

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: 2.1.5.PGD.1-5**Objectives:**

- Describe how the human body is organized.
- Identify the functions of the skeletal and muscular systems.
- Explain how body systems work together.
- Explain how the circulatory system works.
- Explain how the respiratory system works.
- Describe the structure and function of the digestive system.
- Describe the structure and function of the nervous system.
- Describe the structure and function of the endocrine system.
- Describe the structure and function of the urinary system.
- Describe the changes that occur in infancy and childhood.
- Describe the changes that occur in adolescence and adulthood.
- Explain how developing healthful habits helps you throughout your life.
- Explain how heredity affects development.
- List factors other than heredity that affect development.
- 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.

Extension Activities:

- Have students explain how each pair of body systems works together to keep a person healthy by creating a graphic organization chart. *Your Body's Systems*. Column headings: Begin with the Respiratory, Skeletal, Endocrine and Digestive, Nervous, Circulatory, Integumentary and Muscular systems. [BrainPop - Graphic Organizer - Body Systems](#)
- Have students design a map of the human body and all the organs connected to each system using the BrainPop activity called Make-a-Map. [BrainPop - Make-a-Map - Body Systems](#)

Gifted-and-Talented Activities:

- Have students answer an auto-generated letter by using the tools like add background, add sound, annotate and draw to design a movie explaining how body systems work interdependently. [BrainPop](#) - [Make a Movie - Body Systems](#).

Cross Curricular Standards

Math	ELA	Technology	SEL
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

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: 2.2.5.PF.1-5

Objectives:

- Describe the social, emotional, and physical benefits of physical activity.
- List the five kinds of health fitness.
- Describe the kinds of fitness skills.
- Explain how age, gender, heredity, and health behaviors affect fitness.
- Describe the various kinds of exercise and how they affect the body.
- Explain how aerobic and anaerobic exercise benefits the heart and lungs.
- Identify the formula for fitness (FITT).
- Discuss the importance of frequent workouts.
- Explain the importance of good sportsmanship.

- Describe the influence of players, parents, coaches, and fans on sports behavior.
- List things to think about when choosing exercise equipment.
- Describe safety precautions to take before, during, and after a workout.
- Explain how to prevent and treat muscle strain and sprains.
- Describe the four steps in assessing health facts, products, and services.
- Apply the four steps in accessing health facts, products, and services.

Extension Activities:

- Have students explain how muscles, bones, heart and lungs perform better to help you live longer and increase performance by watching the video. [BrainPop - Fitness - Movie](#)
- Students recall the video information by answering multiple choice, matching, venn diagrams, and fill-in the blanks formative assessment. [BrainPop - Fitness Challenge - Quiz](#)

Gifted-and-Talented Activities:

- Have students answer an auto-generated letter or create their own personal letter by using the tools like add background, add sound, annotate and draw to design a movie explaining how body systems work interdependently. [BrainPop - Make a Movie - Exercise](#).

Cross Curricular Standards

Math	ELA	Technology	SEL
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

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

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: 2.2.5.LF.1-5

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.

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 map of daily fitness goals and create steps in which will help support the pace of their goals. [BrainPop -Make-A-Map: Setting Goals](#)

Cross Curricular Standards

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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

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

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: 2.2.5.N.1-2

Objectives:

- List the important nutrients
- Describe energy sources for the body
- Explain why your body needs water, vitamins and minerals
- List the groups in MyPyramid and their recommended amounts
- List ways to follow the Dietary Guidelines
- Identify healthful ways to eat
- Describe how table manners help keep you safe
- Explain the importance of reading food labels
- Identify appeals found in food ads
- Explain how to eat healthful at fast-food restaurants
- Describe a balanced diet
- Explain how to choose healthful foods
- Explain why you need to eat healthful breakfast
- Identify ways to compare meals at fast-food restaurants
- Identify ways people may adversely react to foods
- Explain ways to prevent food borne illness
- Explain how to balance food intake with physical activity
- Identify ways to maintain a healthful weight

Extension Activities:

- Have students discuss what happens when you walk down the grocery aisle, and you see food packages making all kinds of claims. Fat free! Lite! Low carb! But does that necessarily mean these products are healthy for you? Students will calculate calories by completing [Food Label Assignment](#) which allows them to pick their favorite packaged foods and really discover if the food label has given accurate information using the website resource [CalorieKing](#).
- Have students discuss why people love going to fast-food restaurants 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 the discrepancy between healthy versus unhealthy food prices by completing [Comparing Healthy and Unhealthy Food Prices](#) activity.

Cross Curricular Standards

Math

ELA

Technology

SEL

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
Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors			
Resources: <ul style="list-style-type: none"> • 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)			
<p>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 <i>understanding of biomechanics</i> (how the body moves, grows and matures). Movement skills fall into three main categories: <i>locomotor</i>, <i>non-locomotor</i>, and <i>manipulative skills</i>. 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).</p>			
Standards: 2.2.5.MSC.1-7			
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Newsela Article - How Fast Can Humans Run 			

- Calculate the average speed(mph) needed to run 100 meters in under 10 seconds.

Gifted-and-Talented Activities:

- Have students work in pairs to prepare an oral presentation on the information from the video to explain the science behind what makes Tyreek Hill the fastest player in the NF by providing data that support his claim. [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: 2.3.5.PS.1-6

Objectives:

- List safety rules to prevent falls
- List safety rules to follow in case of fire
- Describe the elements of a family fire escape plan
- List ways to prevent poisoning
- List safety rules in case of an earthquake
- List safety rules to follow for walking
- List safety rules to follow for swimming
- List safety rules to follow in the water
- Explain how personal flotation devices and HELP and huddle methods prevent drowning
- List ways to stay safe in cold and hot weather, thunderstorms, tornadoes and floods
- List safety rules for riding a bike or a scooter
- Identify the meaning of different safety signs that are posted on roads
- List safety rules for skating
- List safety rules for riding in a car and a bus
- List ways to stay safe from strangers at home and in the community
- Describe what to do if you get an unsafe touch and ways to recover from violence
- Explain safety rules to prevent injury from guns and knives
- List safety rules to protect yourself from violence
- List reasons to stay away from gangs
- Name ways to avoid gangs
- Describe how to put together a first aid kit with a parent or guardian
- Describe what an emergency alert is
- Explain when and how to call for emergency help
- Describe how to administer first aid for small cuts, deep cuts, scrapes, and nosebleeds
- Describe first aid for sprains, burns, and choking
- Describe first aid for rashes from plants and insects

Extension Activities:

- Discuss some of the important rules you can follow to make your next ride as safe as possible. [BrainPop - Bicycle Safety](#)
- Have students record bicycle information and suggest ways to decrease or prevent accidents from happening . [BrainPop - Bicycle Safety - Related Reading](#)

Gifted-and-Talented Activities:

- For each of the three categories, list practices that keep you safe while riding a bicycle. [BrainPop - Graphic Organizer Bike safety](#)

Cross Curricular Standards

Math

ELA

Technology

SEL

5th Grade Health Curriculum

Updated 8/23

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
Supplement Resources: ChromeBooks, Laptop, SmartBoard TV, Internet Access, & Projectors			
Resources: <ul style="list-style-type: none">• BrainPop, Newsela, Readworks, Edpuzzle, Youtube Documentaries, Online Health Related Websites (Blooket/Kahoot) & Worksheet• Crossing the Street, Water Safety, Fire Safety, Natural Disasters, CPR, First Aid			
Emotional Health (EH)			
<p>Emotional Health encompasses <i>the views, feelings, and expressions about oneself</i>. Emotional health includes a person's <i>emotional, mental, psychological, and social well-being</i>. 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.</p>			
Standards: 2.1.5.EH.1-4			
Objectives: <ul style="list-style-type: none">• Identify emotions.• Describe strategies for coping with strong emotions.• Describe strategies for improving your mental health.• List and apply the steps you can take to make responsible decisions.• Describe the things that might influence your choices, including peer pressure.• Describe the skills you can use in resisting pressure to make a wrong decision.• Describe what stress is and how it affects the body.• Explain strategies for stress management.• Describe ways to bounce back from hard times.• Identify the three main kinds of relationships.• Describe how to show respect and earn the respect of others.• List ways to be an advocate for health.• Describe how to communicate in healthful ways.• Identify ways to use nonverbal communication and listening skills.• Describe ways to communicate emotions.			

- Explain why and how conflict develops.
- List strategies for resolving conflict.
- Explain how a responsible adult can help with mediation of a conflict.
- Identify actions that help make family relationships strong.
- Describe ways a family might influence the health of its members.
- Describe activities in which families cooperate.
- Explain how families can adjust to changes and challenges.
- List ways in which health families communicate.
- Describe the importance of friends in your neighborhood, school, and community.
- Identify how to have strong friendships.
- Explain how to avoid cliques.
- Explain how your peers can pressure you.
- Describe how to use resistance skills to avoid risk behaviors.
- Describe the four steps for using resistance skills.
- Apply the four steps for using resistance skills.
- Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
- Discuss how individuals make their own choices about how to express themselves

Extension Activities:

- Have students understand how to use different conflict resolution techniques to diffuse difficult and potentially dangerous situations by watching a BrainPop video . [BrainPop - Conflict Resolution.](#)
- Have students come up with ways to resolve (3) three examples of personal conflicts by writing a script they role-play to resolve potential real life situations. [BrainPop - Conflict Resolution Chart](#)

Gifted-and-Talented Activities:

- Have students fill out a Y-Chart that lists in detail the various aspects of mindful meditation like posture, breathing and thoughts to help reduce the stress of difficult emotions. Then students will use the information from the Y Chart to create a movie on meditation. [BrainPop - Make-a-Movie - Mindfulness](#) Extra Information: [BrainPop - Mindfulness Video.](#)

Cross Curricular Standards

Math	ELA	Technology	SEL
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

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

Resources:

- [BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets
- [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: 2.1.5.CHSS.1, 2.1.5.CHSS.3

Objectives:

- Explain what health-care products and services are
- 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

Extension Activities:

- Have students discuss what grooming products are needed on a daily basis. Then, have students research and list their personal grooming products that they use daily by using Amazon/

Walmart/Target/Sam's Club/ BJ's Wholesale, Costco websites and inputting information on the chart called [Grooming Products Chart](#).

- Have students debate and explain which popular vendors (Amazon/ Walmart/Target/Sam's Club/ BJ's Wholesale, Costco) are better fit for their family based on prices and household income by completing [Which General Merchandise Retailer is Better for My Family?](#)

Gifted-and-Talented Activities:

- Have students explain why marketers target kids and children when promoting a product or service by researching information using reliable resources and completing the assignment called [Critical Thinking: Media](#).

Cross Curricular Standards

Math	ELA	Technology	SEL
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

Resources:

- [BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets
- [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: 2.3.5.HCDM.1-3

Objectives:

- Describe how pathogens spread and cause disease
- 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
- 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

Extension Activities:

- Have students list three obesity-related symptoms that could develop in each part of the body (Legs & Feet, Lungs and Heart) [BrainPop - Obesity](#)
- 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](#)

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](#).

5th Grade Health Curriculum

Updated 8/23

Math	ELA	Technology	SEL
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

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

Resources:

- [BrainPop](#), [Newsela](#), [Readworks](#), [Edpuzzle](#), Youtube Documentaries, Online Health Related Websites ([Blooket](#)/[Kahoot](#)) & Worksheets
- [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: 2.3.5.ATD 1-3

Objectives:

- Describe the differences among drugs, medicine, prescription medicine, over-the-counter (OTC) medicine, and illegal drugs
- List important safety precautions involved with taking different kinds of prescription and over-the-counter medicines
- Define the term *opioids*
- Define the term *alcohol*
- Explain the effects of alcohol
- Distinguish the difference percentages of alcohol between alcoholic beverages
- Describe the link between drinking alcohol and diseases
- 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
- Explain how secondhand smoke can be harmful to health
- Define the term inhalants
- Explain the effects of inhaling industrial products
- Describe the role drugs and alcohol abuse can play in someone's life
- Identify some illegal drugs
- List the several toxins found in illegal drugs
- Describe the effects of illegal drugs and drug abuse on the body

Extension Activities:

- Have students create a group presentation using Google Slides to demonstrate their knowledge about any drugs, medicine, prescription medicine, over-the-counter (OTC) medicine, and illegal drugs of their choice and explain the harmful effects of it. Students will be able to use '[Choose to Refuse](#)' [Powerpoint](#) that was presented during class.
- In one large envelope, place the names of occupations (for example, an airline pilot, a professional athlete, a doctor, a waiter/waitress) and in another envelope, place the names of specific drugs. Students then randomly select one example from each envelope and act-out, in front of the class, how they think the drug use might specifically affect the performance of a person in that occupation. Students will identify the brain regions and structures affected by drug use, and describe the link between these structures and behaviors.

Gifted-and-Talented Activities:

- Have students select a leader that contains strong positive characteristics and describe what those characteristics are. Then, have students apply what they know about their leader and have them explain how they would react in a peer pressure situation by completing the assignment "[Critical Thinking: Step Up To Be A Leader](#)".

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
- [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: 2.3.5.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 research information on whether or not the U.S government should raise the age of tobacco use by completing the assignment called ["Should We Raise the Tobacco Age? "](#)

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	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

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: 2.1.5.PGD.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. [BrainPop - Pregnancy and Fetal Development](#).
- 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 . [BrainPop - Make-a-Map - Fetal Development](#).

Gifted-and-Talented Activities:

- Have students define each term below and use it in a sentence. Then choose two additional terms from the movie. [BrainPop - Sexual Reproduction - Vocabulary Worksheet](#).

Cross Curricular Standards

Math	ELA	Technology	SEL
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

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:

- Define the term *gender identity*
- Describe characteristics of different gender identity
- Define the term *gender expression*
- Describe characteristics of different gender identity
- Define the term *sexual orientation*
- Describe the characteristics of different sexual orientations
- Describe how to show respect and earn respect of others
- List ways to be an advocate for health
- Identify ways to use non-verbal and listening skills
- Describe ways to communicate emotions
- Explain why and how conflict develops
- List strategies for resolving conflict
- Identify actions that help make family relationships strong
- Describe the importance of friends in your neighborhood, school, and community
- Explain how to avoid cliques

Extension Activities:

- Have students name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls. [Gender Role, Gender Expectations - Amaze.org](#)
- Have students describe the difference between "liking" and "loving." Define "sexual orientation" and its most common categories by completing a worksheet: "Defining Sexual Orientation," and return it during your next class session. Explain that the assignment involves both watching a short animated video and then selecting a parent or trusted adult with whom to have a conversation.. [What Is Love Anyway? Amaze.org](#)

Gifted-and-Talented Activities:

- Have students define what a boundary is, with an emphasis on personal boundaries. Demonstrate how to be clear about one's own and show respect for others' boundaries. [Amaze.org - Understanding Boundaries](#). [Amaze.org - Personal Safety - Video](#)

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
- [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



Self-Awareness

- 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



Self-Management

- 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



Social Awareness

- 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



Responsible Decision-Making

- 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



Relationship Skills

- 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