

# 7th Grade Health Curriculum Outline

For more information about individual units, please contact Ms. Ashley Horn at [ashley.horn@district41.org](mailto:ashley.horn@district41.org)

Unit:	Nutrition	Circulatory System	Mental Health	Substance Abuse	Safety
Duration:	20 days	5 days	15 days	18 days	6 days
Topics	<ul style="list-style-type: none"> <li>-Nutrients</li> <li>-MyPlate &amp; Go/Slow/Whoa Foods</li> <li>-Nutrition Labels</li> <li>-Eating Disorders</li> </ul> <a href="#">[outline]</a>	<ul style="list-style-type: none"> <li>-Diagram of the heart</li> <li>-Circulatory System worksheet</li> </ul> <a href="#">[outline]</a>	<ul style="list-style-type: none"> <li>-Mental Health &amp; the brain</li> <li>-Stress</li> <li>-Disorders overview</li> <li>-Bullying</li> </ul> <a href="#">[outline]</a>	<ul style="list-style-type: none"> <li>-Alcohol, Tobacco, &amp; Vaping</li> <li>-Pressures &amp; Influences</li> <li>-Anabolic Steroids</li> </ul> <a href="#">[outline]</a>	<ul style="list-style-type: none"> <li>-Safety &amp; Injury Prevention</li> <li>-First Aid, &amp; CPR</li> <li>-Child Abuse &amp; Neglect</li> <li>-Erin's Law</li> </ul> <a href="#">[outline]</a>
Assignments & Grades	<p><i>Nutrient Superhero (28 pts A)</i></p> <p><i>Nutrition Label Stations (10 pts C)</i></p> <p><i>Fed Up movie questions (27 pts A)</i></p> <p><i>Eating Disorder Learning Chart (10 C)</i></p> <p><i>EverFi: Healthier Me (21 pts)</i></p> <p><i>Eating Disorders project (25 pts)</i></p>	<p><i>Circulatory System worksheet (13 pts A)</i></p>	<p><i>Brain worksheet (12 pts C)</i></p> <p><i>EverFi Mental Wellness Lesson 1 (10 pts A)</i></p> <p><i>EverFi Mental Wellness Lesson 2 (10 pts A)</i></p> <p><i>EverFi Mental Wellness Lesson 3 (10 pts)</i></p> <p><i>Mental Health JENGA review (10 pts)</i></p> <p><i>Wonder movie reflection (20 pts)</i></p>	<p><i>BAC Scenarios (10 pt C)</i></p> <p><i>Pressures &amp; Influences Rally Coach (24 pts C)</i></p> <p><i>EverFi Vaping Lesson 1 (10 pts A)</i></p> <p><i>EverFi Vaping Lesson 2 (10 pts A)</i></p> <p><i>Anabolic Steroids worksheet (11 pts A)</i></p> <p><i>EverFi Vaping Lesson 3 (10 pts)</i></p>	<p><i>First Aid Kit (16 pts A)</i></p>

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				<i>Refusal Activity (15 pts)</i> <i>ATV JENGA review (10 pts)</i>	
<b>Health Skills Targeted</b>	-Decision Making -Accessing Information -Analyzing Influences -Practice Healthful Behaviors	-Accessing information	-Practice Healthful Behaviors -Decision Making -Interpersonal Communication -Advocacy	-Decision Making -Analyzing Influences -Practice Healthful Behaviors -Interpersonal Communication	-Practice Healthful Behaviors -Advocacy-Decision Making
<b>Standards Targeted</b>	22.A.3a 22.D.3a 23.C.3a	23.A.3a	22.A.3b 22.D.3a 24.A.3c	23.B.3a 23.C.3a 24.A.3b	22.A.3c 22.D.3a 23.B.3a 24.B.3a

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<p style="text-align: center;"><b>I Can statements</b></p>	<p>I can explain the components of healthy eating.</p> <p>I can explain the benefits of healthy eating.</p> <p>I can create a healthy meal to reduce health risks.</p> <p>I can communicate with others for myself or another person to get help with disordered eating.</p>	<p>I can explain the function of the circulatory system.</p>	<p>I can explain how parts of the brain are affected by mental health disorders.</p> <p>I can explain coping strategies for stress and anxiety.</p> <p>I can identify ways to reduce the risk of developing a mental health disorder.</p> <p>I can communicate with others the need for help with a mental health disorder for myself or another person.</p>	<p>I can describe the health effects on various body systems during first hand or secondhand substance use.</p> <p>I can explain how substance use impacts social and mental health.</p> <p>I can describe how the central nervous system impacts the muscular system when using alcohol.</p> <p>I can demonstrate how to use refusal skills when being pressured to use substances.</p>	<p>I can describe safety approaches to prevent injury.</p> <p>I can explain the steps to respond to emergency situations and administer first aid response.</p> <p>I can explain the mental and social effects of sexual abuse on an individual.</p> <p>I can explain how to report sexual abuse and seek help.</p> <p>I can communicate when I am in an uncomfortable situation and remove myself from it.</p>
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<p>22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).</p>	<p>23.A.3a Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).</p>	<p>24.A.3b Demonstrate methods for addressing Interpersonal differences without harm (e.g., avoidance, compromise, cooperation).</p>
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22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).	24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.
22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	24.B.3a Apply a decision-making process to an individual health concern.
22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).		
22.D.3a Identify and communicate with others within your school, family, and community regarding health issues.		