

## 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).