

Grade 7 Cluster of Learning Outcomes*

Targeted Learning Outcomes

K.5.7.E.1a Describe the human reproductive systems as they relate to fertilization and fetal development (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...). (Lesson 1)

K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, in certain body positions...). (Lesson 1)

K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...). (Lesson 1)

K.5.7.E.2a Identify the emotional changes at puberty (e.g., fluctuation of moods and energy, sexual attraction...) **and their effect on personal well-being** (e.g., fatigue, shyness, lower or greater self-confidence...). (Lesson 2)

K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...). (Lesson 2)

K.5.7.E.3a Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...). (Lesson 3)

K.5.7.E.3b Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewellery; cultural rituals; gender equity; harassment, nudity; violence against women...) **on sexuality and gender roles.** (Lesson 4)

K.5.7.E.3c Identify responsibilities (e.g., respect, abstinence...) **and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.** (Lesson 3)

K.5.7.E.4a Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...) **and methods of prevention of AIDS and HIV infection** (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...). (Lesson 5)

K.5.7.E.4b Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...) **, their symptoms, and means of prevention** (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...). (Lesson 5)

S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...). (Lesson 3)

Related Learning Outcomes

K.3.6.B.4 ➡ **K.3.7.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations** (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting). (Lesson 5)

K.4.7.A.1 Compare attitudes and behaviours (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) **that contribute to a sense of belonging.** (Lesson 2; Lesson 4)

K.4.7.A.3 Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g., prevents impulsive and/or negative decisions, contributes to long-term health...). (Lesson 3)

K.4.7.B.1a Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) **for dealing with new situations and/or change** (e.g., participating in new activities, choosing friends...). (Lesson 2)

K.4.7.B.1b Describe conduct (e.g., personal, group, team...) **and ethical behaviours appropriate for engaging in physical activity and/or social events.** (Lesson 2)

K.4.7.B.3b Describe how conflict situations (i.e., change, new situations, negative group influences, dishonesty) **affect personal behaviour and development** (e.g., adapting to new surroundings or routines, making new friends, coping with change, being assertive...). (Lesson 2)

K.4.7.B.3c Review strategies (e.g., mediation, conflict resolution...) **, possible outcomes** (i.e., win/win, win/lose, lose/win, lose/lose), **and behaviours** (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building...) **for conflict resolution among friends and/or peers.** (Lesson 2)

K.4.7.B.4 Describe appropriate use (e.g., saying "no" to negative peer pressure, differentiating between situations where assertiveness is/isn't warranted...) **of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.** (Lesson 3)

S.4.7.A.4 Apply conflict-resolution strategies (e.g., role-play responses to conflict situations, participate in peer mediation...) **to different scenarios** (e.g., engaging with new classmates, moving to a new classroom, saying "no" to negative peer-group influence...). (Lesson 3)

S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...). (Lesson 3)

* The student learning outcomes are identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training).

➡ Maintain learning outcome from a previous grade (e.g., K.3.6.B.4 ➡ K.3.7.B.4).