

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Health Education Grade 12

Length of Course:	45 Days/Quarter
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 12
Credit Value:	1.25 Credits
Date Approved:	August 17, 2021

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

Disciplinary Concept	Suggested Pacing
Standard 2.1 Personal and Mental Health	
Personal Growth & Development (PGD)	5 days
Emotional Health (EH)	10 days
Social & Sexual Health (SSH)	10 days
Community Health Services & Support (CHSS)	8 days
Standard 2.3 Safety	
Personal Safety (PS)	7 days
Health Conditions, Diseases, & Medicines (HCDM)	5 days
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 12th 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.*

Personal Growth and Development (PGD)

**New Jersey Student Learning Standard- 2.1 Personal and Mental Health
Suggested Pacing: 5 days**

Core Idea/s: The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.

Essential Question/s: Encompassing the human condition: who we are? How do we grow or evolve? How do our interactions with others affect the process of growth physically, mentally, socially, and emotionally? How can decisions, actions, and practices made during adolescence impact our quality of life further down our individual timelines? How can I plan and practice wellness to improve health outcomes?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Possess health, emotional, social and physical literacy understand the relationship between the body and the mind ● The decisions one makes can influence an individual’s growth and development in all dimensions of wellness. ● How does a student keep their body healthy and understand hormonal changes (all body systems) and how doe those changes impact sexuality? ● Create a personal health care plan to support an active lifestyle and foster a healthy social and emotional life. ● Evaluate how healthy and unhealthy behaviors affect brain development 	<ul style="list-style-type: none"> ● Identify when the use of Defense Mechanisms has crossed the line and may lead to emotional problems ● Discuss their problems and deal with the daily stressors in their life ● Identify a crisis and make a healthy decision of how to cope with it. ● Recognize the warning signs for suicide ● Compare and contrast the various services available for someone exhibiting signs of suicide ● Recognize signs of prejudice & injustice and learn how to combat each in a healthy way ● Demonstrate understanding every day through their interactions with others.

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 Personal Growth & Development
Suggested Pacing: 10 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 are values and how do they influence decision making? What causes you stress now and how does that change over time? What are some healthy ways to deal with stress you are experiencing? How could you recognize suicidal behavior in someone?**

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 (e.g., academics, relationships, shootings, death, car accidents, illness). ● 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"> ● The meaning and importance of establishing a personal value system ● The factors that influence major decisions ● Decisions on certain things will change over time ● The description and examples of the 12 Defense Mechanisms ● Define and recognize stress and stressors in their daily lives ● How to cope with crises in a healthy manner ● Mentally healthy people are able to set realistic goals ● The types of Mental Illness ● Various ways to get help and treatment for Mental Illness -different types of depression ● Contributing factors for Suicide ● Warning signs and symptoms of suicide ● How and where to get help for themselves and others in regards to suicide and mental illness ● Causes, Levels and Effects of prejudice ● How to deal with prejudice and discrimination 	<ul style="list-style-type: none"> ● Create and implement a personal self-care plan that promotes a healthy lifestyle ● Establish outlets that are safe and take place in healthy environments allow for positive social interaction for self and others ● Understand the relationship between the body and the mind. ● Recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. ● Take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. ● Recognize that an active body promotes an active healthy mind that contributes to their overall health.

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

Social and Sexual Health (SSH)

New Jersey Student Learning Standard - 2.1 Personal Growth & Development
Suggested Pacing: 10 days

Core Idea/s:

- How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.
- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- There are many factors that influence how we feel about ourselves and the decisions that we make.
- There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations

Essential Question/s:

- What are the differences in the care and treatment of the aged from culture to culture? What are the advantages/disadvantages of remaining single or getting married? What is the difference between love and infatuation? How do you recognize an unhealthy relationship?

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.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.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining 	<ul style="list-style-type: none"> • Different kinds of love • That being single is a viable option for their future and the advantages/disadvantages, of being single -Relationships (opposite sex, same gender, other, etc.) -Emotional involvement between people • About being in love and perceptions about love • The difference between love and infatuation • The values, qualities and characteristics that are important in the selection of a mate • Factors that influence the decision to marry • The many steps that must be followed in order to legally marry 	<ul style="list-style-type: none"> • Compare/contrast single vs married life • Recognize the changes that take place to themselves • Analyze the factors that influence the decision to marry • Consider whether or not they are in love and want to make a lifetime commitment to their partner • Plan a wedding, including all costs based on cultural expectations - Define all the considerations for selecting a mate

<p>and understanding the laws of consent and dating violence). 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p>	<ul style="list-style-type: none"> ● How to recognize an abusive relationship and how to safely intervene ● All types of families -single -nuclear (2 parents) extended -blended -costs of life (i.e. insurances, retirement, etc) ● Develop or establish strategies to prevent, manage, or resolve interpersonal conflict with causing harm ● Analyze social issues that affect perceptions in regards to sexualtiy, gender, culture, and disabilities 	<ul style="list-style-type: none"> ● List the advantages/disadvantages of the different types of families ● Decide what lifestyle is best for them ● Prepare for adult living ● Determine if they are ready to be a parent ● Decide which contraceptives will keep them safe from STI's including HIV ● Recognize changes that occur as they age and what care may be available ● Awareness of the abuse cycle ● What services are available and how domestic violence is handled. ● Advocacy and awareness for marginalized groups
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Instructional Actions

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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 Personal Growth & Development
Suggested Pacing: 8 days

Core Idea/s:

- **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: How would you go about planning and implementing an advocacy strategy to stimulate action on either the local, state, national, or global communities for an important health issue? What makes something an important health issue? How does technology affect human 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.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"> ● The difference between primary (medical doctor, registered nurse, etc.) and secondary (therapist, technician, etc.) health-related careers ● Each career has a job description, educational requirements, licensing, working conditions, employment opportunities, and income range ● How to explore health related careers that do not require a college education (hospital aides, maintenance, dietary, etc.) ● How to follow the proper procedures to advocate for a cause ● How to differentiate the selection of all health care (doctor, therapist, hospital, etc.) ● How to use the internet to avail themselves of all types of health services ● How to organize a group, or participate individually, in community service 	<ul style="list-style-type: none"> ● Understand the process of obtaining 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. ● Analyze the preparation, licensing and responsibility of wellness and fitness professionals ● Get involved in community service and volunteering ● Identify methods of support and programs that promote mental and social health

	<ul style="list-style-type: none"> ● Volunteering is a great way to give back to their community ● The function and importance of community service and volunteering(to improve their self-worth and self-esteem, while helping others) ● Describe how individuals can address local and 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"> ● 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
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Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Create a website, 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

Personal Safety (PS)

New Jersey Student Learning Standard - 2.3 Safety
Suggested Pacing: 7 Days

Core Idea/s:

- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.

Essential Question/s:

- What actions may be deemed as sexual assault or violence?
- What laws are in place at the state and federal levels as it pertains to sexual behavior?
- What may be some of the short and long-term effects of someone who is a victim of sexual violence?

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.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). ● 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. ● 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. 	<ul style="list-style-type: none"> ● Impact of technology on interpersonal communication ● Review of prior content related to decision making, sexting, types of abuse, consent, etc. ● Sexual Offense Laws ● Child Molestation ● Laws and their application to sexual behavior ● Victimology 	<ul style="list-style-type: none"> ● Understand the importance of consent and the implications if it is not given ● Define various sexual offenses ● Identify effects on victims ● Identify various aspects of sexual harassment ● Recall risk minimization strategies ● Create a safety action plan for a variety of personal safety scenarios ● Identify laws of sex offenders ● Discuss laws established to protect individuals from discrimination

		<ul style="list-style-type: none"> ● Determine when actions should be deemed as either assault or violence
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Instructional Actions

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Health Conditions, Diseases, & Medicines (HCDM)

New Jersey Student Learning Standard - 2.3 Safety
Suggested Pacing: 5 Days

Core Idea/s:

- Mental health conditions affect individuals, family members, and communities.

Essential Question/s:

- How can mental illnesses have an impact on families, communities, and states?
- What are ways a person can reach out for help if they have a mental illness?
- What role does society (social media, news, etc.) play on a person’s overall 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"> ● 2.3.12.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"> ● Develop health care plans for various mental health conditions ● Analyze local, state, and international efforts to prevent and control diseases and health conditions ● Analyze the emotional and social impact of mental health illnesses on families and communities 	<ul style="list-style-type: none"> ● Access public health programs to improve wellness ● Debate the use of technology and medical advances to support wellness ● 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

		<ul style="list-style-type: none"> ● Discuss how the environment can impact health and lead to disease (non-communicable)
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Instructional Actions

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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

<p style="text-align: center;">Resources:</p> <p>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</p> <p style="text-align: center;">Other technology tools:</p> <p>Learning Management- Google Classroom Formative assessment/recall practice: Quizlet, Kahoot, Quizizz, Google Forms Engagement sites: Polleverywhere, Socrative, Mentimeter, Padlet</p>	<p style="text-align: center;"><u>Content assistance:</u></p> <p>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</p>
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<p style="text-align: center;">Instructional Adjustments:</p> <ul style="list-style-type: none"> ● 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 	<p style="text-align: center;"><u>Comprehensive Health & Physical Education Lifetime Practices</u> <i>(Overarching themes embedded into Health/PE topics)</i></p> <ul style="list-style-type: none"> ● 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
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