived sexual orientation or gender identity, it is important to tell a parent, trusted adult* or law enforcement. If that adult doesn’t believe or help, the child should tell another adult and keep telling until someone helps.</li> <li>g. Harassment includes any physical, verbal, graphic, electronic or written material, related to a person’s disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status which has the purpose of creating an intimidating, hostile or offensive school environment is a violation of the Omaha Public Schools’ Student Code of Conduct (OPS Code of Conduct, pages 8-9).</li> </ol> <p>*Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc.</p>	<p><b>Teen Health Text</b> Chapter 24: Sexual Feelings and Relationships; Lesson 2. Diversity in Relationships, pp. 559-563</p> <p><b>Common Sense Media</b> Gender Stereotypes Online</p> <p><b>Rights, Respect, and Responsibility</b> Blue is for Boys, Pink is for Girls...Or Are They?</p>
<b>7. Healthy Relationships</b> Family, Friends/Peers (5 days)	Explain the importance of healthy relationships with family and friends.	<ol style="list-style-type: none"> <li>a. There are many types of families.</li> <li>b. Families serve many functions such as love and affection, education, economic support, protection, socialization, guidance, etc.</li> <li>c. Love, cooperation, and mutual respect are necessary for healthy families.</li> <li>d. Conflicts sometime occur between parents and children, especially during adolescence.</li> <li>e. When choosing friends consider qualities important for a healthy friendship.</li> <li>f. Friends can influence each other both positively and negatively.</li> </ol>	<p><b>Teen Health Text</b> Chapter 1: Building Healthy Relationships, pp. 9-22 Chapter 2: Dating Relationships +Abstinence, pp. 24-40 Chapter 7: Conflict Resolution, pp. 128-149 Chapter 22: The Teen Years; Lesson 3. Your Relationships, pp. 528-537</p>
<b>8. Communication Skills</b> (4 days)	Demonstrate healthy communication skills.	<ol style="list-style-type: none"> <li>a. Healthy communication skills are important with family and friends.</li> <li>b. Communication should be honest and open.</li> <li>c. Healthy communication skills help us work through conflicts.</li> <li>d. Using refusal skills can help when confronted with risky behaviors.</li> <li>e. When using refusal skills: repeat one’s position, offer a compromise or walk away from the situation or risky behavior.</li> </ol>	<p><b>Teen Health Text</b> Chapter 1: Building Healthy Relationships; Practicing Communication Skills, pp. 4-8</p>

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<b>9. Alcohol and Tobacco</b> (10 days)	Describe the harmful effects of alcohol and tobacco use.	<ul style="list-style-type: none"> <li>a. Possession of or being under the influence of drugs, alcoholic beverages, controlled or imitation controlled substances or other mood-altering chemicals is a violation of the Omaha Public Schools’ Student Code of Conduct (OPS Code of Conduct, pages 8-9).</li> <li>b. The earlier teens begin to drink or use drugs, the greater the risk of becoming addicted.</li> <li>c. Teens that drink are more likely to be engaged in risky behaviors such as physical fights, vehicle accidents, confrontations with the law, and early sexual activity.</li> <li>d. Alcohol abuse can lead to the use of other drugs.</li> <li>e. Alcohol slows down the brain and nervous system; with long term use, alcohol abuse could lead to destroyed brain cells, ulcers, cirrhosis of the liver and other health problems.</li> <li>f. Tobacco or chemical nicotine use or distribution while in the school building or grounds is a violation of the Omaha Public Schools’ Student Code of Conduct (OPS Student Code of Conduct, pages 6-7).</li> <li>g. Nicotine is an addictive substance found in tobacco that is difficult to stop using.</li> <li>h. Tobacco use and second hand smoke can lead to serious health problems such as emphysema, lung cancer and heart problems.</li> </ul>	<p><b><u>Teen Health Text</u></b> Chapter 14: Tobacco, pp. 322-344 Chapter 15: Alcohol, pp. 346-369</p>
<b>10. Puberty</b> (3 days)	Describe the physical, social, and emotional changes that occur during puberty.	<ul style="list-style-type: none"> <li>a. Puberty is a time that physical, social and emotional changes occur as children become teenagers.</li> <li>b. Everyone’s body changes at its own rate.</li> <li>c. Young teens sometime feel uncomfortable, clumsy, and/or self-conscious because of rapid body changes.</li> </ul>	<p><b><u>Teen Health Text</u></b> Chapter 11: Life Cycle; Lesson 1. Changes During Puberty, pp. 228-231</p> <p><b><u>Health Smart/Abstinence, Puberty and Personal Health</u></b> Lesson 5: Puberty, pp. 59</p>
<b>11. Male and Female Reproductive Systems and Fertilization Process</b> (6 days)	Describe the human reproduction process.	<ul style="list-style-type: none"> <li>a. During puberty, girls begin to ovulate and menstruate, and boys begin to produce sperm and ejaculate. Once this occurs, girls are physically capable of becoming pregnant and boys of getting females pregnant.</li> <li>b. Young teens are not physically or emotionally ready for sexual intercourse or the potential consequences associated with it.</li> <li>d. The union of sperm and an egg is called conception.</li> </ul>	<p><b><u>Teen Health Text</u></b> Chapter 11: Life Cycle; Lesson 2. The Male Reproductive System, pp. 232-235 Chapter 11: Life Cycle; Lesson 3. The Female Reproductive System, pp. 236-239</p> <p><b><u>Health Smart/Abstinence, Puberty and Personal Health</u></b> Lesson 6: The Female Reproductive System, pp. 67-77 Lesson 7: The Male Reproductive System, pp. 79-87 Lesson 8: The Menstrual Cycle and Pregnancy, pp. 89-97 Lesson 9: Taking Care of Sexual Health, pp. 99-104</p>

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<b>12. Abstinence</b> (3 days)	Explain the benefits of sexual abstinence.	<ul style="list-style-type: none"> <li>a. Abstinence means voluntarily choosing not to engage in certain sexual behaviors.</li> <li>b. Many teens choose not to be sexually active.</li> <li>c. Teens that have had sexual intercourse may choose to be sexually abstinent in the future.</li> <li>d. Teens need to discuss their sexual limits with their partner before getting too seriously involved.</li> <li>e. Decisions regarding sexual activity should only be made when both partners are sober and not under the influence of drugs or alcohol.</li> </ul>	<p><b>Teen Health Text</b> Health Skills Handbook: Choosing Abstinence, p. HSH9</p> <p><b>Health Smart/Abstinence, Puberty and Personal Health</b> Lesson 10: Feelings and Relationships, pp.105-115 Lesson 11: Benefits of Abstinence, pp.117-122 Lesson 12: Influences on Abstinence, pp.123-130 Lesson 13: Peer Power for Abstinence, pp.131-138 Lesson 14: Planning Ahead to be Abstinent, pp.139-146 Lesson 15: Resisting Sexual Pressure, pp.147-155 Lesson 16: Roleplay Practice: Saying NO to Sexual Pressure, pp.157-164</p>
<b>13. Pregnancy Prevention Options</b> (Pills and Condoms) (1 day)	Discuss ways to reduce the risk of pregnancy.	<ul style="list-style-type: none"> <li>a. Abstinence is the best way to prevent pregnancy.</li> <li>b. Decisions about using contraception are based on personal and family values, comfort with one's body, cultural traditions, availability of methods and other factors.</li> <li>c. To prevent pregnancy, there are prescription and over the counter methods of birth control, each having advantages and disadvantages.</li> </ul>	<p><b>Teen Health Text</b> Chapter 24: Sexual Feelings and Relationships; Contraceptives, pp. 556</p>
<b>14. STDs/HIV</b> (2 days)	Explain how STDs (sexually transmitted diseases) are spread.	<ul style="list-style-type: none"> <li>a. Abstinence from sexual activity is the safest way to prevent getting STDs (sexually transmitted diseases).</li> <li>b. STDs are caused by bacteria and viruses that can be found in semen, vaginal fluids, and the blood of an infected person.</li> <li>c. Unprotected sex or sharing needles with an infected person are the most common ways for a person to get an STD.</li> <li>d. Use of latex condoms can reduce the risk of, but not eliminate the chance of getting an STD.</li> </ul>	<p><b>Teen Health Text</b> Chapter 18: Communicable Diseases; Lesson 4. Sexually Transmitted Diseases, pp. 423-427 Chapter 18: Communicable Diseases; Lesson 5. HIV/AIDS, pp. 428-431</p>
<b>15. Legal</b>	Explain the current status of Nebraska Law.	<ul style="list-style-type: none"> <li>a. It is illegal in Nebraska to have sex with someone if there is not consent.</li> <li>b. Consent is the freely given permission to engage in physical contact without the presence of coercion or threat. Both partners must verbally give and obtain consent to engage in any physical contact.</li> <li>c. It is illegal in Nebraska for anyone under the age of 16 to have sex with someone 19 or older.</li> <li>d. It is illegal for anyone under the age of 21 to possess or consume alcohol.</li> <li>e. It is illegal for anyone under the age of 18 to possess or use tobacco products.</li> <li>f. It is illegal to use illicit drugs or use prescribed drugs belonging to others.</li> </ul>	Nebraska Revised Statutes