

Personal Growth and Development (PGD)

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding *hormonal changes* (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the *process of growth physically, mentally, socially, and emotionally* from infancy through advanced age.

Standards: 2.1.8.PGD.1-5

Objectives:

- Describe the function of the skeletal system and how to care for it.
- Discuss the functions of the muscles and skin and how to protect them.
- Explain the function of the nervous system and how to protect it.
- Describe how your body's transport systems function.
- Explain the ways in which the respiratory and circulatory systems work together.
- Explain how your digestive and urinary systems function.
- Explain how your endocrine and immune systems work for your body's growth and protection.
- Summarize how the body changes during puberty.
- Discuss how the male reproductive system works.
- Identify ways in which individuals differ in their growth and development to become responsible adults.
- Identify the stages of the life cycle.
- Identify habits that help a person stay physically and mentally healthy into late adulthood.
- List ways to care for older family members

Extension Activities:

- Students will explore and identify key physical, emotional, cognitive, and behavioral changes that occur at different stages of human development-from infancy to old age. [Life Stages Timeline - A Walk through a Lifetime](#)
- Have students design a slideshow in each of the 6 groups. Each group creates a timeline section with: A title (their life stage) 1-2 examples each of physical, emotional, cognitive, and behavioral changes using [Canva](#)

Gifted-and-Talented Activities:

- Have students present their Canva project highlighting the key physical, emotional, cognitive, and behavioral changes that occur at different stages of human development-from infancy to old age. Inform the class about the challenges and skills needed to be mastered to become a high functioning member of society.

Cross Curricular Standards

Math

ELA

Technology

SEL

7th Grade Health Curriculum

Updated 8/25

1.MD.A.1	SL1.1 W.1.8	8.1.2 DA.1, 2,3,4 8.1.2 AP.4	SEL.PK-12-2.1-2 SEL.PK-12-3.2 SEL.PK-12-3.4 SEL.PK-12-4.1-3 SEL.PK-12-5.1-4
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Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors

Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets

[Cells](#), [Body Systems](#), [Digestive System](#), [Circulatory System](#), [Respiratory System](#), [Nervous System](#), [Immune System](#), [Infancy](#), Childhood, [Adolescence](#), [Adulthood](#), [Concussions](#)

Physical Fitness (PF)

Physical Fitness is the *ability to move, perform daily tasks and unexpected physical challenges* effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

Standards: 2.2.8.PF.1-5

Objectives

- Explain the reasons to have a physical examination.
- Describe how to care for your teeth, eyes, and ears.
- Explain health problems and treatment related to your teeth, eyes, and ears.
- Discuss when and how to seek medical help.
- Explain how to analyze ads for grooming products to make informed consumer decisions.
- List good grooming habits, especially for the care of your skin, hair, and nails.
- Discuss the ways physical activity improves health.
- Identify five kinds of health-related fitness.
- Identify types of physical activities and the benefits of these activities for health related fitness.
- Explain ways that technology and other resources influence physical activity choices.
- Design fitness plan that includes short-term and long term goals
- Identify fitness skills you can use in sports and physical activities.
- Measure physical fitness.
- Explain how to improve health-related fitness.
- List ways to practice good sportsmanship.
- Describe health risk associated with anabolic steroids.
- Describe common illnesses and injuries related to physical activity.
- Identify ways to reduce the risk of illnesses and injuries related to physical activities.
- Discuss the role of coaches, sports officials, and spectators in maintaining a safe environment.

Extension Activities:

- Have students design a fitness plan using the 5 components of fitness - Muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition [Canva - Summer Workout Plan Template](#)

- Have students create a meal plan to supplement the fitness plan to ensure they are getting the correct amount of calories and percentages of macronutrients - 40% carbohydrates, 30% fats and 30% protein.

Gifted-and-Talented Activities:

- Have students design a two week fitness program that includes a video demonstration of each of the exercises that will be added to their personal Canva project. Other elements such as background, audio, images and video will be inserted to help explain how to accomplish their goals during their 10 minute presentation. [Canva](#)

Cross Curricular Standards

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1.MD.A.1	SL.1.1 W.1.8	8.1.2 DA.1, 2,3,4 8.1.2 AP.4	SEL.PK-12-2.1-2 SEL.PK-12-3.2 SEL.PK-12-3.4 SEL.PK-12-4.1-3 SEL.PK-12-5.1-4

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Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets
[Circulatory System](#), [Respiratory System](#), [Skeletal System](#), [Joints](#), [Baseball](#), [Basketball](#), [Football](#), [Soccer](#)

Lifelong Fitness (LF)

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person *recognizes the medical consequences of a sedentary lifestyle* and that the *benefits of an active body and mind over time reduces diseases, injuries and pain*. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

Standards: 2.2.8.LF.1-7

Objectives:

- Explain how developing healthful habits helps you throughout your life
- Identify physical activities that helps you do everyday tasks
- Explain how heredity affects development
- List factors other than heredity that affect development
- Discuss how one's fitness plan may be different than others based on genetics and lifestyle
- Explain why you are unique
- Identify different ways in which people learn
- Describe the four steps in practicing healthful behaviors

- Apply the four steps in practicing healthful behaviors.
- Discuss how to manage your time
- Explain how to practice money management
- Identify how to recognize shopping and entertainment addictions
- List sources of valid health information
- Identify how to stay safe when learning about health online
- Describe the kinds of activities you can enjoy outdoors
- List places where you can go to to enjoy the outdoors
- Describe how a pleasant visual environment can help you improve your health

Extension Activities:

- Have students explain how to set goals that are specific, time-bound, and attainable. Students will discover the importance of creating a reasonable schedule and sticking to it. [BrainPop: Setting Goals - Movie](#)
- Students recall the video information by answering multiple choice, matching, venn diagrams, and fill-in the blanks formative assessment. [BrainPop: Setting Goals - Quiz](#).

Gifted-and-Talented Activities:

- Have students design a pamphlet promoting a variety of lifelong physical activities people can choose to remain active and keep fit throughout their lifetime. [Canva](#)

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Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets
[Fitness](#), [Importance of Being Physically Active](#), [Posture](#), [Yoga](#), [Swimming](#), [Hiking](#), [Bicycling](#), [Skateboarding](#), [Bowling](#)

Nutrition (N)

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness.

Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods

have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

Standards: 2.2.8.N.1-4

Objectives:

- Identify types and sources of nutrients
- Describe how to use the Dietary Guidelines.
- Discuss how to use the Food Guide Pyramid.
- Discuss how to distinguish between foods that do not contain many nutrients.
- Demonstrate how to analyze a food label to evaluate and compare food choices.
- List and analyze the influences on food choice.
- Describe how to plan healthful meals in a variety of settings.
- Explain how to plan, shop for, and prepare healthful meals and snacks.
- Describe food borne illnesses and their sources.
- Identify the symptoms and treatments of food borne illnesses.
- Discuss how to reduce the risk of food borne illnesses.
- Determine healthful weight and body composition.
- Assess the health risks associated with being overweight or underweight.
- Identify strategies for healthful weight management.
- Discuss what body image is and what influences it.
- Identify signs and symptoms of eating disorders.
- Describe prevention and treatment for eating disorders

Extension Activities:

- Have students identify and analyze various factors that influence their food choices, including cultural, social, environmental, economic, and personal preferences.
[W Food_Choices_Activity_7th_Grade.docx](#)
- Have students discuss the economic reasons for why Americans consume fast-food by completing [Fast Food Assignment](#) in which they will be researching, listing ways they might target kids, and teens, and why they are being targeted through different platforms.

Gifted-and-Talented Activities:

- Have students research and compare the long term risks of healthy vs unhealthy food as they relate to cost by completing [Comparing Healthy and Unhealthy Food Prices](#) activity.

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Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors

Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets
[Nutrition](#), [Calorie](#), [Macronutrients](#), [Vitamins](#), [Water](#), [Metabolism](#), [Obesity](#), [Fast Food Profits Obesity](#)

Movement Skills and Concepts (MSC)

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the *understanding of biomechanics* (how the body moves, grows and matures). Movement skills fall into three main categories: *locomotor*, *non-locomotor*, and *manipulative skills*. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

Standards: 2.2.8.MSC.1-7**Objectives:**

- Explain why you need each of the five kinds of physical fitness
- List fitness skills you can use when playing sports and games
- List tests that measure fitness
- Identify five exercises involved in a fitness test
- Describe the difference between aerobic and anaerobic exercise
- Identify lifetime sports you can enjoy now
- Explain the importance of taking responsibility for developing and maintaining a personal fitness plan
- Explain how you can be a good sport and a good teammate
- Identify ways to be safe when you exercise and play sports
- Describe how sleep affects performance

Extension Activities:

- [Newsela Article - How Fast Can Humans Run - L1070](#)
- Discuss the science behind running and the factors that influence a person's velocity, including muscle fiber distribution, age, sex, biomechanical variables and competition.

Gifted-and-Talented Activities:

- Compare the Newsela article - How fast Can Humans Run - L1070 and compare information so they can develop their own questions and find evidence from the text and video to share in class or a small group discussion . [ESPN - Sports Science - What makes Tyreek Hill the fastest player in the NFL?](#)

Cross Curricular Standards

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Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors

Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets

[Balance](#), [Body Weight](#), [Joints](#), [Body Systems - Muscular System](#), [Spatial Awareness](#), [Aerobic & Anaerobic Exercise](#), [Locomotor & Non-locomotor Movements](#)

Personal Safety (PS)

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to *identify potential risks and an awareness of the steps that can likely prevent injuries and diseases* are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Standards: 2.3.8.PS.1-7

Objectives:

- Describe ways in which violence affects teens.
- Identify factors that increase or decrease the risk of violence.
- Discuss the kinds of resources available to victims of violence.
- Explain how to prevent violence in your community.
- Describe ways to protect yourself from becoming a victim of violence.
- Discuss how violence in school can be prevented.
- Explain how to avoid gangs and bullies.
- Explain how to reduce the risk of unintentional injuries.
- Discuss ways to make your home safe.
- Apply safety rules for recreational and outdoor activities.
- Apply safety habits for motor vehicle use.
- Identify ways to protect the natural environment.
- Discuss different sources of pollution.
- Show how you can be an advocate for a clean environment.
- Identify how air pollution affects the environment.
- Explain what causes air pollution.
- Describe how to protect the air.
- Discuss the importance of water quality.
- List the causes and risks of water pollution.
- Describe guidelines for disposing of hazardous wastes and conserving water.
- Identify the risks of land pollution.
- Summarize the causes of land pollution.
- Describe ways to protect the land.
- Identify kinds of weather emergencies and natural disasters.
- Discuss guidelines to help you stay safe in severe weather.
- Identify guidelines to help you stay safe in natural disasters.
- Explain how to be prepared for a medical emergency.

- Identify the steps to take in an emergency.
- Describe the steps involved in rescue breathing and CPR.
- Explain how to use abdominal thrusts for choking.
- Explain how to give first aid for shock and bleeding.
- Discuss first aid procedures for burns, poisoning, broken bones, dislocations, and sprains.

Extension Activities:

- Have students participate in the Jeopardy Game - CPR Edition. The game will include steps of CPR, rescue breathing, AED Use, and emergency numbers. [Gimkit - CPR Jeopardy](#)
- Have students identify the steps involved in rescue breathing and CPR by participating in a [CPR Scenario Simulation & Response Journal](#).

Gifted-and-Talented Activities:

- Have students practice chest compressions in rhythm by using popular songs with 100-120 beats per minute such as “Stayin’ Alive,” “Baby Shark,” “Can’t Stop the Feeling”. Students will then create a 3 song CPR playlist of age-appropriate songs at the correct tempo. [Canva - CPR Playlist](#)

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Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors

Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets
[Crossing the Street](#), [Water Safety](#), [Fire Safety](#), [Natural Disasters](#), [CPR](#), [First Aid](#)

Emotional Health (EH)

Emotional Health encompasses *the views, feelings, and expressions about oneself*. Emotional health includes a person’s *emotional, mental, psychological, and social well-being*. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Standards: 2.1.8.EH.1-2

Objectives:

- Distinguish between the three parts of health.
- Identify the factors that affect health status.
- List the steps to follow to practice healthful behaviors.
- List the steps to follow in setting health goals.
- Describe six values that build character and promote health.
- Identify influences on your character and actions.
- Discuss how to use resistance skills to maintain good characters.
- Discuss the steps to follow to make responsible decisions.
- Describe the benefits of making responsible decisions.
- Explain how to take responsibility for unwise decisions.
- Describe the body's response to stress.
- Examine the effects of prolonged stress on the body, mind, and relationships.
- Describe different kinds of anxiety disorders.
- Identify and change behaviors that lead to stress.
- Explain how to cope with stress and be resilient.

Extension Activities:

- Have students discuss emotions and define stress through identifying facial expressions and body language. Students will then analyze symptoms of prolonged stress that may cause severe physical and emotional problems. [EdPuzzle - Emotions, Stress, and Health - Crash Course Video](#)
Have students create a Coping Tools presentation for someone who is experiencing strong emotions or high stress levels.
- Students lead a discussion that analyzes patterns (in small groups use arrows to link triggers>thought>emotions>behavior). They learn from emotions in which they can anticipate and influence the result.

Gifted-and-Talented Activities:

- Discuss the Critical Thinking Plan: Helping Elementary Kids Manage Emotional Stress.
[Critical_Thinking_Emotional_Stress_Plan.docx](#)
 - o Build the Knowledge Base
 - o Analyze Triggers
 - o Evaluate Coping Tools
 - o Create a Personal "Big Feelings Toolkit"
 - o Apply the Problem Solving Model IDEAL
 - I - Identify the feeling
 - D - Define the problem
 - E - Explore options
 - A - Act on the best choice
 - L - Look back
 - o Reflect and Revise
 - o Whole-School and Home connection

Cross Curricular Standards**Math****ELA****Technology****SEL**

7th Grade Health Curriculum

Updated 8/25

1.MD.A.1	SL.1.1 W.1.8	8.1.2 DA.1, 2,3,4 8.1.2 AP.4	SEL.PK-12-2.1-2 SEL.PK-12-3.2, SEL.PK-12-5.1-4 SEL.PK-12-3.4, SEL.PK-12-4.1-3
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[ADHD](#), [Anxiety](#), [Test Anxiety](#), [Conflict & Resolution](#), [Depression](#), [Getting Help](#), [Growth Mindset](#), Inside Out (Movie), [Mindfulness](#), [Peer Pressure](#), [Self-Awareness](#), [Self Esteem](#), [Time Management](#), [Stress](#)

Community Health Services and Support (CHSS)

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

Standards: 2.1.8.CHSS.1-8

Objectives

- Explain what health-care products and services
- Explain how government and private groups help protect consumers
- Describe how to make responsible choices about health-care products and services
- Describe responsible ways to spend money
- Describe responsible ways to spend time
- Explain the purpose of advertisements and commercials
- Describe how you can be safe when learning about health online
- List places where health helpers work in the community
- List some jobs done by health-care workers
- Explain the importance of going to the dentist
- Explain the importance of going to the eye doctor
- Describe how to prepare for a health career
- Describe how communities meet their health needs
- Explain ways that volunteers can contribute to the health of a community
- Explain where information about health careers is available
- Explain how you can get health care and how the costs of healthcare are paid
- Discuss how the government plays a role in health care
- Explain how the community meets special needs
- Explain how you can volunteer
- Discuss how to start a health career

Extension Activities:

- Have students create a grooming chart to include products that are needed on a daily basis. Utilize websites like Amazon/Walmart/Target/Sam's Club/BJ's Wholesale or Costco for a description of each of their uses. [Grooming Products Chart](#).
- Have students debate and explain which popular vendor products (Amazon/Walmart/Target/Sam's Club/ BJ's Wholesale, Costco) are better fit for their family based on price and value. [Which General Merchandise Retailer is Better for My Family?](#)

Gifted-and-Talented Activities:


- Students will learn how government agencies (like the FDA or FTC) and private organizations (like the Better Business Bureau or Consumer Reports) protect consumers from unsafe products, scams, and false advertising. [Consumer Protection Agency Simulation](#).

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Resources:

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[Personal Hygiene](#),  [Grooming Products \(Examples\)](#) , [Medicare vs Medicaid](#), [Teeth](#), [Wisdom, Teeth](#), [Braces Services](#), [Eyes](#) [Eye Problems](#), [Occupational vs Physical Therapy](#), [Health Career](#), [School Nurse](#)

Health Conditions, Diseases and Medicines (HCDM)

Health conditions are *acute or chronic illnesses and diseases*, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Standards: 2.3.8.HCDM.1-7

Objectives:

- Describe how pathogens spread and cause disease
- Describe the types of pathogens and how they enter the body

- Explain how body defenses protect against pathogens
- List the causes, symptoms and prevention of common communicable diseases
- Explain how pathogens get into the body
- Distinguish between communicable and non-communicable diseases
- List the cause, symptoms, and treatment for some common childhood illnesses
- Describe the causes of becoming overweight/obese
- List ways to reduce the risk of becoming overweight/obese
- Describe the causes of having scoliosis
- List ways to prevent scoliosis
- Discuss the purpose of why you should keep a family health history
- List the causes, symptoms and risk reducers for cancer and heart disease
- Explain ways to care for someone with a noncommunicable disease
- Recall some of the most common chronic health conditions
- List ways to manage asthma and allergies
- Explain ways to manage chronic health conditions
- Define the term *diabetes*
- Describe ways to control diabetes and reduce the risk of type 2 diabetes
- Define the term *allergies*
- Describe causes of allergies and ways to reduce the risk of allergy attacks
- Define the term *asthma*
- Describe ways to reduce triggers for asthma
- Describe the causes of ear infections
- List ways to prevent ear infections
- Define the term *heart disease*
- Explain what causes a heart attack
- List ways to reduce the risk of heart disease and premature heart attack
- Define term *skin cancer*
- List ways to reduce the risk of skin cancer
- Define the term *lung cancer*
- List ways to reduce the risk of lung cancer
- Define the term *colon cancer*
- List ways to reduce the risk of colon cancer
- Define the term *foodborne illnesses*
- List ways to reduce the risk of foodborne illnesses
- Explain what is HIV
- Explain how HIV is transmitted and develops into AIDS.

Extension Activities:

- Have students read, discuss and decide the merits of information presented in the article.
[Newsela Article - Doctors decide: Being very overweight should be seen as a disease](#)
- Have students list three obesity-related symptoms that could develop in each part of the body (Legs & Feet, Lungs and Heart) [EdPuzzle - Obesity in America](#)

Gifted-and-Talented Activities:

- Have students create a group presentation using Google Slides to answer the question, ‘Are Big Pharma Drug companies interested in finding a cure to obesity?’ [Why Obesity May be a New Blockbuster Pharma Drug - Morgan Stanley](#).

Cross Curricular Standards

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Resources:

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[Asthma](#), [Allergies](#), [How Germs Spread](#), [Cold vs Flu](#), [Cancer](#), [Diabetes](#), [Food Safety](#), [Obesity](#), [Scoliosis](#), Osmosis Jones (Movie)

Alcohol, Tobacco and other Drugs (ATD)

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both *short-term and long-term effects*. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of *tobacco products such as cigarettes, e-cigarettes, and marijuana* to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Standards: 2.3.8.ATD.1-5**Objectives:**

- Explain how to identify the two basic groups of medicines.
- Describe various prescription and over-the-counter drugs
- Discuss how to use medicines safely.
- Distinguish between drug misuse and abuse.
- Explain how drug misuse and abuse affect health and society.
- Discuss ways to resist pressure to misuse or abuse drugs.
- Explain how to get treatment for drug misuse or abuse.
- Describe the effects of alcohol on the body
- List the effects of drinking alcohol on decision making and relationships
- Identify short-term and long-term effects of drinking alcohol
- Describe resistance skills you can use if you are pressured to drink alcohol
- Discuss the short-term and long-term effects of using marijuana, inhalants, anabolic steroids, stimulants, depressants, narcotics, and hallucinogens
- Define the term *tobacco smoke*
- List the different forms of tobacco smoke
- List the several toxin found in tobacco smoke, and e-cigarettes

- Explain the effects of tobacco smoke, and E-cigarettes, use
- Describe the link between smoking tobacco, e-cigarettes, and diseases
- Discuss examples of illegal drug use.
- Identify different types of illegal drugs and their effects on health and society.
- Explain how to resist pressure to use illegal drugs

Extension Activities:

• Alcohol and the Body Diagram

Instructions: Match each organ with how alcohol affects it. Color the organ and write a short explanation in the space provided.

Use the diagram to label the organs.

Brain - Impairs memory, judgment, and balance

Heart - Increases heart rate, raises blood pressure

Liver - Can cause long-term damage or cirrhosis

Stomach - May lead to ulcers and vomiting

Skin - Causes dehydration and flushing

Lungs - Can depress breathing in high amounts

- Create a PSA in Canva
Work with your group to create a poster or public service announcement (PSA) script. The PSA will include:
 - Focus on one body system or effect of alcohol
 - Include facts
 - Use a catchy slogan or image
 - Be creative and informative
 You will present your PSA or participate in a gallery walk to share your work.

Gifted-and-Talented Activities:

- Have students learn how alcohol affects various organs in the body and understand the **short-term and long-term consequences** of alcohol use on physical and mental health.
“Alcohol and the Body: What Really Happens?”

[W 7th - Alcohol_Effects_Activity_7th_Grade.docx](#)

Cross Curricular Standards

Math	ELA	Technology	SEL
1.MD.A.1	SL.1.1 W.1.8	8.1.2 DA.1, 2,3,4 8.1.2 AP.4	SEL.PK-12-2.1-2 SEL.PK-12-3.2 SEL.PK-12-3.4 SEL.PK-12-4.1-3 SEL.PK-12-5.1-4

Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors

Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets

[Alcohol](#), [Smoking](#), [Nicotine](#), [Tobacco](#), [Vaping Worksheet](#), [OTC vs Prescription Medicines Article & Worksheet](#), [Opioids Awareness](#), [Vaping Magazine Questions](#), [Vaping Life Examples](#), [Dangers of Vaping](#), [Inhalants](#), [Mind Matters](#), [Natural High Resource](#)

Dependency, Substance Disorder and Treatment (DSDT)

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Standards: 2.3.8.DSDT.1-5

Objectives:

- Define the terms: *dependency*, *tolerance*, *addiction*, *misuse*, *abuse*, and *disorder*
- List the signs/symptoms of *dependency*, *addiction*, *misuse*, *abuse*, and *disorder*
- List different substances that people can misuse
- List different substances that people can abuse
- Describe why people abuse legal/illegal drugs, alcohol, and media
- List sources of pressure to abuse drugs, alcohol, and media
- Describe the short – and – long term effects of tobacco smoke, e-cigarettes, alcohol, and media use on the body
- Describe the laws governing tobacco and alcohol use by a minor
- Describe the role drug abuse can play in someone's life
- Describe ways family and friends can cope with drug abuse
- List the kinds of help available to people who abuse legal/illegal drugs and alcohol
- Explain how family, peers, and alcohol can influence resistance to drugs
- Describe ways to resist pressure to use drugs
- List some important FDA regulations on tobacco, alcohol , and drugs

Extension Activities:

- Have students create a public Service Announcement (PSA) or make a poster that would educate students on the effects that using substances may have on them. Students will be able to refer to this [Anti Drugs PSA](#) example if needed.

- Have students investigate and analyze **psychological, social, and environmental** reasons why people abuse: Legal drugs (e.g., prescription medication, caffeine) Illegal drugs, Alcohol, Media (e.g., social media overuse, screen addiction) ['Behind the Influence'](#)

Gifted-and-Talented Activities:

- Have students select a popular song, television show, movie or book that depicts alcohol or drug use. Then, have them analyze how alcohol or drugs are portrayed by completing the assignment called [Critical Thinking: Substances](#).

Cross Curricular Standards

Math	ELA	Technology	SEL
1.MD.A.1	SL.1.1 W.1.8	8.1.2 DA.1, 2,3,4 8.1.2 AP.4	SEL.PK-12-2.1-2 SEL.PK-12-3.2 SEL.PK-12-3.4 SEL.PK-12-4.1-3 SEL.PK-12-5.1-4

Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors

Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets

[Addiction](#), [Abuse & Misuse](#), [Substance Abuse](#), [Second Hand Smoke Effects](#), [Vaping Magazine Questions](#), [Vaping Life Examples](#), [Why is Vaping so Popular](#), [Screen Time Addiction](#), [SAMHSA's National Helpline](#)

Pregnancy and Parenting (PP)

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Standards: 2.1.8.PP.1-2

Objectives:

- Define the term: *reproductive system*
- Explain the function of the reproductive system
- Describe how the baby gets their nutrients through their birth giver
- List the ways the birth giver needs to care for the baby while in their belly
- Discuss why health care is important during pregnancy
- Explain why teen pregnancy and parenthood is risky

Extension Activities:

- Have students understand that every human life starts in this specialized organ. There, two specialized cells - the egg and the sperm - fuse into one cell known as a zygote. The zygote divides into more cells, forming an embryo. Nourished by an organ called the placenta, the embryo grows until it becomes a fetus, and eventually a fully developed baby. [Amaze - Pregnancy & Reproduction](#)
- Have students design a map of how an embryo develops into a fetus during the different stages of growth by using images and key words to describe the changes. [Amaze - Pregnancy & Reproduction](#) & [Canva - Infographic - Human Reproduction](#)

Gifted-and-Talented Activities:

- Have students write an argumentative essay responding to the question: Should prenatal care be provided free of charge in all communities? Students must support their opinion with evidence from class, research, or credible sources such as [PBS - Online Resource](#).

Cross Curricular Standards

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Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors

Resources:

[BrainPop](#), [Newsela](#), [Readworks](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets

[Reproductive System](#), [Sexual Reproduction](#), [Pregnancy & Fetal Development](#), [Sex Determination](#), [Parenthood](#), [Babies](#)

Social and Sexual Health (SSH)

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate

ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Standards: 2.1.5.SSH.1-7**Objectives:**

- Discuss the importance of using I-messages.
- Explain how you communicate nonverbally.
- List strategies for effective communication.
- List guidelines to follow to maintain healthful family relationships.
- Identify family problems and how to get help for them.
- Describe how you can adjust to changes within your family.
- Summarize the special needs related to caring for older family members.
- Describe different types of relationships.
- Discuss healthful ways to make new friends.
- Explain how peer pressure influences decisions.
- Discuss ways to practice abstinence and resistance skills to reinforce healthful decisions.
- Identify the causes of conflict.
- Describe steps to resolve conflict and different conflict response styles.
- List steps to resolve conflict by mediations.
- List dating guidelines to help you prepare for dating.
- Identify the factors that contribute to a healthy dating relationship.
- Explain why abstinence from sex is a responsible choice.
- Explain the risks of teen pregnancy and parenthood.
- Explain how to use resistance skills if pressured to be sexually active.
- Explain what happens during pregnancy and childbirth.
- Describe how people's behaviors affect the future health of the mother and the fetus during pregnancy.
- Discuss the responsibilities of parenthood.
- Identify the skills needed for a healthful marriage and parenthood.

Extension Activities:

- Have students recognize different types of relationships in a teen's life by creating diagrams on Canva in which will include the three types of relationships (inner circle - family and closest friends, middle circle- classmates and team members, and outer circle - teachers, community helpers, and social media contacts). Have the place people from their lives into the circles. Reflect on how they communicate or behave differently across relationship types.
Discussion Prompt: How do our expectations change based on closeness? [Canva - 3 Venn Diagram](#)
- Have students work in pairs to identify various types of relationships and distinguish between healthy and unhealthy characteristics by creating a T Chart in Canva. Then, students will have a class discussion on different scenarios where they have to vote on whether it is healthy or unhealthy. [Canva - Healthy vs Unhealthy Characteristics in Relationship T Chart](#)

Gifted-and-Talented Activity:

- Have students research local, school-based, and online resources for teens dealing with unsafe or unhealthy relationships. They will create a “Wellness Resource Guide” website in which will include the resources that they find. Students will present the website to their class. [Amaze.org - Understanding Boundaries](https://www.amaze.org/understanding-boundaries). [Amaze.org - Personal Safety - Video](https://www.amaze.org/personal-safety-video)

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[BrainPop - Behaviors](#), [BrainPop - Friendship](#), [ED Puzzle - Gender Identity](#), [Ed Puzzle - Gender Roles](#), [BrainPop - Conflict & Resolution](#), [BrainPop - Peer Pressure](#), [Social Media](#), [Ethics](#), [Amaze.org Gender Roles](#), [Gender Expectations Resources](#), [Amaze -What is Love, Anyway?](#), [Amaze - Understanding Boundaries](#)



New Jersey Social and Emotional Learning Competencies and Sub-Competencies

 <p>Self-Awareness</p> <ul style="list-style-type: none"> Recognize one's feelings and thoughts Recognize the impact of one's feelings and thoughts on one's own behavior Recognize one's personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges 	 <p>Self-Management</p> <ul style="list-style-type: none"> Understand and practice strategies for managing one's own emotions, thoughts, and behaviors Recognize the skills needed to establish and achieve personal and educational goals Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	 <p>Social Awareness</p> <ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ Demonstrate an awareness of the expectations for social interactions in a variety of settings 	 <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> Develop, implement, and model effective problem-solving and critical thinking skills Identify the consequences associated with one's actions in order to make constructive choices Evaluate personal, ethical, safety, and civic impact of decisions 	 <p>Relationship Skills</p> <ul style="list-style-type: none"> Establish and maintain healthy relationships Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed
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*Adopted by the New Jersey State Board of Education in August 2017