PUBLIC SCHOOLS OF EDISON TOWNSHIP

OFFICE OF CURRICULUM AND INSTRUCTION

Contemporary Health Issues

Length of Course: 90 Days/Semester

Elective/Required: Elective

Schools: High School

Eligibility: Grade 9-12

Credit Value: 2.5 Credits

Date Approved: August 17, 2021

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Pacing Guide
Order of instruction to be determined by the teacher.

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The following pacing guide was prepared to assist all stakeholders in understanding exactly what our teaching staff is going to review with students during Contemporary Health Issues. 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.*

Wellness
Suggested Pacing: 10-15 days

New Jersey Student Learning Standard: 2.1 Personal and Mental Health, 2.2 Physical Wellness and 2.3 Safety **Core Idea/s:** ● **Examine the domains of wellness.** ● **Identify the factors that influence the domains of wellness.** ● **Examine the determinants of wellness/ health.** **Essential Question/s:** ● **What is wellness?** ● **Why is wellness important?** ● **What are the domains/ components of wellness?** ● **What influences/ impacts the domains of wellness?** ● **How can the domains of wellness be improved?**

Primary Teaching Resources

Performance Expectations	Concepts *What students will know.*	Skills *What students will be able to do.*
● 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. ● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. ● 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.PP.5: Analyze factors that can impact the health of a baby.	● Examine the domains of wellness (physical, intellectual, emotional, social, environmental, spiritual, vocational, financial). ● Examine and analyze the factors that influence the domains of wellness (policy, healthcare, food, behavioral choices, education, transportation, safety). ● Identify strategies to improve wellness. ● Understand how social determinants of health influence health outcomes.	● Identify and describe the 8 domains of wellness. ● Identify factors that can influence the domains of wellness. ● Identify and describe determinants of health. ● Examine current health disparities. ● Identify strategies to improve health outcomes. ● Explain the Dimensions of Wellness, the inter-relationship between Dimensions and the various factors that affect Wellness. ● *Di*scuss how cultural backgrounds, gender roles, and experiences

● 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. ● 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. ● 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences ● 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.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. ● 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.		contribute to how a person perceives and reacts to stress

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

Public Health
Public Health **Suggested Pacing: 15-20 days**

New Jersey Student Learning Standard: 2.1 Personal and Mental Health and 2.3 Safety

Core Idea/s:
- **Examine the hierarchy and role of public health agencies.**
- **Examine various public health issues affecting people's lives.**

Essential Question/s:
- **What is public health?**
- **What impacts public health?**
- **What is the role of public health?**
- **What are health disparities?**
- **What are social determinants of health?**
- **What is the role of public health agencies on the local, state, federal, and global level?**
- **What role do public health agencies have in responding to public health issues?**
- **How do public health agencies address health inequities?**

Primary Teaching Resources		
Performance Expectations	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*
• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. • 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and	• Examine the local, state, federa, and global (United Nations) public health agencies. • Examine the role of public health agencies. • Examine various public health issues. • Examine the strategies and programs public health agencies utilize to improve health outcomes.	• Identify the local, state, federal, and global (United Nations) public health agencies. • Examine all levels of health agencies and analyze how those agencies are involved in improving health outcomes. • Examine various chronic (non communicable) and infectious (communicable) diseases and identify

risk-elimination strategies.

- 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.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 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.
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 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.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).

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the role public health agencies have in reducing the prevalence of disease.

- Analyze how public health agencies can improve maternal and child health outcomes.
- Compare and contrast viewpoints on vaccination programs.
- Examine health inequities and identify how those health inequities influence health outcomes.
- Examine the social determinants of health and identify strategies that health agencies can use to reduce the burden of those determinants.
- Analyze the influence of gender, socio-economic, status, ethnicity, and age on health and wellness.
- Research and discuss the impact of gun violence on wellness.
- Examine the prevalence of substance abuse and strategies to reduce the public health issue.
- Identify reproductive/sexual health issues (abortion, STIs, contraception) and analyze advocacy surrounding the issue.
- Research climate change and analyze the relationship of climate change and health outcomes.
- Examine global health and determine the relevance to health of an individual.
- Summarize basic research methodologies in health studies.

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

History
Suggested Pacing: 5-10 Days

New Jersey Student Learning Standard: 2.1 Personal and Mental Health

Core Idea/s:
- **Examine the history of public health (including scientists and achievements) from its origin to the role today.**
- **Examine the history of healthcare in the United States from its origin to today.**

Essential Question/s:
- **Why is public health important?**
- **How did public health originate?**
- **What are some notable achievements in public health?**
- **What is healthcare?**
- **Why healthcare?**
- **What is the history of healthcare here in the US?**

Primary Teaching Resources		
Performance Expectations	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*
● 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.	● Examine the history of public health. ● Examine notable achievements/ scientists in public health. ● Examine what healthcare is and how it can improve health outcomes. ● Examine the history of healthcare in the United States. ● Examine the benefits of public health and healthcare.	● Examine the origin of public health. ● Research key scientists/ professionals that shaped public health. ● Research notable accomplishments in public health. ● Examine the origins of healthcare in the United States. ● Identify the early structure of healthcare and how it has evolved. ● Summarize basic research methodologies in health studies.

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDsGroup 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

Policy
Suggested Pacing: 10-15 Days

New Jersey Student Learning Standard: 2.1 Personal and Mental Health and 2.3 Safety

Core Idea/s:
- **Examine the origins of healthcare policy.**
- **Examine the US government agencies that are responsible for implementing and administering healthcare policy.**
- **Examine the Affordable Care Act (ACA).**
- **Examine the healthcare systems in the US.**

Essential Question/s:
- **How is healthcare policy created?**
- **What are the US Government agencies that implement healthcare policy?**
- **What are the laws that regulate healthcare?**
- **What is the Affordable Care Act (ACA) and what does it do?**
- **What are the healthcare systems here in the US?**
- **What healthcare systems are utilized in other countries?**

Primary Teaching Resources

Performance Expectations	Concepts *What students will know.*	Skills *What students will be able to do.*
● 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. ● 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media. ● 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial,	● Examine the origin of healthcare policy. ● Identify the US Government agencies involved in healthcare policy administration and implementation. ● Examine healthcare policy in the US. ● Examine the laws/ policy that influence healthcare. ● Examine the types of healthcare systems utilized in the US. ● Examine healthcare systems in other countries. ● Examine how healthcare policy can influence health outcomes.	● Research the history of healthcare policy. ● Understand the difference between healthcare policy and healthcare systems. ● Identify key healthcare policy in the US. ● Examine the Affordable Care Act. ● Compare and contrast healthcare systems in the US. ● Examine Medicare and Medicaid. ● Research the different types of private insurance.

sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.		● Research healthcare systems from other countries. ● Identify how healthcare policy can impact health outcomes.

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

Careers
Suggested Pacing: 10-15 Days

New Jersey Student Learning Standard: 2.1 Personal and Mental Health

Core Idea/s:
- **Examine various health/ healthcare related careers.**
- **Examine future trends in healthcare careers.**
- **Examine programs for obtaining a health/ healthcare related career.**

Essential Question/s:
- **What careers are available in the field of Health?**
- **What are the growing fields/careers in health?**

Primary Teaching Resources		
Performance Expectations	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*
● 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.	● Understand the various careers available in the field of health/ healthcare. ● Examine projected high demand fields/ careers in health/ healthcare. ● Research programs related to various health related careers.	● Summarize basic research methodologies in health studies. ● Research various careers in health (clinical, administrative, etc.). ● Research career trends in health related careers/ fields. ● Research careers in health and identify the educational programs for those careers. ● Examine the various career opportunities in health related fields.

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

Healthcare Literacy
Healthcare Literacy **Suggested Pacing: 3-5 Days**

New Jersey Student Learning Standard: 2.3 Safety

Core Idea/s:
- **Examine key terminology/ concepts that promote healthcare literacy.**
- **Examine resources available for increasing healthcare literacy.**

Essential Question/s:
- **What is healthcare literacy?**
- **Why is healthcare literacy important?**
- **What are the terms associated with healthcare coverage and cost?**
- **What are sources of information for improving healthcare literacy?**

Primary Teaching Resources

Performance Expectations	Concepts *What students will know.*	Skills *What students will be able to do.*
● 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). ● 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. ● 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). ● 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in	● Examine what healthcare literacy is and why it is important. ● Identify and examine healthcare coverage and costs. ● Examine methods for improving healthcare literacy. ● Identify sources of information related to health issues/conditions.	● Understand key terminology related to healthcare. ● Summarize basic research methodologies in health studies. ● Discuss the importance of healthcare literacy. ● Examine various available resources for health education. ● Examine how healthcare literacy can influence health outcomes. ● Apply research and create a tool for educating someone on a health/ healthcare related topic.

the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).		

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

Current Events
Suggested Pacing: 5-10 Days

New Jersey Student Learning Standard: 2.1 Personal & Mental Health, 2.2 Physical Wellness, 2.3 Safety

Core Idea/s:
- **Examine current health related events.**
- **Examine resources for current health events.**

Essential Question/s:
- **What is happening in health in the US?**
- **What is happening in health globally?**
- **How can I identify trusted sources of new information?**

Primary Teaching Resources

Performance Expectations	Concepts *What students will know.*	Skills *What students will be able to do.*
● 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. ● 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. ● 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 .	● Examine current news, medical advancements, policy, and controversies related to health in the United States and Globally. ● Examine various sources for finding articles. ● Understand how to identify a scholarly/ peer reviewed article.	● Critique scholarly articles in the field of health studies. ● Research and discuss current health events. ● Identify scholarly/ peer reviewed articles. ● Apply scholarly articles as evidence for various assignments. ● Discuss how cultural backgrounds, gender roles, and experiences contribute to how a person perceives and reacts to stress

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

EPS Department of Health & Physical Education
"Commit to Be Fit"

Resources & Related Information

We are a department on a mission to improve the quality of life for all students through health and physical literacy. Skills-based health instruction will improve students' capacity to analyze resources, information, and services to improve decision-making/health outcomes. Together, we will develop a wellness plan to cultivate strength, resilience, and happiness.

Skills practiced in health: Analyzing influences, **self-management***, goal setting, **decision making***, non-fiction reading comprehension, data interpretation, question creation, collaboration, leadership, public speaking, **self-awareness***, writing to influence, writing to learn, recognizing resource bias, research, assertive communication, evaluating products/services, creating hypothetical policy, identifying patterns in risk reduction, self management, **social awareness***, **relationship skills***, and advocacy.

*(SEL core competencies, CASEL.org)

Breakdown of a Performance Expectation

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

(2.1) = Standard
(12) = Grade Level
(PGD)= Acronym for the disciplinary concept
(1)= Performance Expectation

Resources:	**Content assistance:**
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	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:	**Comprehensive Health & Physical Education Lifetime Practices** *(Overarching themes embedded into Health/PE topics)*
● 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	● 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