

Summit Public Schools
Summit, New Jersey
Grade Level:12/ Content Area: Senior Health

Overview:

Students will learn to take responsibility for their health through an active, healthy lifestyle and to engage in a lifelong commitment to wellness. Health is a dynamic condition affected by what we do, eat, our attitudes, our thought patterns, and the choices we make. Students will study the complex social forces and pressures that influence health. The student will understand that wellness is engaging in attitudes and behaviors that enhance the quality of life and maximize individual potential. 12th grade Health will focus on different areas that contribute to wellness, including but not limited to, health literacy, personal health, family/social health, human sexuality, dating violence, and consumer health. Students will learn the skills necessary to weigh options, to make responsible decisions, and to develop behaviors that promote a healthy lifestyle while accessing technology and examining its role in our lives.

Unit 1: Relationships

Big Ideas: *Course Objectives/Content Statement(s)*

- **Develop strategies to recognize and act on teen dating violence, while identifying healthy and unhealthy aspects of relationships.**

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What does the phrase “relationships take work” mean?
- Are there pros and cons to having one partner being in control of the relationship?
- What movies or “T.V.” shows depict typical abusive relationships?
- How can you tell when a relationship is becoming abusive?
- What are the signs of a healthy dating relationship?
- What are the signs of an unhealthy dating relationship?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- **Students will:**
- Understand the difference between healthy and abusive relationships. (Physical and Emotional)
- Understand that a healthy relationship involves respecting each other’s feelings and thoughts on when and how affection is expressed.
- Learn to identify the signs of power and control within a relationship.
- Understanding these warning signs can help you or a friend prevent or intervene in a violent dating relationship.

• Why do some people stay in abusive relationships?	• Learn what reliable web and community-based resources are available to assist with questions regarding dating violence. • Learn how the LGBTQ community is not immune to abusive relationships. • Learning about ways to nurture healthy relationships. • Learn healthy ways to end relationships.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: To identify ways relationships can be unhealthy. • To provide students with the definition of dating violence, emphasizing that their safety is the number one priority. Education on our school's ability to act on their behalf. • To provide students with information on how to intervene on their own or a friend's behalf, regardless if they themselves or a friend is the abuser or the abused. 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.	Lesson 1: Watch a 20/20 lifetime video on dating abuse and have a class discussion on what transpired. Students will complete a ditto on how the relationship proved to be abusive. Lesson 2: Present a powerpoint on Dating abuse and what is considered abuse. Have students complete a current event on how high school relationships can be considered abusive.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Differentiation**Interdisciplinary Connections**

- To identify ways relationships can be unhealthy.
- To provide students with the definition of dating violence, emphasizing that their safety is the number one priority. Education on our school's ability to act on their behalf.

Assessments**Formative Assessments:**

- Class Debates- Should He/She stay or should they go?
- Class Discussions: Where to go for help? How can you help a friend or yourself? What happens after you tell a trusted adult? Is there a good

- To provide students with information on how to intervene on their own or a friend's behalf, regardless if they themselves or a friend is the abuser or the abused.

Technology Integration

- Use the link <https://www.cdc.gov/violenceprevention/pdf/tdv-factsheet.pdf> to make your own digital version of teen violence prevention. Use the website R.A.I.N.N. to hear real people talk about their abusive relationship. Quizzes and Support Groups on-line

Media Literacy Integration

Investigate how Teen Dating Violence is portrayed in current TV or Web Shows. According to the CDC.

Global Perspectives

- explore cultural differences of power and control in relationships.
According to a poll by UNICEF, 90% of Women in Jordan, 75.7% in Somalia, and 6.9% in Georgia believe it is ok for husbands to hit their wives. What influences these beliefs and do you think the United Nations should do more to further women's rights or is that meddling in countries internal affairs?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

way to end a relationship?

- Class Activity-Relationship Flag Scenarios
Dating Violence Cycle Quiz
- Current Event
- Written assessment on identifying healthy and unhealthy relationships.
- Role-Playing Packets
- Web Site analysis

Summative Assessments, Projects, and Celebrations:

- Kahoot
- Test/quiz

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize	Modified

	pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	assessment grading	
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Recommended Texts to Support Unit:

- Resources: <https://www.cdc.gov/violenceprevention/pdf/tdv-factsheet.pdf>
- [https://www.verywellmind.com/the-](https://www.verywellmind.com/the-yes-you-can-make-smart-choices-ditto-packet)
- Yes, You Can...Make Smart Choices Ditto Packet
- National Teen Dating Abuse Helplines
- www.loveisrespect.org, www.dosomething.org 1-800-650-6522
- www.ACADV.org , www.theredflagcampaign.org R.A.I.N.N.org

Unit 2: Drugs	
Big Ideas: <i>Course Objectives/Content Statement(s)</i> Current information about drugs can enhance decisions made regarding a healthy lifestyle.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Describe the different ways common drugs are administered? • How does addiction affect the family/social unit surrounding the individual? • Why and how do people use/abuse/misuse drugs in our community, society, including vaping? • How can you combat the pressure to use/abuse/misuse drugs?	Students will understand that: ● Drugs have an effect on the body's ability to function physically and emotionally. ● • There are commonly used drug terminology that is applied to OTC and illegal drugs. ● • Identify the changes, both physical and emotional, associated with drug use. ● • There are legal implications associated with chemical use/abuse/misuse and vaping. ● • Professional services are available in our school and community.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society. Understand the risks of performance enhancement supplements. Review common drugs and how they are administered. Know how and where to get assistance for Recovery and Counseling. Compare and contrast the physical, social, and emotional indicators of possible substance abuse 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 determine if they align with personal values and beliefs. 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 Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason.	Lesson 1: Watch the documentary “unguarded” and have a class discussion on how drugs affected not only his life but his families. Complete worksheet on the overall effects drugs can have on yourself and others. Lesson 2: Overview of drug terminology along with the negative effects on the body • Facts about Tolerance, Addiction, and Rehabilitation. • Signs and symptoms of abuse/misuse and methods of prevention. • Effects of substance abuse on family and friends • How the companies that make vaporizers targeted teenagers.

CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections What other countries supply the U.S. with illegal drugs and how does that affect border security. PowerPoint “The Biology of an Addicted Brain” What part does “Big Pharma” play in the opioid crisis? Technology Integration Interactive Challenges on Freevibe.com Media Literacy Integration How have sites like YouTube contributed to the vaping done by some teens? Should there be more parent, school or government oversight of these posts? Global Perspectives How drugs made in Mexico affect both our societies. Supports for English Language Learners	Formative Assessments: Class Debates- Should He/She stay or should they go? • Class Discussions: Where to go for help? How can you help a friend or yourself? What happens after you tell a trusted adult? Is there a good way to end a relationship? • Class Activity-Relationship Flag Scenarios Dating Violence Cycle Quiz • Current Event • Written assessment on identifying healthy and unhealthy relationships. • Role-Playing Packets • Web Site analysis Summative Assessments, Projects, and Celebrations: -Note Taking, current events, literally DRAWING conclusions. • Class Debates-Why the drinking age should remain 21? • Class Discussion-Should High Schools test for drugs/alcohol? • Quizzes/Tests Teacher Observation • Drug Quiz • Debrief journal on lessons including guest speakers. • Written essay (debrief journal) on how a drug abuser in someone's family would change their lives and what

Sensory Supports	Graphic Supports	Interactive Supports	avenues of support exist. • Preparation/Participation • Unit Dittos
Real-life objects	Charts	In pairs or partners	
Manipulatives	Graphic Organizers	In triands or small groups	
Pictures	Tables	In a whole group	
Illustrations, diagrams & drawings	Graphs	Using cooperative group	
Magazines & Newspapers	Timelines	Structures	
Physical activities	Number lines	Internet / Software support	
Videos & Film		In the home language	
Broadcasts		With mentors	
Models & Figures			
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials	

	feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- DVDs “National Geographic Drugged Season One and Season Two” “Intervention”, “Meth”, “Binge Drinking”, “Traffic”, “Smashed” “
- “The Addicted Brain” Sunburst Visual Media Video Collection “Toxic Teens”
- How to Sheets DRUGS and ALCOHOL
- Fact Sheets DRUGS and ALCOHOL
- Activity Sheets DRUGS and ALCOHOL
- Web Sites: Alateen www.al-anon.org/alteen.html
- Cocaine Anonymous www.ca.org
- Drinking: A Student's Guide self test www.glness.com.ndhs/
- Marijuana Anonymous www.marijuanaanonymous.org
- National Institute On Alcohol/Drug Dependence www.ncadd.org
- Phoenix House www.phoenixhouse.org
- SAMHSA www.samhsa.gov/
- Teen Help www.vpp.com/teenhelp/
- FreeVibe.com teendrugabuse.gov drugabuse.org
- Holt Lifetime Workbook
- Glencoe Health Workbook

Unit 3: Wellness
Big Ideas: <i>Course Objectives/Content Statement(s)</i>

- Good Mental Health is not only the absence of a disease or disorder, but controlling that disease / disorder and using healthy coping mechanisms to reduce stress and anxiety.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● Which of the 8 Dimensions of Wellness do you already practice and how does that affect your Mental Health? ● How important is variety in your maintaining of good mental health? ● Why do some people fail to seek professional help for Mental Illnesses. ● What healthy coping mechanisms can you use to get through stressful times in your life? What are some unhealthy coping mechanisms and how do they make things worse? ● ● How does the amount of sleep you get affect your Mental Health? ● What factors lead to teen suicide? What can you do for yourself or a friend who is suicidal? ● ● Can setting long term and short term goals enhance your quality of life?	Students will understand that: Students will understand... The importance of the 8 Dimensions of Wellness on Mental Health. Happiness can be an attainable goal and a choice through gratitude. Life's ups and downs are different for everyone. Mental Illnesses are a treatable battle and affect people of all ages and vary in severity. Side effects from Mental Health Medications are different for everyone and should be closely monitored by a doctor. The benefits of getting quality sleep each night. The dangers of lack of sleep. The impact of drugs, alcohol and sleep deprivation have on mental and physical health. The signs of a suicidal person. Where to go for help. Factors that may lead to suicidal thoughts and tendencies. Attainable goal setting can relieve stress Using Web-Based resources to find professional help, support groups, and real-life personal stories
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons

Students will:

Students will: Investigate the impact of Mental Illness on personal, family and community wellness.

Personal Mental health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

Applying the 8 Dimensions of Wellness as a road map to Mental Health.

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

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.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

Lesson 1: Students will be given a list of the 8 dimensions of wellness and make a poster that describes each dimension. Students will present their poster to the class along with ways in which they are able to achieve happiness through the 8 dimensions in their life.

Lesson 2:

Students will watch the documentary “Happy” and complete a worksheet that goes along with the documentary.

CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections Living in the moment can reduce stress hormones, how does taking an art class fit into this concept? Technology Integration Using the provided web resources, find someone's True / Personal Story of coping with Mental Illness, then share with your group. Media Literacy Integration Do sleep trackers help? How accurate are they? Who is getting all this data we share over the apps and devices? Global Perspectives What countries provide Mental Health Services as part of routine HealthCare? Would Bhutan's goal of Growth National Happiness work in the United States? How about Sweden's Communal Living? Supports for English Language Learners	Formative Assessments: Debate alternative medicine therapies vs traditional Western Medicine for treating Mental Illnesses. Gratitude Journals 8 Dimensions Quiz Draw / Design you “perfect day” Mental Health Test Worksheets- After viewing the Documentary “Happy” complete 3 worksheets. Poster – 8 Dimensions of Wellness

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

	feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

Documentary “Happy”

Transition After High School - <https://www.settogo.org/>

College Mental Health <https://www.onlinecolleges.net/for-students/mental-health-resources/>

<https://youmatter.suicidepreventionlifeline.org/>

<http://www.yourlifeyourvoice.org/Pages/home.aspx>

<http://www.sptsusa.org/get-connected/>