

**Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: Health: Grades 9-12**

Born On: September, 2020  
Previous Revision : July, 2021  
Current Revision: August, 2023  
Board Approval: 8/28/23

## **COURSE DESCRIPTION: Health Grades 9-12**

The Health Education program provides learning opportunities that motivate and educate students to protect, maintain, and improve their own health and that of others. These learning strategies are based on the best available scientific knowledge covering a broad range of relevant health concepts and are designed, selected, and conducted in accordance with the needs, interests, and maturational levels of the individual students and with the needs of the community at large.

Today, in addition to being threatened by infectious diseases, our lives are also likely to be threatened by “lifestyle diseases.” More than 75 percent of the two million Americans who die each year are killed in accidents or by heart disease, stroke, cirrhosis of the liver, or emphysema. Individual behavior and health choices are contributing factors in many of these cases. There is also an evolving understanding in our society today that mental health is inextricably linked to overall health and wellbeing. One in five Americans experience a diagnosable mental health issue. The Health Education program provides students with opportunities to develop skills and habits that will protect their mental health and foster resilience while learning about common mental health concerns that many people face in their daily lives.

When we consider the well being of our adolescent population, the situation becomes even more serious. They have the opportunity to live longer, healthier lives than earlier generations because of better nutrition, improved sanitation, the widespread use of vaccines, antibiotics, and highly sophisticated surgical techniques. Yet the rate of adolescent mortality is far too high. Accidents (frequently related to substance abuse), suicides, and homicides account for about 80 percent of all deaths among teenagers. Among adolescents and young adults, the rise in mental illnesses, especially depressive and anxiety disorders has been dramatic and alarming over the past decade. The highest rate of increase in sexually transmitted diseases occurs in this population as well. In other words, the greatest cause of disease and death among young people is social, mental, and emotional ill health. Undoubtedly, lives can be saved and be of higher quality if behaviors that promote health are chosen.

The importance of health education has never been greater. Knowledge gained in health education affects attitudes, and consequently, behavior. Students learn that their decisions affect all of the areas of health, both physical and mental. They discover that the decisions they make can promote their health and their enjoyment of life now and in the future. Through the completion of our 9 – 12 health program the students will:

- Comprehend concepts related to health promotion and disease prevention.
- Demonstrate the ability to access valid health information and health-promoting products and services.
- Analyze the influence of culture, media, technology, and other factors on health.
- Demonstrate the ability to use interpersonal communication skills to enhance health.

- Demonstrate the ability to advocate for personal, family, and community health.
- Assume the acceptance of personal responsibility for lifelong health.
- Gain an understanding of the process of growth and development.

All HE Courses are 10 weeks in length within the 40 week cycle:

All Required NJL Statutes are incorporated into the HE/PE curriculum when taught at grade level:

### [New Jersey Legislative Statutes Summary](#)

- **Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**  
District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).
- **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**  
“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.
- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**  
Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels. **(Grade 11)**
- **Consent (N.J.S.A 18A:35) requires instruction in consent.**  
Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no. **(Grades 9, 12)**

- **Mental Health (N.J.S.A. 18A:35-4.39) requires mental health education within all grades.**  
A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.. **(Grades 9, 10, 11, and 12)**
- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**  
Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement. **(Grades 9, 11)**
- **New Jersey Safe Haven Infant Protection Act (N.J.S.A 18A:35-4.40 & 18A: 35-4.41) requires instruction on the state safe haven infant protection guidelines.**  
The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. **(Grades 9, 12)**
- **Sexual abuse and assault awareness and prevention education (N.J.S.A 18A: 35-4.5a) requires instruction on sexual abuse and assault awareness and prevention.**  
Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources. . **(Grade 9, 12)**

- **CPR/AED Instruction (N.J.S.A 18A:35-4.28-4.29) requires instruction and certification in CPR/AED.**  
Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation. **(Grade 9, 11)**
- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**  
Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program. **(Grades 9, 12)**
- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**  
The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children. **(Grades 9, 12)**
- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.**  
Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships. **(Grades 9, 12)**
- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**  
A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving. **(Grades 9, 12)**

- **Erin's Law - Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a) Effective with the 2020-2021 school year.** 1. Each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. Schools and districts are encouraged to consult the following [toolkit](#) in the planning and development of their sexual abuse and assault awareness and prevention education across all grade levels served. However, please note that decisions on programming and curricula to fulfill a district's compliance with the NJSLs remain with the local education agency and as such, districts are not limited to the selections listed within the toolkit. **(Grade 9)**
- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**  
Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week. **(Grades 9, 10, 11, and 12)**
- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)**  
Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject. **(Grades 9, 10, 12)**
- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum**

**guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available. **(Grade 11)**

- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials. **(Grades 9, 10, 11, and 12)**

- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject. **(Grades 9, 12)**

- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20)**

**also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.**

Also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy. **(Grades 9, 12)**

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.** Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education. **(Grades 9, 12)**

Legislation that can apply to all content areas:

- **LGBT and Disabilities Law (N.J.S.A 18A:35-4.35): Curriculum shall include instruction on the overall contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place as part of the district’s implementation of the New Jersey Student Learning Standards.**

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards. N.J.S.A. 18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

- **Amistad Law (N.J.S.A 18A 52:16A-88):** Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.



- **Holocaust Law (N.J.S.A 18A:35-28):**

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

- **Climate Change:**

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

- **Diversity, Equality, Inclusivity ([N.J.S.A. 18A:35-4.36a](#)):**

Curriculum to include instruction on diversity and inclusion. 1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. b. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentations of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p>	<p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>

<p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p>	<p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>
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		<p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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**2.1-Grade 9 Health:** *Health Education is concerned with the students' physical, mental, emotional and social well-being. The students will become knowledgeable in the process of human conception and birth. This course includes abstinence, contraception, and other aspects of human sexuality and teen relationships. The primary goal is to provide information that will assist students in developing concepts and behaviors that will encourage the formation of safe, personal health practices.*

**Legislative mandates:**

- **Mental Health (N.J.S.A. 18A:35-4.39) – Effective with the 2020-2021 school year** - A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse. (PGD1)
- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**  
The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.
- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)**  
Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.
- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.** Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. (Cross reference this to any DPR Indicators connected to HIB requirements) (PGD1)
- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.** Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.
- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**  
The goals of the instruction shall be to:
  - Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
  - Fully address myths and misunderstandings regarding organ and tissue donation.
  - Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
  - Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee

or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

Content/Topic:	Key learning items/concepts	Observable Proficiencies and Skills:	Standards	Benchmark Performance & Assessments	Suggested Materials
<p><b>Unit 1: Wellness</b></p> <p><b>Time: 3 weeks</b></p> <p><b>Content Statement:</b> Health choices and behaviors have a profound impact on personal, family, community, and global wellness. Understanding your self-esteem level has a profound impact on your decision-making and communication skills. Consistently using assertive communication can increase positive decisions and healthy behaviors. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. One of the most essential, yet overlooked components of health is the amount and quality of sleep, which is impacted by sleep hygiene and habits, which can be developed and improved. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</p>	<p>Social Health Mental Health Emotional Health Physical Health Heredity Environment Behavior Media Decision making Goals Goal Setting Action Plans Advertising</p>	<p><b>Proficiencies:</b> Analyze and understand the components of wellness and total health.  Students will examine their sleep habits and hygiene and learn how to make healthier choices  Students will be skilled at identifying influences on health and avoiding risk situations.  Explore ways to communicate effectively  Identify refusal skills and conflict resolution  Explore stress management, decision making, and goal setting.</p> <p><b>Skills:</b> Students will be able to independently use their learning to understand the importance of mental, emotional, social and physical health in living a healthy lifestyle.</p> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p>	<p><b>NJSLS</b></p> <p>2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.SSH.2 2.1.12.CHSS.1 2.1.12.CHSS.9 2.3.12.PS.1 2.3.12.HCDM.6</p> <p><b>Interdisciplinary Connections/ Career Readiness/ Life Literacies and Key Skills</b></p> <p>CRP3 CRP4 CRP5 CRP6 9.2.12.CAP.5 9.4.12.CI.1 8.2.12.ED.1, 8.2.12.ITH.1 WHST.9-10.4</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p><i>HealthSmart</i></p> <p><i>Chang, Adam. "Be Real. Be Ready." Adolescent Health Working Group, <a href="http://ahwg.org/be-real-be-ready-2017/">ahwg.org/be-real-be-ready-2017/</a>.</i></p> <p>"Dove Self-Esteem PROJECT." <i>Dove US</i>, 8 Apr. 2020, <a href="http://www.dove.com/us/en/dove-self-esteem-project.html">www.dove.com/us/en/dove-self-esteem-project.html</a></p> <p>Advanced Solutions International, Inc. "SHAPE America." <i>Physical Education and Health Education-Shape America</i>, <a href="http://www.shapeamerica.org/">www.shapeamerica.org/</a>.</p> <p>"Amaze - Age Appropriate Info on Puberty for Tweens and Their Parents." <i>Amaze / USA</i>, 27 July 2021, <a href="http://amaze.org/">amaze.org/</a>.</p> <p>"- Kidshealth in the Classroom." <i>KidsHealth, The Nemours Foundation</i>, <a href="http://classroom.kidshealth.org/">classroom.kidshealth.org/</a></p>

Course: Health

Evaluate validity of sources to make positive decisions.

**Essential Questions:**

- What does it mean to be healthy?
- What factors can impact one's health?
- What skills are necessary for taking responsibility for one's health?
- How can you actively promote your well being by making healthful choices and setting positive goals?
- What happens when you sleep at night, and what essential role does each stage of the dynamic sleep cycle play?
- How can you improve your overall mental and physical health by prioritizing sleep and improving sleep hygiene?
- What are the most common sleep disorders that often go undiagnosed and untreated?
- How do personal and outside factors affect your self- esteem level and decision-making skills?
- How does effective and ineffective communication impact social interaction?
- How do drugs and alcohol play a role in teen decision-making processes? • What physical and mental effects does tobacco, alcohol and drug use have on teens?
- What can I do to be a positive peer influence and avoid being a negative peer influence?
- What are the consequences (especially unforeseen) of our choices in terms of wellness?

PVRHSD CURRICULUM MAP

Provide copies of notes and Presentation; Provide excerpts of primary source documents instead of full documents; Provide students with essential vocabulary; Re-teaching and review; Graphic organizers; Scaffolding of assignments; Guided questions and note taking; Provide an Outline for writing assessments

**MLL:**

Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes

**At Risk Students:**

Provide copies of presentations and notes; Extended time on assignments

**Gifted and Talented:**

Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Grade Level: 9, 10, 11, 12

classroom/?WT.ac=ms\_talb

“Impact of Bullying on Health.” *Questions Answered - National Bullying Prevention Center*, [www.pacer.org/bullying/info/questions-answered/sticks-and-stones.asp](http://www.pacer.org/bullying/info/questions-answered/sticks-and-stones.asp).

“Bullying and Mental Health Services / Sticks and Stones Mental Health Program.” / *Sticks and Stones Mental Health Program*, [www.salinasuhd.org/Page/1549](http://www.salinasuhd.org/Page/1549).

Excerpts from books such as:

*Why We Sleep*

*The Self-Esteem Workbook for Teens*

*The Ultimate Self-Esteem Workbook for Teens*

*Self-Esteem: A Proven Program of Cognitive Techniques for Assessing, Improving, and Maintaining Your Self-Esteem*



Course: Health

PVRHSD CURRICULUM MAP

Grade Level: 9, 10, 11, 12

National Geographic  
program: "Stress: Portrait  
of a Killer"

National Geographic  
program: "Sleepless in  
America"

**2.1 Grade 9 Health:** *Health Education is concerned with the students' physical, mental, emotional and social well-being. The students will become knowledgeable in the process of human conception and birth. This course includes abstinence, contraception, and other aspects of human sexuality and teen relationships. The primary goal is to provide information that will assist students in developing concepts and behaviors that will encourage the formation of safe, personal health practices.*

**Legislative mandates:**

- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.** The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.
- **Consent (N.J.S.A. 18A:35-4.37 & 18A:35-4.38) – Effective with 2019-2020 school year -** A school district shall incorporate age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. **Consent (SSH4)**
- **Erin's Law - Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a) Effective with the 2020-2021 school year. 1.** Each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. Schools and districts are encouraged to consult the following [toolkit](#) in the planning and development of their sexual abuse and assault awareness and prevention education across all grade levels served. However, please note that decisions on programming and curricula to fulfill a district's compliance with the NJSLS remain with the local education agency and as such, districts are not limited to the selections listed within the toolkit.
- **Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.** Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs.
- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.** The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. *Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.*
- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.** A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence,

and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.** The instruction shall take place as part of the district’s implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework (see Health Units #3 in grades 6-8 and 9-12) shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance and Assessments	Suggested Materials
<p><b>Unit 2: Relationships and Human Sexuality</b></p> <p><b>Time: 3 Weeks</b></p> <p><b>Content Statement:</b> All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</p> <p><b>Essential Questions:</b> Why is it important for teens to know about the reproductive system? What challenges related to sexuality do teens face? What are the different types of abuse? How does one seek help if they are being abused? What is the treatment for an unhealthy relationship?</p>	<p>Female Reproductive System Male Reproductive System Gender Identity Gender Expression Biological Sex Sexual Orientation Relationships Domestic and Dating Violence Sexual Decision Making</p>	<p><b>Proficiencies:</b> Identify and explain the function of the parts of the male and female reproductive systems.</p> <p>Differentiate between gender identity, gender expression, biological sex, and sexual orientation</p> <p>Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitment.</p> <p>Examine the influence of peer groups as they relate to harassing and intimidating behaviors.</p> <p>Explain and identify examples of violent expression of sexuality such as harassment, domestic and dating violence.</p> <p>Develop strategies to address domestic and dating violence.</p> <p><b>Skills:</b> <b>Differentiation for Diverse</b></p>	<p><b>NJSLS</b> 2.1.12.SSH.9 2.1.12.SSH.10 2.3.12.PS.2 2.3.12.PS.7 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10 2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.6 2.1.12.SSH.7</p> <p><b>Interdisciplinary Connections/Career Readiness/Life Literacies and Key Skills</b></p> <p>CRP3 CRP4 CRP5 CRP6 9.1.12.CFR.1 9.4.12.CI.1 8.2.12.EC.1, 8.2.12.EC.2 RST.9-10.4</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p><i>HealthSmart</i></p> <p>“Centers for Disease Control and Prevention.” <i>Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, www.cdc.gov/.</i></p> <p>Parenthood, Planned. “Official Site.” <i>Planned Parenthood, www.plannedparenthood.org/.</i></p> <p>“Resources.” <i>NJCASA, njcasa.org/our-work/resources/.</i></p> <p>“Amaze - Age Appropriate Info on Puberty for Tweens and Their Parents.” <i>Amaze /</i></p>

Course: Health

PVRHSD CURRICULUM MAP

Grade Level: 9, 10, 11, 12

**Learners/Accommodations/Special Ed/504:**

Provide copies of notes and Presentation; Provide students with essential vocabulary; Re-teaching and review; Graphic organizers; Scaffolding of assignments; Guided questions and note taking; Provide an Outline for writing assessments

**MLL:**

Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes

**At Risk Students:**

Provide copies of presentations and notes; Extended time on assignments

**Gifted and Talented:**

Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

USA, 27 July 2021, amaze.org/.

“Gender & Sexual Identity.” *Learning for Justice*, www.learningforjustice.org/topics/gender-sexual-identity.

**2.1 Grade 9 Health:** *Health Education is concerned with the students' physical, mental, emotional and social well-being. The students will become knowledgeable in the process of human conception and birth. This course includes abstinence, contraception, and other aspects of human sexuality and teen relationships. The primary goal is to provide information that will assist students in developing concepts and behaviors that will encourage the formation of safe, personal health practices.*

**Legislative Mandates**

- **NJ Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 &4.41) – Effective with the 2020-21 school year** - Each school district shall incorporate education on the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C15.5 et seq.) that is age appropriate for public school students in grades 9 through 12.
- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.** Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Content/Topic:	Key learning items /concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance and Assessments	Suggested Materials
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<p><b>Unit 3: Reproduction, Pregnancy, Parenting and Childbirth</b></p> <p><b>Time: 3-4 weeks</b></p> <p><b>Content Statement:</b> Family Life at this level is designed to help students learn about the different aspects of human sexuality and interpersonal relationships. It provides the students with knowledge of pregnancy, childbirth, and family life. The course includes abstinence as well as contraceptive methods and integrates attitudes, values, and skills that are crucial for making decisions regarding sexuality through life. The course also includes information and understanding of Sexually Transmitted Infections and HIV/AIDS prevention. Proper methods, techniques and reasoning for breast exams.</p> <p><b>Essential Questions:</b> How are infectious diseases spread? What is a Sexually Transmitted Infections? What are the most common Sexually Transmitted Infections? What are some risks to my health that I can avoid? How can I keep myself safe? What is abstinence? What are contraceptives? What are the different types of contraceptives? Why is it important for teens to know about prenatal development and birth? How pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.</p>	<p>Sexually Transmitted Infections Abstinence Contraception Pregnancy Fertilization Fetal Development Birth Process Teen Parenting Breast Exams</p>	<p><b>Proficiencies:</b> Identify and compare types of Sexually Transmitted Infections, identify signs and symptoms and describe treatment methods. Understand ways to get it and prevent it.</p> <p>Identify types of contraception Understand how each method of contraception works Identify effectiveness and cost of contraceptives</p> <p>Strategies to prevent pregnancy and decisions to be made related to pregnancy and childbirth that will have short and long term impacts.</p> <p>Describe fertilization, fetal development and the birth process and resources available to confirm pregnancy.</p> <p>Compare and contrast the alternatives available to a pregnant teen. Identify the effects and consequences of the use of alcohol, tobacco and other drugs on the developing fetus.</p> <p>Explain how parental responsibilities change throughout the family life cycle.</p> <p><b>Differentiation for Diverse Learners/Accommodations/Special Ed/504:</b> Provide copies of notes and Presentation; Provide students with essential vocabulary; Re-teaching and review; Graphic organizers; Scaffolding of assignments; Guided questions and</p>	<p><b>NJSLS</b> 2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.4 2.1.12.SSH.8 2.1.12.HCDM.1 2.3.12.HCDM.1</p> <p><b>Interdisciplinary Connections/Career Readiness/Life Literacies and Key Skills</b></p> <p>CRP3 CRP4 CRP5 CRP6 RST.9-10.4 8.2.12.ED.1, 8.2.12.ETW.1 9.1.12.CFR.1 9.4.12.DC.1</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p><i>HealthSmart</i></p> <p><a href="#">Chang, Adam. "Be Real. Be Ready." <i>Adolescent Health Working Group.</i></a></p> <p><a href="#">"Dove Self-Esteem PROJECT." <i>Dove US, 8 Apr. 2020,</i></a></p> <p><a href="#">Advanced Solutions International, Inc. "SHAPE America." <i>Physical Education and Health Education-Shape America</i></a></p> <p><a href="#">"Amaze - Age Appropriate Info on Puberty for Tweens and Their Parents." <i>Amaze / USA, 27 July 2021, .</i></a></p>
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Course: Health

PVRHSD CURRICULUM MAP

Grade Level: 9, 10, 11, 12

note taking; Provide an Outline for writing assessments

**MLL:**

Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes

**At Risk Students:**

Provide copies of presentations and notes; Extended time on assignments

**Gifted and Talented:**

Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments. (Students involved in Early Childhood and Family Education class can lead discussions on real-world examples as found in class)

**Grade 10 Drivers Education:** *This course teaches the basic fundamental knowledge about safe driving. Emphasis is placed on state laws regulating driving, road courtesy and the development of sound defensive driving techniques. At the end of the course students will take the State of New Jersey Knowledge Test on traffic laws, rules and regulations. The NJ Driver's Manual will help students learn and understand safe driving practices. All students will learn the basic rules of the road, as well as different driving responsibilities provided from the NJ Driver's Manual. Safe Driving Rules & Regulations, Defensive Driving, Drinking, Drugs & Health, Driver Privileges & Penalties, Sharing the Road with Others and Vehicle Information among the topics covered in the Driver's Education course.*

## Legislative Mandates

- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.** Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.
- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)**  
Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.
- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**  
The goals of the instruction shall be to:
  - Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
  - Fully address myths and misunderstandings regarding organ and tissue donation.
  - Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
  - Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.



Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance and Assessments	Suggested Materials
<p><b>Pacing:</b> 9 weeks</p> <p><b>Content Statement:</b></p> <p>The Driver Education unit will provide a basis of knowledge for students to develop life-long, responsible driving skills and habits. Students will comprehend the enormous responsibility that driving entails, and be cognizant of the impact that their decision making may have with regards to their own health, safety and welfare, as well as that of others around them.</p> <p><b>Essential Questions:</b></p> <p>How can I develop into a safe driver?</p> <p>What is defensive driving?</p> <p>What factors compromise driving safely and what could I do to minimize these factors?</p>	<ol style="list-style-type: none"> <li>1. Introduction and Pretest</li> <li>2. NJ Driver License System</li> <li>3. NJ Driver Testing</li> <li>4. Driver Safety and Rules of the Road</li> <li>5. Safe Driving Rules and Regulations</li> <li>6. Defensive Driving</li> <li>7. Drinking, Drugs, and Driving</li> <li>8. Driver Privileges and Penalties</li> <li>9. Sharing the Road</li> <li>10. Vehicle Information and Safety</li> <li>11. Tissue and Organ Donation</li> <li>12. Review and State Examination</li> </ol>	<p><b>Proficiencies:</b> The students will be able to:</p> <p>Understand the dangers of operating a motor vehicle tired, aggravated, under the influence of drugs or alcohol.</p> <p>Understand the increase of accidents caused by distracted driving and the dangers that it presents.</p> <p>Understand state speed laws and regulations in different roads and intersections.</p> <p>Differentiate the fines and penalties of different speeding and traffic violations.</p> <p>Understand new Graduated Drivers License laws and regulations.</p> <p>Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p><b>Skills:</b></p> <p>Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.</p> <p>Identify different vehicle emergencies and hazards while driving.</p>	<p><b>NJSLS</b></p> <p>2.3.12.PS.3 2.3.12.PS.4 2.3.12.ATD.2</p> <p><b>Interdisciplinary Connections/Career Readiness/Life Literacies and Key Skills</b></p> <p>CRP1 CRP3 CRP4 CRP5 CRP6 CRP11 RST.9-10.4 8.2.12.ITH.1, 8.2.12.ITH.2, 8.2.12.ITH.3 9.1.12.FP.2 9.4.12.Cdl.1</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p>New Jersey Basic Automobile Driver Manual. (Print or online version)</p> <p><i>HealthSmart</i></p> <p>Videos/DVD: <a href="#">“Young Drivers: The High Risk Years”</a></p> <p><a href="#">“Texting and Driving”</a></p> <p><a href="#">“Air Bags”</a></p> <p><a href="#">“Drunk Driving teen causes accident involving over 14 people”</a></p> <p><a href="#">What Do You</a></p>

Course: Health

PVRHSD CURRICULUM MAP

Grade Level: 9, 10, 11, 12

How can I prepare myself to pass the New Jersey written drivers examination?

What skills must I master to pass the New Jersey road test?

Identify factors that will decrease stopping distances.

Identify weather hazards and emergencies and how it affects driving.

Analyze and apply critical thinking and problem-solving strategies during structured learning experiences.

**Differentiation for Diverse Learners/Accommodations  
Special Ed/504:**

Provide copies of notes and Presentation; Provide excerpts of primary source documents instead of full documents; Provide students with essential vocabulary; Re-teaching and review; Graphic organizers; Scaffolding of assignments; Guided questions and note taking; Provide an Outline for writing assessments

**MLL:**

Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes

**At Risk Students:**

Provide copies of presentations and notes; Extended time on assignments

**Gifted and Talented:**

Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

[Consider Lethal?](#)

[Tissue donation](#)

[Organ Donation](#)

[3 Seconds Behind the Wheel](#)

State Written Drivers Examination

**2.3 Health 11 – “CPR & First Aid”, “Nutrition” and “Stress, Mental Health & Addiction”**

Through the basic principles of First Aid, students learn how to exercise reasonable caution in life’s activities, as well as how to help the sick and injured. Every student also learns the proper techniques in administering CPR and practices on a CPR Mannequin. Students will also study about nutrition, stress, mental health and addiction. The Stress, Mental Health and Addiction unit focuses on coping with stress, addressing mental health concerns and the prevention and treatment of substance abuse problems. Students will be asked to create policies designed to address these serious societal concerns.

**Legislative Mandates**

- **CPR/AED Instruction (N.J.S.A 18A:35-4.28-4.29) requires instruction and certification in CPR/AED.**  
Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance and Assessments	Suggested Materials
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<p><b>Unit 1:</b> First Aid CPR &amp; AED</p> <p><b>Time:</b> 2-3 weeks</p> <p><b>Content Statement:</b> Describe the purpose of First Aid. Identify and explain the appropriate actions given various situations requiring First Aid.</p> <p><b>Essential Questions:</b> What is the importance of first aid? How can you identify an emergency situation? How will general first aid procedures assist you in an emergency situation? How can you inspire others to address health issues? How can first aid training be helpful in emergencies? When do you have the duty to provide first aid? What is the Good Samaritan Law? What are the stages of grieving?</p>	<p>First Aid Consent Abandonment Negligence Duty to Act Act of Omission Act of Commission Confidentiality Good Samaritan Law Disease Precautions Stages of Grieving Levels of Consent</p>	<p><b>Proficiencies:</b> Students will be able to define first aid and understand the importance of knowing first aid procedures for various emergency situations by class discussions and powerpoint presentations.</p> <p>Understand the basic levels of responsibility of first aid and levels of consent.</p> <p>Students will be able to identify an emergency situation through unusual sounds, odors, and sights, by class discussions.</p> <p>Understanding the actions to take as a bystander</p> <p>Model and explain steps taken for disease prevention.</p> <p>Understand the stages of grieving.</p> <p>Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation</p> <p><b>Skills:</b> Students will be able to define first aid and understand the importance of knowing first aid procedures for various emergency situations by class discussions and powerpoint presentations. Students will be able to identify the four “general” directions for giving first aid by observing powerpoint presentations.</p> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b> Provide copies of notes and presentation; Provide students with essential vocabulary; Re-teaching and review; Graphic organizers; Scaffolding of</p>	<p><b>NJSLS</b> 2.1.12.EH.3 2.1.12.CHSS.5 2.1.12.CHSS.6</p> <p><b>Interdisciplinary Connections/Career Readiness/Life Literacies and Key Skills</b></p> <p>CRP3 CRP4 CRP7 8.2.12.NT.1, 8.2.12.EC.1 RST.11-12.7 9.2.12.CAP.4 9.4.12.CI.1</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p>“Centers for Disease Control and Prevention.” <i>Centers for Disease Control and Prevention</i>, Centers for Disease Control and Prevention, www.cdc.gov/.</p> <p>“CPR and CPR CERTIFICATION: Lifesavers Inc.” <i>LifeSavers, Inc.</i>, www.lifesaversinc.com/.</p> <p><i>HealthSmart</i></p> <p>“American Heart Association.” www.heart.org, www.heart.org/.</p> <p>Holland, Kimberly. “Stages of Grief:</p>
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assignments; Guided questions and note taking; Provide an outline for writing assessments.

**CPR/AED Certification accommodations with physical limitations**

- Consider providing additional instruction time.
- During skill practices, extra practice, more feedback and individual attention may (or may not) be needed.
- Break physical skills down into more specific steps.
- Allow skills to be performed at different levels where possible (e.g., on a table rather than the floor).
- A participant who uses a wheelchair may need to transfer to another surface (such as the floor or the pool) for skill practice. For your own safety as well as the participant's safety, do not assist the participant with transfers unless you have been trained in how to do so. Workplace health and safety regulations may require that lifts or transfers be done using equipment, such as a portable aquatic lift or a mechanical lift. If this equipment is available in your facility, ensure you are properly trained prior to using it. Always ask before assisting a person who needs help moving or transferring, and allow them to direct the movement to the greatest extent possible.
- For participants who have difficulty writing, an assistant who can record the participant's answers may be helpful during written exams.

**MLL:**

Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes

**At Risk Students:**

Provide copies of presentations and notes. Extended time on assignments

General Patterns for Breakups, Divorce, Loss, More.”  
*Healthline*,  
Healthline Media, 25 Sept. 2018, [www.healthline.com/health/stages-of-grief](http://www.healthline.com/health/stages-of-grief).

**Gifted and Talented:**

Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments. (i.e. Students who are trained or training as EMT's/Firefighter's will be utilized as demonstrators/teaching assistants for the class)

**2.1 Health 11 – “CPR & First Aid”, “Nutrition” and “Stress, Mental Health & Addiction”**

Through the basic principles of First Aid, students learn how to exercise reasonable caution in life's activities, as well as how to help the sick and injured. Every student also learns the proper techniques in administering CPR and practices on a CPR Mannequin. Students will also study about nutrition, stress, mental health and addiction. The Stress, Mental Health and Addiction unit focuses on coping with stress, addressing mental health concerns and the prevention and treatment of substance abuse problems. Students will be asked to create policies designed to address these serious societal concerns.

**Legislative Mandates**

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**  
Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance & Assessment	Suggested Materials
<p><b>Unit 2</b> – Medical Emergencies</p> <p>Time: 2-3 weeks</p> <p>Content Statement: List the steps in the Chain of Survival. Recognize signs and symptoms of cardiac arrest. Know procedures for giving CPR and using an AED. Understand the importance of organ donation.</p> <p>Essential Question: What are the most common signs of breathing emergencies? What is the universal sign for choking? What are common allergic reaction symptoms? What are signs of a heart attack? What are signs of low blood sugar? What are signs of a stroke? What are signs of a seizure? What are signs of shock? What are the most current procedures for administering CPR today? What are the differences in administering CPR to children and adults?</p>	<p>Breathing Emergencies Choking Allergic Reactions Epipen Heart Emergencies Fainting Diabetes/Low Blood Sugar Stroke Seizure Shock Rescue Breathing CPR Choking/ Heimlich Maneuver AED Tourniquet application and use</p>	<p><b>Proficiencies:</b> Students will be able to independently use their learning to recognize the more common medical emergencies and apply basic first aid skills to help.</p> <p>Steps to administer Epinephrine Pen.</p> <p>Identify the need for CPR and skills/steps to properly administer it correctly.</p> <p>Students will complete and demonstrate the required skill proficiencies to become certified in American Heart Association Heartsaver CPR</p> <p><b>Skills:</b> Students will be able to identify a breathing emergency by class discussions. Students will be able to distinguish the difference between rescue breathing, CPR, and choking procedures by class discussions and powerpoint presentations. Students will be able to explain how to perform rescue breathing by class discussions and demonstrating on mannequin. Students will be able to explain how to perform CPR by demonstrating on a mannequin. Students will be able to explain how to perform the Heimlich Maneuver by demonstrating on a mannequin. Students will be able to demonstrate their knowledge on all breathing emergency procedures by completing a test. Students will be able to demonstrate how to use an AED by practicing on an AED Trainer. Students will be able to demonstrate their knowledge of how to use an AED by completing a test. Students will be able to demonstrate their knowledge on a breathing emergency and the specific first aid</p>	<p><b>NJSLS</b> 2.1.12.CHSS.7 2.1.12.HCDM.2 2.1.12.HCDM.4 2.1.12.HCDM.5 2.1.12.CHSS.2 2.1.12.DSDT.1 2.1.12.DSDT.2 2.1.12.DSDT.3 2.1.12.DSDT.4 2.1.12.DSDT.5</p> <p><b>Interdisciplinary Connections/Career Readiness/Life Literacies and Key Skills</b></p> <p>CRP3 CRP4 CRP7 RST.11-12.7 8.2.12.EC.2 8.2.12.EC.3 9.2.12.C.4 9.4.12.CI.1</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p>“Centers for Disease Control and Prevention.” <a href="http://www.cdc.gov/">www.cdc.gov/</a>.</p> <p>“CPR and CPR CERTIFICATION: Lifesavers Inc.” <i>LifeSavers, Inc.</i>, <a href="http://www.lifesaversinc.com/">www.lifesaversinc.com/</a>. <i>HealthSmart</i></p> <p>“American Heart Association.” <i>Www.heart.org</i>, <a href="http://www.heart.org/">www.heart.org/</a>.</p>

<p>What is the difference between venous and arterial bleeding?</p>	<p>procedures that need to be taken by completing a group video project. Course materials and certifications are provided by an official AHA certified instructor.</p> <p><b>Differentiation for Diverse Learners/Accommodations/Special Ed/504:</b> Provide copies of notes and Presentation; Provide students with essential vocabulary; Re-teaching and review; Graphic organizers; Scaffolding of assignments; Guided questions and note taking; Provide an Outline for writing assessments</p> <p><b>MLL:</b> Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes; Extended time on assignments</p> <p><b>Gifted and Talented:</b> Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.</p>			
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**2.1 Health 11 – “CPR & First Aid”**

*Through the basic principles of First Aid, students learn how to exercise reasonable caution in life’s activities, as well as how to help the sick and injured. Every student also learns the proper techniques in administering CPR and practices on a CPR Mannequin. Students will also study about nutrition, stress, mental health and addiction. The Stress, Mental Health and Addiction unit focuses on coping with stress, addressing mental health concerns and the prevention and treatment of substance abuse problems. Students will be asked to create policies designed to address these serious societal concerns.*

**Legislative Mandates:**

- **CPR/AED Instruction (N.J.S.A 18A:35-4.28-4.29) requires instruction and certification in CPR/AED.**  
Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation
- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**  
The goals of the instruction shall be to:
  - Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
  - Fully address myths and misunderstandings regarding organ and tissue donation.
  - Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
  - Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance & Assessments	Suggested Materials
<p><b>Unit 3</b> – Bleeding control and Injury Emergencies</p> <p>Time: 3-4 weeks</p> <p>Content Statement: Describe the purpose of First Aid. Identify and explain the appropriate actions given various</p>	<p>Bleeding Emergencies Nosebleed Eye Injuries Tooth Injuries Amputations Internal Bleeding Head/Neck/Spinal Injuries Fractures</p>	<p><b>Proficiencies:</b> Actions to take to stop bleeding including the use of a tourniquet. First aid steps for eye and tooth injuries. Recognizing and caring for head, neck and spinal injuries. Recognizing and caring for extremity injuries. Recognizing and caring for burns and electrical injuries. Recognizing and caring for poisons.</p>	<p><b>NJSLS</b> 2.1.12.CHSS.8 2.2.12.N.1 2.2.12.N.2 2.2.12.N.3 2.2.12.N.4 2.2.12.N.5</p> <p><b>Interdisciplinary Connections/Career Readiness/Life</b></p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets</p>	<p><i>HealthSmart</i></p> <p>“Centers for Disease Control and Prevention.” <a href="http://www.cdc.gov">www.cdc.gov</a> <a href="#">v</a></p> <p>“Home.” <i>Stop The</i></p>

<p>situations requiring First Aid. Recognize signs and symptoms of life-threatening bleeding.</p> <p>Essential Question: How do you control bleeding? How do you administer the heimlich maneuver? How do you recognize and care for extremity injuries? What is the RICE procedure? (Rest, Ice, Compression, Elevation) How do you recognize poisoning? What is the recovery position? What are the steps taken to control bleeding? How to determine when bleeding is life-threatening?</p>	<p>Dislocations Sprains Strains Ligaments Cramps RICE Procedure (Rest Ice Compression Elevation) Burns Poisons Bites Stings Lyme Disease Alcohol Intoxication Drug Emergencies Recovery Position Carbon monoxide poisoning Stop the Bleed Packing wounds Applying tourniquets</p>	<p>Recognizing and caring for alcohol and drug emergencies. Recognizing carbon monoxide poisoning.</p> <p><b>Skills:</b> Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual As a result of this learning segment, students will know... Fractures Dislocations Sprains Strains Ligaments Tendons First Aid for Bone Injuries Poisons Bites Stings Lyme Disease Open Wounds Infections Closed Wounds Degrees of Burns Different Types of Burns Wound packing Students will be able to identify life-threatening bleeding situations, and be trained in using a tourniquet. Students will practice and demonstrate their skills to peers. Proper use of a tourniquet, proper use of hemostatic gauze and wound packing, proper use of chest seals. Review of Bleeding Control practices and stations around the school. Certification in "Stop the Bleed".</p> <p><b>Differentiation for Diverse Learners/Accommodations/Special Ed/504:</b> Provide copies of notes and Presentation; Provide students with essential vocabulary; Re-teaching and review; Graphic</p>	<p><b>Literacies and Key Skills</b> CRP3 CRP4 CRP5 CRP6 9.2.12.CAP.5 9.4.12.CT.1 8.2.12.ED.1, 8.2.12.ITH.1 RST.11-12.7</p>	<p>Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p><i>Bleed</i>, <a href="http://www.stophleed.org/">www.stophleed.org/</a>.</p> <p>"CPR and CPR CERTIFICATION: Lifesavers Inc." <i>LifeSavers, Inc.</i>, <a href="http://www.lifesaversinc.com/">www.lifesaversinc.com/</a>.</p> <p>"American Heart Association." <a href="http://www.heart.org">www.heart.org</a>, <a href="http://www.heart.org/">www.heart.org/</a>.</p>
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Course: Health

PVRHSD CURRICULUM MAP

Grade Level: 9, 10, 11, 12

organizers; Scaffolding of assignments; Guided questions and note taking; Provide an Outline for writing assessments

**MLL:**

Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes

**At Risk Students:**

Provide copies of presentations and notes; Extended time on assignments

**Gifted and Talented:**

Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

**2.1 Health 12 – “Personal Growth & Adult Health” and “Human Relationships”**

*Students will examine various personality profiles and best determine which category best fits their behavior. They will discuss living independently of their families in situations such as college dorms or their own apartments and developing healthy relationships and family lives. Current topics involving dating, family relationships, trends in social behaviors and healthcare will also be discussed.*

**Legislative Mandates**

**Mental Health (N.J.S.A. 18A:35-4.39)**

- Requires mental health education within all grades.  
A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

**Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)**

- Requires the development of a sexual assault prevention education program.  
The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance & Assessments	Suggested Materials
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<p><b>Unit 1</b> – Human Relationships and Sexuality</p> <p><b>Time:</b> 2-3 weeks</p> <p><b>Content Statement:</b> All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p><b>Essential Questions:</b></p> <p>How do individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another?</p> <p>How does technology impact the capacity of individuals to develop and maintain interpersonal relationships?</p> <p>How can I have safe and healthy relationships with others?</p> <p>What are various forms of violence and what can be done to reduce violence?</p> <p>What are some typical causes of stress for teens and ways to relieve stress?</p>	<p>Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p> <p>Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).</p> <p>Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</p>	<p><b>Proficiencies:</b> Students will be able to demonstrate:</p> <p>Positive communication amongst peers</p> <p>Acceptance of all genders, sexual orientation, disabilities, learning levels to foster healthy relationships</p> <p>Understanding the unique challenges that members of the LGBTQ+ community and how to be an ally and an upstander to friends and classmates</p> <p>Understanding risky behaviors in healthy and unhealthy relationships</p> <p>Understanding of different opportunities to seek help</p> <p><b>Skills:</b> Analyze factors that develop emotional, mental/spiritual strength, self-esteem, emotional awareness, values, goal setting and healthy expressions of emotions</p> <p>Understanding your personality has a profound impact on your decision-making and communication skills</p> <p><b>Differentiation for Diverse Learners/Accommodations/Special Ed/504:</b> Provide copies of notes and Presentation; Provide students with essential vocabulary; Re-teaching and review; Graphic organizers; Scaffolding of assignments; Guided questions and note taking; Provide an Outline for writing assessments</p> <p><b>MLL:</b></p>	<p><b>NJSLS</b> 2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.1.12.EH.4 2.1.12.ATD.1</p> <p><b>Interdisciplinary Connections/Career Readiness/Life Literacies and Key Skills</b> CRP3 CRP4 CRP5 CRP6 9.2.12.CAP.5 9.4.12.CI.1 8.2.12.ED.1, 8.2.12.ITH.1 RST.11-12.7</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p><i>HealthSmart</i></p> <p>“Lgbtq-Inclusive Lessons and Resources.” <i>LGBTQInclusive Lessons and Resources</i>, <a href="http://www.teach.lgbt/resources/f-or-educators/">www.teach.lgbt/resources/f-or-educators/</a>.</p> <p>“5 Things You Should Know about Stress.” <i>National Institute of Mental Health</i>, U.S. Department of Health and Human Services, <a href="http://www.nimh.nih.gov/health/publications/stress">www.nimh.nih.gov/health/publications/stress</a>.</p> <p>“Resources for Gay Straight Alliance.” <i>Google Drive</i>, Google, <a href="https://drive.google.com/drive/folders/1bM5LntJQY4NPmrJh_">drive.google.com/drive/folders/1bM5LntJQY4NPmrJh_</a></p>
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Course: Health

PVRHSD CURRICULUM MAP

Grade Level: 9, 10, 11, 12

What is the impact on peer pressure?

What is Consent?  
(Positive Consent)

What ways can you prevent sexual assault?

What are some risky behaviors that will lead to an unhealthy lifestyle?

Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes

**At Risk Students:**

Provide copies of presentations and notes;  
Extended time on assignments

**Gifted and Talented:**

Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

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**2.3 Health 12 – “Personal Growth & Adult Health,” “Human Relationships,” and “Drugs and Medicines”**

*Students will examine various personality profiles and best determine which category best fits their behavior. They will discuss living independently of their families in situations such as college dorms or their own apartments and developing healthy relationships and family lives. Current topics involving dating, family relationships, trends in social behaviors and healthcare will also be discussed. All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle*

**Legislative Mandates**

**Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)**

Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance and Assessments	Suggested Materials
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<p><b>Unit2</b> Drugs/Alcohol/Tobacco</p> <p><b>Time:</b> 3 weeks</p> <p><b>Content Statement:</b> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</p> <p><b>Essential Questions:</b> What are the immediate and long-term consequences of risky behavior associated with substance abuse?  What are the physical, psychological and social costs of substance abuse?  How can I avoid using harmful substances?  What are the physical signs of abuse or addiction?  What do we understand about tobacco use/abuse?  Can my family's medical history affect my future health?</p>	<p>Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p>Correlate increased alcohol use with challenges that may occur at various life stages</p> <p>Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p> <p>Analyze the societal impact of substance abuse on the individual, family, and community</p> <p>Provide examples from cases of past instances</p>	<p><b>Proficiencies:</b> Students will be able to demonstrate:</p> <p>Ways to maintain wellness and a healthy way of life</p> <p>Awareness of what comprises a health way of life</p> <p>The difference between wellness and illness</p> <p>The difference between responsible use and misuse of legal and illegal drugs.</p> <p><b>Skills:</b> Practice refusal skills and standing up to peer pressure.</p> <p>Think critically about various health-related issues.</p> <p>Identify trusted adults or sources of accurate, reliable information.</p> <p>Make decisions for themselves when put in role play scenarios for example: a college party with alcohol and a potential rape incident, an unintended pregnancy and Sexually Transmitted Infection from unprotected sex.</p> <p>Demonstrate strategies for taking care of themselves and others</p> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b>Provide copies of notes and presentation; Provide students with essential vocabulary ; Re-teaching and review; Graphic organizers; Scaffolding of assignments; Guided questions and note taking; Provide an Outline for writing assessments</p>	<p><b>NJSLS</b> 2.1.12.SSH.3 2.3.12.PS.6 2.3.12.PS.5 2.1.12.ATD.3 2.3.12.PS.1 2.3.12.PS.8</p> <p><b>Interdisciplinary Connections/Career Readiness/Life Literacies and Key Skills</b> CRP1 CRP3 CRP4 CRP5 RST.11-12.9 8.2.12.ITH.1 8.2.12.ITH.3 9.2.12.CAP.3 9.4.12.CI.1</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p><i>HealthSmart</i></p> <p>“Centers for Disease Control and Prevention.” <i>Centers for Disease Control and Prevention</i>, Centers for Disease Control and Prevention, www.cdc.gov/.</p> <p>“Home: Alumni in Recovery.” <i>Home   Alumni in Recovery</i>, alumniinrecovery.org/app/index.jsp.</p>
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Course: Health

PVRHSD CURRICULUM MAP

Grade Level: 9, 10, 11, 12

What is sexting and what are the dangers involved?

**MLL:** Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes

**At Risk Students:** Provide copies of presentations and notes; Extended time on assignments.

**Gifted and Talented:** Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

**2.3 Health 12 Human Relationships and Sexuality:**

*All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.*

**Legislative Mandates**

**Sexual abuse and assault awareness and prevention education (N.J.S.A 18A: 35-4.5a)**

- Requires instruction on sexual abuse and assault awareness and prevention.  
Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

**Stress Abstinence (N.J.S.A. 18A:35-4.19-20) also known as the "AIDS Prevention Act of 1999,"**

- Requires sex education programs to stress abstinence.  
Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	Standards	Benchmark Performance and Assessments	Suggested Materials
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<p><b>Unit 3:</b>Sexual Health</p> <p><b>Time:</b>2-3 weeks</p> <p><b>Content Statement:</b> All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p><b>Essential Question:</b> How does the decision to become sexually active affect one’s physical, social, and emotional health?</p> <p>What are the responsible actions regarding sexual behavior that impact the health of oneself and others?</p> <p>How to know the early detection strategies and regular physical exams that can assist in the prevention and treatment of illness or disease?</p>	<p>How does the decision to become sexually active affect one’s physical, social, and emotional health?</p> <p>What are the responsible actions regarding sexual behavior that impact the health of oneself and others?</p> <p>How to know the early detection strategies and regular physical exams that can assist in the prevention and treatment of illness or disease?</p>	<p><b>Proficiencies:</b> Students will be able to:</p> <p>Understand Sexually Transmitted Infections, causes and treatments</p> <p>Understand how each method of contraception works</p> <p>Develop strategies to prevent pregnancy and decisions to be made related to pregnancy and childbirth that will have short and long term impacts.</p> <p><b>Skills:</b> Identify and compare types of Sexually Transmitted Infections</p> <p>Identify signs and symptoms and describe treatment methods. Identify types of contraception and effectiveness and cost of contraceptives (male/female condoms, diaphragm/cervical cap, spermicides, implant, injections, birth control patch, vaginal contraceptive ring, emergency contraception, tubal ligation, vasectomy).</p> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b>Provide copies of notes and presentation; Provide students with essential vocabulary ; Re-teaching and review; Graphic organizers; Scaffolding of assignments; Guided questions and note taking; Provide an Outline for writing assessments</p> <p><b>MLL:</b> Use simplified text and summaries of content; Use art visuals for students to respond to instead of text; Provide copies of notes</p>	<p><b>NJSLS</b> 2.1.12.SSH.1 2.1.12.CHSS.4 2.1.12.PP.6 2.1.12.CHSS.3 2.1.12.PP.9 2.1.12.PP.2 2.1.12.HCDM.3 2.1.12.PP.3 2.1.12.PP.5 2.1.12.PP.7 2.1.12.PP.8</p> <p><b>Interdisciplinary Connections/Career Readiness/Life Literacies and Key Skills</b></p> <p>WHST.11-12.8 8.2.12.ITH.1 8.2.12.ITH.2 8.2.12.ITH.3 9.4.12.CI.1 9.2.12.CAP.3 9.4.12.CI.3</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys</p> <p><b>Formative:</b> In Class Discussions Group Work Exit Tickets Teacher Observation Homework Assignments</p> <p><b>Summative:</b> Written Tests Currents Events Research Paper Multimedia Presentations</p>	<p><i>HealthSmart</i></p> <p>“Centers for Disease Control and Prevention.” <i>Centers for Disease Control and Prevention</i>, Centers for Disease Control and Prevention, www.cdc.gov /.</p> <p>Parenthood, Planned. “Official Site.” <i>Planned Parenthood</i>, www.planparenthood.org/.</p> <p>“Resources.” <i>NJCASA</i>, njcasa.org/our-work/resources/.</p> <p>“Amaze - Age Appropriate Info on Puberty for Tweens and Their Parents.”</p>
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Course: Health

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**Gifted and Talented:** Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

*Amaze / USA, 27 July 2021, [amaze.org/](http://amaze.org/).*