



7 th Grade	Unit : Family Life	3 rd Quarter	Approx. 10 Days
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Virginia Standards:

7.1 The student will identify and explain essential health concepts to understand personal health.

- h) Describe how heredity influences growth and development.
- m) Recognize harmful and risky behaviors
- r) Identify the benefits of healthy interpersonal relationships.
- s) Recognize the impact of difficult family situations on physical, social, and emotional health.

7.2 The student will use decision-making skills to promote health and personal wellness.

- n) Explain the influence of personal and family values and beliefs on individual health practices and behaviors.

7.3 The student will promote healthy schools, families, and communities.

- k) Describe types of advertising techniques used in a variety of media, to include social media, that may influence adolescents' decisions concerning alcohol, tobacco, and drug use, and gang involvement.
- l) Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.

F. L. 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15—statements written on page 3

Unit Understandings	Unit Essential Questions
Students will investigate and understand....	Students will answer ...
<ul style="list-style-type: none"> • Understanding and using physical health information promotes and improves lifelong health and decision making. • Participating in health relationships will improve one's physical, social, and emotional well being. 	<ul style="list-style-type: none"> • How can learning about your body improve your health? • How do social and cultural norms affect your physical health choices? • How can life choices affect your health? • What is a healthy relationship? • How does the media and technology influence your relationships? How important are relationships when making lifestyle choices?
Students will be able to...	
<ul style="list-style-type: none"> • Appropriate ways to handle peer pressure. • Analyze how messages from media influence health behaviors. • Understanding the roles, duties and responsibility of family members, peers and community. • Identify strategies and skills for living a healthy and fulfilling life. 	



- Differentiate between positive and negative consequences of actions.
- Identify changes in human growth and development.
- Identify causes, symptoms, treatment, prevention and transmission of diseases.

Background Standards

Virginia Standards: 6.1a, 6.1 e 6.3e, 6.4b, 6.4d, 6.6a, 6.6b, 6.6c
 F.L. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12.

Cross Curricular Connections

Key Terms or People

Secondary Sexually Characteristics
 Menstruation
 Erections/Nocturnal Emissions
 Sexual Abuse
 Sexual Exploitation
 Chlamydia, Genital Herpes, Gonorrhea, HPV, Syphilis, HIV/AIDS
 Sexting

Resources/Equipment

Educational Videos- Safari Montage, Discovery Education
 PowerPoint
 CDC Website

Assessment Evidence



<p>Performance Task: Written Assessments Projects: Write a letter to yourself assignment</p>	<p>Other Evidence:</p>
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Learning Plans

Review Physical Changes during Puberty/Adolescence
Refusal Skills
Appropriate/Inappropriate Relationships
Media Influence and Social Media Interactions
Teen Pregnancy Consequences
Review Sexually Transmitted Infections
HIV/AIDS
Community Resources

Understanding the Standard

Background Information for Instructor Use Only

Virginia Health SOLs

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
- b. recognition of harmful and risky behavior
 - d. development of strategies for coping with disappointment
 - f. the impact of difficulty family situations
 - g. development of healthy interpersonal relationships
- 7.3 The student will investigate and analyze the various factors that guide an individual’s decisions about health and wellness. Key concepts/skills include
- a. the types of advertising techniques used to influence adolescents’ decisions
 - b. the validity of information from different resources
 - c. family practices and customs
- 7.4 The student will describe how family and community priorities influence an individual’s ability to reduce diseases and other health problems. Key concepts/skills include
- a. the relationship of social and environmental factors to individual and community health
 - b. the community’s financial resources dedicated to promoting health
 - c. the community’s support of health services and partnerships
- 7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include



- a. implementation of a safe and healthy practices and behaviors
- b. advocacy and use of appropriate methods of expressing opinions on health issues

Family Life SOLs

7.1 The student will identify his or her role and relationships within the family.

Descriptive Statement: Content includes identification of personal interactions; communication skills; ways of meeting emotional, physical, and intellectual needs; and the student's contribution to the family unit. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.

7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.

Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding menstruation, spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.

7.3 The student will realize that physical affection does not have to be sexual, but it also can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. The student will recognize the difference between appropriate and inappropriate physical affection. Characteristics of abusive relationships will be addressed.

7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital, abusive, and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.

Descriptive Statement: Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Refusal skills are taught and practiced by students. Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse or inappropriate use of electronic devices such as phone or internet, are addressed. In addition, the consequences of teenage pregnancy, the nature of sexually transmitted infections, and the benefits of delaying sexual activity are discussed.

7.5 The student will identify messages in society related to sexuality.

Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media containing negative components. Students will demonstrate how these messages affect mental health issues related to sexuality. 29

7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.

Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional, psychological and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with postponing sexual activity.

7.7 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.

Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.

7.8 The student will describe the signs and symptoms of pregnancy.



Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

7.9 The student will develop an understanding of and responsibility for family planning.

Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.

7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.

Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. Community resources for victims of molestation and assault are identified.

7.11 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including HIV.

Descriptive Statement: Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.

7.12 The student will identify the issues associated with friendships.

Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and how friendships can change through developmental stages. The student will identify the characteristics of healthy and unhealthy relationships.

7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.

Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate and inappropriate dating behavior, utilizing positive mental health practices and fulfilling dating responsibilities.

7.14 The student will recognize contributions of various racial and ethnic groups to family life and society.

Descriptive Statement: Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.

7.15 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view. Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.