

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Health Education

Length of Course:	45 Days/ Marking Period
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 11
Credit Value:	1.25 Credits
Date Approved:	August 24, 2020

11th Grade Health - Quarter at a Glance
Order of instruction to be determined by the teacher.

Pg. #	Disciplinary Concept	Suggested Pacing
Standard 2.1 Personal and Mental Health		
3	Pregnancy and Parenting (PP)	9 days
5	Emotional Health (EH)	4 days
7	Community Health Services & Support (CHSS)	9 days
Standard 2.2 Physical Wellness		
10	Nutrition (N)	5 days
Standard 2.3 Safety		
12	Health Conditions, Diseases, & Medicine (HCDM)	6 days
14	Alcohol, Tobacco, and other Drugs (ATD)	3 days
16	Dependency, Substances Disorder and Treatment (DSDT)	5 days
18	Resources & Related Information	

The following pacing guide was prepared to assist all stakeholders in understanding exactly what our teaching staff is going to review with students during 11th Grade Health. Each disciplinary concept has core ideas, essential questions, performance expectations, concepts and skills which provide an overview of the content matter. The instructional actions are some examples of how the teaching staff will implement instruction and assessment. **Modifications will be made to accommodate IEP mandates for classified students.** Our staff is continuously analyzing best practices, strategies and resources to enhance educational outcomes and learning experiences by reflecting on each quarter, unit of study, and lesson.

PREGNANCY AND PARENTING (PP)

**New Jersey Student Learning Standard - 2.1 Personal and Mental Health
Suggested Pacing: 9 Days**

Core Idea/s:

- There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.
- There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.

Essential Question/s:

- What strategies can students use to prevent sexually transmitted diseases and unintended pregnancies?
- What are the three trimesters of gestation and the process of labor and birth?
- What factors have an impact on a baby's health?
- What parenting options are available and what skills are needed to be an effective parent?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. • 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. • 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information. • 2.1.12.PP.5: Analyze 	<ul style="list-style-type: none"> • Compare and contrast contraception • Reduce unintended pregnancy • Identify trusted adults • Analyze trimesters of fetal development • Analyze factors that impact a baby's health • Analyze parenting options including parenting, adoption and abortion • Analyze skills needed to be an effective parent • Analyze parenting strategies for childhood development 	<ul style="list-style-type: none"> • Label the different parts of the male/female reproductive systems • Understand the function of the reproductive system • Discuss the process of conception • Analyze the factors that influence gestation • Compare and contrast the pros and cons of each option of pregnancy (Adoption, Keep Baby & Raise, Abortion) • Consider all aspects of prenatal care

<p>factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</p> <ul style="list-style-type: none"> ● 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. ● 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. ● 2.1.12.PP.8: Assess the skills needed to be an effective parent. ● 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information 		<ul style="list-style-type: none"> ● Recognize the risk factors for birth defects ● List the stages of labor ● Identify the different locations/ types of births (natural, epidural etc.) ● Analyze the reasons and types of multiple births
---	--	--

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

EMOTIONAL HEALTH (EH)

**New Jersey Student Learning Standard - 2.1 Emotional Health
Suggested Pacing: 4 days**

Core Idea/s:

- Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
- Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Essential Question/s:

- What specific personal traits, strengths, and limitations does each student have to support a healthy lifestyle for themselves?
- What mental health illnesses can have an impact on the family and what could be the emotional and social impact of each?
- What are strategies that students can use to respond to various stressors of daily life and life changing events?
- How can a student use communication techniques to convey positive emotional and mental health messages to peers and other target audiences.

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations 	<ul style="list-style-type: none"> • Self assess personality traits and identify skills • Identify protective factors • Mental health illnesses and impact on families. • Strategies to respond to various life stressors. 	<ul style="list-style-type: none"> • Identify the characteristics of a healthy/unhealthy relationship • Recognize the potential dangers of poor relationships and communication skills • Recognize how HIB and prejudice can impact a person’s health

<p>(e.g., academics, relationships, shootings, death, car accidents, illness).</p> <ul style="list-style-type: none"> • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). 	<ul style="list-style-type: none"> • Ability to communicate with peers and specific target audiences. 	<ul style="list-style-type: none"> • Discuss how a bystander can prevent bullying • Recognize the warning signs of sexual harassment and bullying • Discuss laws and rights in regards to sexual harassment, bullying, cyber bullying
---	--	--

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

COMMUNITY HEALTH SERVICES AND SUPPORT (CHSS)**New Jersey Student Learning Standard - 2.1 Community Health Services and Support
Suggested Pacing: 9 Days****Core Idea/s:**

- Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.
- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.
- Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.

Essential Question/s:

- What opportunities, programs, and services are available to support mental and social health?
- What is the purpose of the Safe Haven Law?
- What methods are available to use for contraception that are safe and effective?
- Describe mental and social health issues that have an impact on local, state, federal, and global communities.
- How can a student help an individual who is at risk based on their social and mental health?

Primary Teaching Resources		
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. ● 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit. ● 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community. ● 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care). ● 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). ● 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. ● 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). ● 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting. ● 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 	<ul style="list-style-type: none"> ● Understand various methods of support in the community for mental mental health assistance. ● Understand the Safe haven Law and identify locations ● Identify contraceptive and alternative parenting methods and analyze options ● Analyze various health services and products ● Analyze health information and resources in school and at home ● Describe how individuals can address local ad global health and social issues ● Describe how individuals can investigate local and global health issues ● Develop an action plan to assist mental and social at risk individuals. 	<ul style="list-style-type: none"> ● Identify methods of support and programs that promote mental and social health ● Discuss contraceptive and alternative parenting methods. ● Analyze local, state, federal, and global mental and social health issues ● Create an action plan to help at risk students of social and mental health ● Properly operate an AED (automated external defibrillator) and perform basic life saving procedures during CPR (cardiopulmonary resuscitation).

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

NUTRITION (N)

**New Jersey Student Learning Standard - 2.2 Nutrition
Suggested Pacing: 5 Days**

Core Idea/s:

- The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

Essential Question/s:

- What things would you change in your diet to help maintain a healthy weight for your future years? Why do so many other countries have less health problems than we do in the U.S. related to weight issues? Why do we in the U.S. have more food and poorer diets than most civilized nations?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, 	<ul style="list-style-type: none"> • Six basic nutrients • Water is an important and an essential nutrient • Examine the food label • Food additives provide color and flavor, retard spoilage, and add nutrients • Sources of the different nutrients and their function • Food Pyramid/My Plate • Shopping for healthy foods based on nutrient information, etc. • How to be a better consumer in food shopping • How to differentiate between good and bad food additives • Trends in food packaging 	<ul style="list-style-type: none"> • Label the different areas of the Food Pyramid/My Plate • Identify the function of each nutrient • Read a food label and understand all of its' components • Identify the food additive • Compare and contrast different brands based on their label content and nutrient information • Compare and contrast different prices for the same foods among different brands • Select foods based on healthy additives and content • Demonstrate an understanding that packaging has an influence

<p>water, vitamins, minerals) to one's health and fitness.</p> <ul style="list-style-type: none"> ● 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. ● 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. 	<ul style="list-style-type: none"> ● Recycling ● Food safety and public health ● Organic and non-organic foods ● Explore countries that have different foods as part of their regular diets ● Product dating and unit pricing ● How to use the USDA guidelines to plan a nutritious diet ● Positive aspects of proper nutrition on physical fitness ● Create a healthy diet plan ● Research how metabolism affects activity and inactivity, and its relationship on weight loss/gain ● How people gain and lose weight ● Explore different diets, including "Fad" diets ● Eating disorders-causes & treatment ● The dietary needs of pregnant women, athletes, diabetics, etc., ● The different parts and functions of the digestive and excretory systems ● Digestive disorders- causes & treatments ● Explore countries that have different foods as part of their regular diets 	<p>on the purchasing of certain foods.</p> <ul style="list-style-type: none"> ● Research nutrients, foods, food labels, etc. on the internet ● Research foods of other countries ● Compare and contrast unit pricing and packaging ● Plan a nutritious diet ● Examine their own diet, evaluate it, and identify strengths/areas that can be improved. ● Explore the diets of different groups of people (other countries, various religions, diabetics, vegetarians, athletes, etc.) ● Identify the different parts of the digestive and excretory systems ● Research "Fad" diets and analyze which ones are healthy and which ones are not ● Keep a log or journal of your eating and exercise habits, and evaluate it ● Understand the function of the digestive and excretory systems
--	--	--

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs Group Work, Handouts, Research, Lecture, Diagrams, Labeling, Role Play, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, PowerPoints, Debates, Create an Advertisement, Internet, Question Box, Quizlet, Kahoot, Other web services.

Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Q and A, Interviews, Notebooks, Observations, Portfolios

Unit Assessment: Teacher Observation, Written/Oral Assessments, Question and Answer, Poster/Project Presentations, Unit Tests

HEALTH CONDITIONS, DISEASES, & MEDICINE (HCDM)

**New Jersey Student Learning Standard - 2.3 Health Conditions, Diseases, & Medicine
Suggested Pacing: 6 Days**

Core Idea/s:

- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.
- Public health policies are created to influence health promotion and disease prevention and can have global impact.
- Mental health conditions affect individuals, family members, and communities.

Essential Question/s:

- Explain and develop health care plans for various diseases and health conditions one may encounter?
- How medication and drugs mimic or block the action of cells in the body?
- How are emerging methods of medical practice changing how humans treat diseases and conditions?
- How can mental illnesses have an impact on families, communities, and states?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). ● 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. ● 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs 	<ul style="list-style-type: none"> ● Develop health care plans for various health conditions ● Understand the function of certain drugs and how they alter bodily function ● Analyze how biomedical approaches and emerging methods can treat diseases and prevent conditions ● Analyze local, state, and international efforts to prevent and control diseases and health conditions 	<ul style="list-style-type: none"> ● Differentiate between diseases of adulthood and those of adolescence ● Access public health programs to improve wellness ● Take precautionary measures to prevent diseases from occurring or spreading ● Debate the use of technology and medical advances to support wellness

<p>(e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <ul style="list-style-type: none"> ● 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). ● 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). ● 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders). 	<ul style="list-style-type: none"> ● Analyze the emotional and social impact of mental health illnesses on families and communities 	<ul style="list-style-type: none"> ● Discuss the function of the body’s immune system ● Investigate and analyze public health and treatment choices, along with benefits and insurance options ● Plan, implement, and evaluate activities to benefit a health organization, cause or issue ● Evaluate the effectiveness of certain medicines ● Recognize the importance of proper screenings and tests to prevent disease ● Discuss the importance of health insurance in disease prevention/ treatment ● Discuss how the environment can impact health and lead to disease (non-communicable)
---	--	---

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

ALCOHOL, TOBACCO, & OTHER DRUGS (ATD)

<p>New Jersey Student Learning Standard - 2.3 Alcohol, Tobacco and other Drugs Suggested Pacing: 3 Days</p>
<p>Core Idea/s: Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p> <p>Essential Question/s:</p> <ul style="list-style-type: none"> • How do some people become addicted to drugs? How does drug use affect society? Is alcohol a safer recreational drug than marijuana because it is considered a legal drug?

Primary Teaching Resources		
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness. • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, 	<ul style="list-style-type: none"> • Reasons why people use • Drug Dependency/Addiction • Drug Treatment • Physical, Mental, Social and Emotional Effects on self and Others • Legal Issues • Impact of use/ abuse on all aspects of life (relationships, financial, legal, education, etc.) • Physiological, psychological, sociological, and legal effects on the individual, the family, and society 	<ul style="list-style-type: none"> • List the reasons why people may use drugs • Discuss the relationship between gateway drugs and addiction • Identify who is impacted by addiction • List alternatives to drug use • Discuss the legalization of marijuana for recreational use • Discuss alcohol vs. marijuana; which is more harmful?

<p>tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>	<ul style="list-style-type: none"> ● Ways to prevent drug use 	<ul style="list-style-type: none"> ● Consider the physical, behavioral, and legal impacts of commonly abused substances. ● Consider the short and long-term effects and impacts of substance abuse
--	--	--

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

DEPENDENCY, SUBSTANCE DISORDER, & TREATMENT (DSDT)

**New Jersey Student Learning Standard - 2.3 Dependency, Substances Disorder and Treatment
Suggested Pacing: 5 Days**

Core Idea/s:

- Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.
- Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.

Essential Question/s:

- Why do some people become addicted to certain drugs, and other people do not?
- Why are some drugs used more than others?
- How does the use of prescription drugs lead to heroin use?
- How difficult is it to get off drugs?
- What are the drugs that are commonly used now (most up to date drugs)?
- What are some treatment methods and treatment facilities?
- Why do treatment methods and facilities require long-term or repeated care for recovery?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. ● 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to 	<ul style="list-style-type: none"> ● What Over the Counter Medication drugs are; how are they abused ● How alcohol can affect decisions and how alcohol can put you at risk. ● What are the most recent drugs and their dangers 	<ul style="list-style-type: none"> ● Investigate and discuss the use of new or experimental medicines ● Evaluate the effectiveness of medicines Debate the benefits and dangers of natural occurring substances (i.e. marijuana)

<p>determine if they align with personal values and beliefs.</p> <ul style="list-style-type: none"> ● 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). ● 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. ● 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support). 	<ul style="list-style-type: none"> ● The difference between stimulants and depressants and how they affect your body. ● What Hallucinogens are and why they are dangerous How ecstasy affects your brain and the possible long term effects ● Drug Dependency/ Addiction ● Drug Treatment and how difficult it is to get clean Physical, Mental, Social and Emotional Effects on self and Others ● Legal Issues that will occur as a result of drug abuse Effects of Advertising on Drug Use ● Effects of the Internet on Drug Use ● How drug use can impact a person's mental health, talents, and future goals 	<ul style="list-style-type: none"> ● Discuss the fact that tobacco use leads to the use of many other drugs ● Analyze the impact of alcohol and other drugs use and abuse on the body systems and organs ● Consider the physical, behavioral, and legal impacts of commonly abused substances ● How to recognize someone with a substance abuse problem ● How can the use of drugs and/or alcohol put you at risk (physically and in social situations) ● Decline drugs or alcohol in social situations ● Develop and reflect on personal assets, talents, and goals ● Evaluate treatment options and strategies for effectiveness
---	---	--

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

Resources:

[Comprehensive Health & Physical Education NJSLs \(2020\)](#)
 Essential Materials- teacher created google slides, notes and curated resources
 Internet/Macbooks
 Supplemental materials; DVDs/Videoclips
 Links to best practices
 Articles [\(Newsela\)](#)
[G-Suite for Education](#)
[YouTube](#)

Other technology tools:

Learning Management- [Google Classroom](#)
 Formative assessment/recall practice: [Quizlet](#), [Kahoot](#), [Quizizz](#), [Google Forms](#)
 Engagement sites: [Polleverywhere](#), [Socrative](#), [Mentimeter](#), [Padlet](#)

Content assistance:

[casel.org](#)
[www.americanheart.org](#)
<https://www.choosemyplate.gov/>
[www.healthcentral.gov](#)
[www.cdc.gov](#)
[www.discoveryeducation.com](#)
[www.kidshealth.org](#)
[www.teenhealth.org](#)
[www.fda.gov](#)
[www.3rs.org](#)
<https://makeitbetter4youth.org>
[www.healthatoz.com](#)
[www.loveisrespect.org](#)
[www.sexetc.org](#)
<https://www.jostensrenaissance.com/theharbortv/>
[www.nutrition.gov](#)
<https://suicidepreventionlifeline.org/>
<https://www.psychiatry.org/patients-families/suicide-prevention>
<https://www.nimh.nih.gov/health/find-help/index.shtml>
<http://www.njmentalhealthcares.org/>
[www.mentalhealth.gov](#)

Instructional Adjustments:

- Differentiated Instruction
- Modify Curriculum to Suit Individual Needs
- Consult IEPs and 504 Plans for modifications
- Provide Study Guides
- Utilize Peer Tutors
- Assign Roles or Specific Tasks for Group Projects
- Adapt lessons to accommodate learner engagement
- Lesson, Unit, and Quarterly reflections to refine practice

Comprehensive Health & Physical Education Lifetime Practices

(Overarching themes embedded into Health/PE topics)

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly