

**CURRICULUM**

**FOR**

**HEALTH**

**GRADE 11**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Dr. Kevin K. Robinson, Supervisor of Math, Health & Physical Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Tina Scheitrum**

**Shannon Hellem**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Health**  
**Grade 11**

Date of Board Adoption:  
**September 20, 2022**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Health – Grade 11

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Health and Your Body - Nutrition & Fitness	3 weeks
2	Mental/Emotional Health	1.5 weeks
3	Mental Illness	1.5 weeks
4	CPR, First Aid & Safety	2 week
5	Environmental Health	1 week

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> </ul>

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## ***UNIT OVERVIEW***

**Content Area:** Health

**Unit Title:** Unit 1: Health & Your Body - Nutrition & Fitness

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**Target Course/Grade Level:** Grade 11

**Unit Summary:** In this unit students will learn how to create a well-balanced, nutrient dense food plan while evaluating influences on eating habits including resources available. Students will also learn the benefits of being physically active and how to develop an exercise program that is safe and successful for their personal goals. They will understand the balance between food intake and physical activity in order to maintain a healthy weight examining the potential consequences of being an unhealthy weight. Fad diets, plant based and organic foods will be analyzed to determine their impact on health.

**Approximate Length of Unit:** 3 Weeks

## ***LEARNING TARGETS***

**NJ Student Learning Standards: 2.1 Personal and Mental Health, 2.2 Physical Wellness**

- **2.1.12.PGD.1:** Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- **2.2.12.LF.5:** Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- **2.2.12.LF.6:** Implement a financial plan for participation in physical activity in the community for self and family members.
- **2.2.12.LF.7:** Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- **2.2.12.LF.8:** Identify personal and community resources to explore career options related to physical activity and health.
- **2.2.12.N.1:** Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- **2.2.12.N.2:** Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- **2.2.12.N.3:** Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
- **2.2.12.N.4:** Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **2.2.12.N.5:** Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

- **2.2.12.PF.1:** Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- **2.2.12.PF.3:** Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.
- **2.2.12.PF.4:** Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- **2.2.12.PF.5:** Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

#### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

#### **Interdisciplinary Connections and Standards:**

##### **English and Language Arts**

- **NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### **Math**

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

##### **Science**

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

## Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

## NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

## Unit Understandings:



*Students will understand that...*

- Food provides 6 classes of nutrients: carbohydrates, fats, proteins, vitamins, minerals, and water
- Diets high in saturated fat and cholesterol increase the risk of heart disease
- Simple dietary changes, such as switching to low-fat dairy products and eating fresh fruits and vegetables in place of sweet or salty snacks, can reduce the amount of fat, sugar, and salt in your diet
- Fiber is important for healthy digestion
- There are many factors that can influence your food choices and activity levels
- Your body weight is mostly affected by your food intake as well as your activity level
- There are five components to health-related fitness; muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, and body composition
- Staying physically fit reduces the risk for certain chronic diseases
- Following the FITT formula can help you develop a safe and effective fitness program

**Unit Essential Questions:**

- What is healthy eating? What is unhealthy eating?
- What influences our food choices?
- How can your current diet affect your future health?
- What do food labels provide to consumers?
- Can plant based and organic food choices lead to better health?
- What are the potential issues with fad diets?
- What are the benefits to being physically fit?
- What is the relationship between physical activity and chronic diseases?
- What are the important factors to consider before starting a fitness program?

**Knowledge and Skills:**

*Students will know...*

- The 6 major nutrient categories and the importance of each to body functioning
- Recommendations from the Dietary Guidelines for Americans and MyPlate guidance system
- Consequences of poor nutrition on overall health
- Potential influences on our personal food choices
- Plant based and organic food choices that can positively impact health
- Dangers of fad diets and diuretics
- How to prepare food safely to prevent illness
- Factors that can influence weight
- Strategies for healthy weight gain, loss, and maintenance
- Difference between physical activity and exercise
- Benefits of physical activity on physical, mental/emotional, and social health
- Difference between active and sedentary behaviors
- Recommendations from the Physical Activity Guidelines for Americans
- Ways to increase muscle strength and endurance, cardiovascular endurance, and flexibility
- Available resources to be physically active
- Importance of warmup and cool down activities
- Identify resources to explore career options related to physical activity and health

*Students will be able to...*

- Develop a personalized healthy meal plan based on individual nutritional needs
- Analyze nutrition facts and food labels in order to make healthy choices
- Explain how to maintain a healthy weight
- Describe how the balance between food intake and exercise affects body weight
- Differentiate between health-related and skill-related fitness
- Develop strategies to incorporate physical activity into daily life
- Utilize the FITT formula when creating a workout plan
- Design a fitness program that is suited to their ability, their level of fitness, and their access to facilities and equipment, including cost
- Calculate their maximum heart rate, resting heart rate, and target heart rate

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

### **Learning Activities:**

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

## ***RESOURCES***

### **Teacher Resources:**

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>
- FigWee Food Tracker: <https://app.figwee.com/>
- Health.gov-Nutritional Goals: <https://health.gov/our-work/nutrition-physical-activity/dietary-guidelines/previous-dietary-guidelines/2015/advisory-report/appendix-e-3/appendix-e-31a4>
- Teen Source: <https://www.teensource.org/>
- Karvonen Heart Rate Calculator: <https://www.topendsports.com/fitness/karvonen-formula-calculator.htm>

#### **Equipment Needed:**

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources

## ***UNIT OVERVIEW***

**Content Area:** Health

**Unit Title:** Unit 2: Mental/Emotional Health

**Target Course/Grade Level:** Grade 11

**Unit Summary:** In this unit students will learn ways to improve self-esteem, positive self talk, and having a positive body image. They will analyze media, societal stereotypes and expectations, and other factors that can lower self-esteem and create a negative body image. Social emotional learning will focus on self-awareness and the mind-body connection in terms of stress and mental/emotional health. Research for local health services will be conducted.

**Approximate Length of Unit:** 1.5 Weeks

## ***LEARNING TARGETS***

**NJ Student Learning Standards: 2.1 Personal and Mental Health, 2.3 Safety**

- **2.1.12.EH.1:** Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- **2.1.12.EH.3:** Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- **2.1.12.EH.4:** Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
- **2.1.12.CHSS.1:** Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- **2.1.12.CHSS.2:** Develop an advocacy plan for a health issue and share this information with others who can benefit.
- **2.1.12.CHSS.9:** Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
- **2.3.12.PS.8:** Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- **2.3.12.PS.9:** Evaluate strategies to use social media safely, legally, and respectfully.

**Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

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### **Math**

- **MP.1:** Make sense of problems and persevere in solving them.
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- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
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- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- Self esteem and mindset can impact one's overall health
- Adjusting negative self talk can help to increase body positivity
- Identifying the stressor is the first step in stress management
- There are various techniques one can use to reduce/cope with stress

### **Unit Essential Questions:**

- Why is having healthy self-esteem important?
- What are factors that can influence self-esteem?
- What are factors that can influence body image? (LGBTQ/D) (AAH) (AAPI)
- How can one increase body positivity?

- In what ways can mindset impact health positively and negatively?
- How can empathy and resiliency influence health?
- What are the short-term and long-term effects of stress physically, mentally/emotionally, and socially?
- How can one decrease/cope with stress?
- Where can one go for professional mental health help?

## Knowledge and Skills:

*Students will know...*

- Factors that affect mental/emotional health
- Difference between self-image and self-esteem
- Importance of healthy self-esteem
- Factors that can affect self-esteem
- How a person's social environment can influence body image
- How to avoid negative influences in terms of mental/emotional health
- Difference between optimism and pessimism
- Benefits of an optimistic outlook
- Benefits of empathy and steps to become more empathetic
- Value of resiliency
- Difference between eustress and stress
- Common stressors among teens
- How the body responds to stress
- How long-term stress can affect someone physically, mentally/emotionally, and socially
- Identify mental health conditions associated with stress
- Importance of expressing feelings in a healthy way during stressful situations
- Assess when it is necessary to seek professional help

*Students will be able to...*

- Analyze how media and society affect body image (LGBTQ/D)
- Analyze media images to identify unrealistic standards and editing
- Demonstrate body neutrality by valuing whole self
- Advocate for body positivity for self, peers, and in the community
- Modify self talk to encourage positive messages
- Describe how race, ethnicity, and gender identity can affect body image (LGBTQ/D) (AAH) (AAPI)
- Assess one's own mental/emotional health
- Analyze characteristics of people with healthy and low self-esteem
- Create strategies to improve self-esteem
- Demonstrate skills for improving mind-set and increasing happiness
- Demonstrate skills to build resilience
- Differentiate between acute, chronic, major, and minor stressors
- Evaluate how perception influences levels of stress
- Identify ways of reducing stress by managing commitments, time, and thoughts
- Practice stress reduction strategies such as relaxation and breathing techniques and mindfulness
- Research local mental health services

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

### **Learning Activities:**

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

## ***RESOURCES***

### **Teacher Resources:**

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Anxiety & Depression Association of America: <https://adaa.org/>
- National Alliance on Mental Illness: <https://www.nami.org/Home>



- Shape NJ: <https://www.njahperd.org/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- Teen Source: <https://www.teensource.org/>
- Dove Self Esteem Project: <https://www.dove.com/us/en/dove-self-esteem-project.html>

**Equipment Needed:**

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources

## *UNIT OVERVIEW*

**Content Area:** Health

**Unit Title:** Unit 3: Mental Illness

**Target Course/Grade Level:** Grade 11

**Unit Summary:** This unit focuses on mental illnesses, including potential causes, symptoms, and treatment. Students will research local mental services and ways to support someone with a mental illness and/or other mental/emotional issues. They will also examine factors that can lead to suicide and suicide prevention methods.

**Approximate Length of Unit:** 1.5 Weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards: 2.1 Personal and Mental Health, 2.3 Safety**

- **2.1.12.EH.2:** Analyze factors that influence the emotional and social impact of mental health illness on the family.
- **2.1.12.CHSS.1:** Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- **2.1.12.CHSS.2:** Develop an advocacy plan for a health issue and share this information with others who can benefit.
- **2.1.12.CHSS.5:** Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- **2.1.12.CHSS.6:** Evaluate the validity of health information, resources, services, in school, home and in the community.
- **2.1.12.CHSS.9:** Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. (LGBTQ/D)
- **2.3.12.HCDM.6:** Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
- Incorporation of *Mental Health (N.J.S.A. 18A:35-4.39)*, *Suicide Prevention (N.J.S.A. 18A: 6-111)* (LGBTQ/D)

**Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

## **Interdisciplinary Connections and Standards:**

### **English and Language Arts**

- **NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Math**

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

### **Science**

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

### **Social Studies**

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- There is a difference between disordered eating and eating disorders
- Eating disorders can negatively impact physical, mental/emotional, and social health having short-term and long-term consequences
- There are categories of mental illnesses, each having specific symptoms and treatments
- Seeking professional help is important in coping with mental illness or other mental/emotional issues
- Help and support resources are available to those with mental illness and/or suicidal thoughts

## Unit Essential Questions:

- What are the short-term and long-term effects of eating disorders
- What are anxiety disorders and how are they treated?
- What are mood disorders and how are they treated?
- What are personality and behavioral disorders and how are they treated?
- What are schizophrenia spectrum disorders and how are they treated?
- How can substance-related and addictive disorders develop?
- What can lead to a person committing suicide? (LGBTQ/D)
- Where can you get help for mental disorders or other mental/emotional issues?
- How can you support someone with mental disorders or other mental/emotional issues?

## Knowledge and Skills:

*Students will know...*

- Difference between disordered eating and an eating disorder
- Short-term and long-term effects of eating disorders
- Factors that can affect mental illness
- Difference between anxiety disorders and regular anxiety
- How substance-related and addictive disorders develop
- How therapy and medication can be used to treat mental illnesses
- Factors that can affect risk for suicide (LGBTQ/D)
- Importance of getting help in response to warning signs of suicide

*Students will be able to...*

- Recognize warning signs of eating disorders
- Identify ways to support someone with eating disorders, including seeking help
- Analyze treatment options for eating disorders
- Differentiate between different anxiety disorders and their causes, symptoms, and treatment
- Differentiate between different mood disorders and their causes, symptoms, and treatment
- Differentiate between different types of personality and behavioral disorders and their causes, symptoms, and treatment
- Identify schizophrenia spectrum disorders and their causes, symptoms, and treatment
- Identify signs that a person needs to seek mental health treatment
- Research local mental health services
- Develop strategies for overcoming barriers to treatment
- Identify ways to support someone with mental illness, including seeking help
- Explain why suicide is not an effective solution to challenges in a person's life (LGBTQ/D)
- Describe strategies for preventing suicide
- Analyze ways of coping with suicide and supporting survivors

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

### **Learning Activities:**

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

## ***RESOURCES***

### **Teacher Resources:**

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Anxiety & Depression Association of America: <https://adaa.org/>

- National Alliance on Mental Illness: <https://www.nami.org/Home>
- Shape NJ: <https://www.njahperd.org/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- Teen Source: <https://www.teensource.org/>

**Equipment Needed:**

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources

## *UNIT OVERVIEW*

**Content Area:** Health

**Unit Title:** Unit 4: CPR, First Aid & Safety

**Target Course/Grade Level:** Grade 11

**Unit Summary:** In this unit students will learn the steps of CPR, using the AED and basic first aid skills. There will be a focus on safety for skin, teeth, and personal injury prevention. Students will know actions to take in emergency situations while minimizing risk for self and others.

**Approximate Length of Unit:** 2 Weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **2.1.12.CHSS.5:** Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- **2.1.12.CHSS.6:** Evaluate the validity of health information, resources, services, in school, home and in the community.
- Incorporation of *Accident and Fire Prevention (N.J.S.A. 18A:6-2)*, *CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)*

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### **Interdisciplinary Connections and Standards:**

#### **English and Language Arts**

- **NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



- **NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

## Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

## Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

## NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

### Unit Understandings:

*Students will understand that...*

- UVA radiation, which is used in commercial tanning beds, penetrates deeper into the skin than UVB rays do
- Caring for your skin means protecting yourself from overexposure to the sun
- Certain substances, such as coffee, tea, and tobacco stain the enamel of teeth
- Brushing and flossing after every meal, getting dental check-ups twice a year, and avoiding foods high in sugar and acid can help prevent tooth decay
- You do not risk your own safety in order to rescue or provide first aid to another person
- Applying pressure to a pressure point between the wound and the heart can save a person's life
- Staying hydrated is the best way to prevent heat exhaustion and heatstroke
- Moving a person with a neck or spinal injury can damage the spinal cord and the nerves that branch out from it
- Recognizing burns and giving proper, immediate burn treatment will reduce tissue damage and relieve pain
- Nearly all poisonings happen in the home, and over half occur among young children

### Unit Essential Questions:

- How can you minimize your chances of sunburn?
- Why should you take good care of your hair and nails?
- What causes cavities?
- What are the steps to follow if you encounter a medical emergency?
- What is rescue breathing, and when is it used?
- What is CPR, and when is it used?
- What steps should you follow to help a choking adult who becomes unconscious while you are giving him or her abdominal thrusts?
- How do you clean a minor open wound?
- What should you do to treat someone with heatstroke?
- What is the difference between a fracture, a dislocation, a strain, and a sprain?
- What are the differences between first, second, and third degree burns?
- What can be done to help stop poisonings from occurring in the home?

## **Knowledge and Skills:**

*Students will know...*

- Correct hand placement when administering CPR
- To give 30 chest compressions followed by 2 rescue breaths when administering CPR
- How to use an AED (Automated External Defibrillator)
- List of items included in a first aid kit
- Universal sign for choking
- Correct way to stop bleeding in a severe wound
- Proper protocol for someone with heatstroke
- Things that can be used as a splint and how to apply it
- How to differentiate between first, second, and third degree burns
- How to identify poisonous substances that are around most people every day

*Students will be able to...*

- Select sunscreen with 30 SPF or higher. and reapply every 80 minutes
- Minimize plaque buildup through daily brushing and flossing
- Perform the steps of CPR correctly
- Properly operate an AED machine
- Perform the Heimlich maneuver on a choking victim
- Locate a pressure point to stop bleeding
- Properly apply a splint to stabilize a fracture

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

### **Learning Activities:**

- Lecture
- PowerPoint/Google Slides

- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

## **RESOURCES**

### **Teacher Resources:**

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Red Cross CPR/First Aid DVDs and Resources
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>
- Teen Source: <https://www.teensource.org/>

### **Equipment Needed:**

- Computer
- Internet
- Projector
- White Board
- CPR Mannequins
- Practice AED machines
- Multimedia Resources

## *UNIT OVERVIEW*

**Content Area:** Health

**Unit Title:** Unit 5: Environmental Health

**Target Course/Grade Level:** Grade 11

**Unit Summary:** In this unit students will learn how their environment can impact their health physically, mentally/emotionally, and socially. They will examine different types of pollution, how to reduce them, and how to limit exposure. Students will also evaluate global environmental issues, such as climate change, developing strategies to address the issues and bring awareness to their school and community.

**Approximate Length of Unit:** 1 Week

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **2.1.12.CHSS.6:** Evaluate the validity of health information, resources, services, in school, home and in the community.
- **2.1.12.CHSS.7:** Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
- **2.1.12.CHSS.8:** Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
- **9.4.12.IML.6:** Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

- **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

## **Interdisciplinary Connections and Standards:**

### **English and Language Arts**

- **NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Math**

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

### **Science**

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- **HS-ESS3-1:** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity
- **HS-ESS3-3:** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

### **Social Studies**

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- One's environment can impact their physical, mental/emotional, and social health
- There are things that can be done at the local level to address various types of pollution and global environmental issues
- It is important to know ways to reduce exposure to pollution to protect your health
- Environmental awareness is one step to help address the issues

### **Unit Essential Questions:**

- How can one's environment impact their health physically, mentally/emotionally, and socially?

- What are ways to reduce different types of pollution?
- How can you protect yourself from different types of pollution?
- What are ways to address global environmental issues?
- What can be done at the local level to improve environmental health within the community?

**Knowledge and Skills:**

*Students will know...*

- How factors of one's physical environment can affect their health
- How human activities, population, and the economy impact communities and the environment
- Global environmental issues
- Natural and human causes of air pollution
- How to prevent or limit exposure to air pollution
- Natural and human causes of water pollution
- How to prevent or limit exposure to water pollution
- Impact of and how to reduce noise pollution
- Laws that help protect the environment
- How to conserve resources and reduce waste

*Students will be able to...*

- Identify resources in the natural environment
- Develop ways to address global environmental issues at a local level (e.g. climate change)
- Explain how air pollution affects health, communities, and the environment
- Identify ways to reduce air pollution
- Explain how water pollution affects health, communities, and the environment
- Identify ways to reduce water pollution
- Reuse products and recycle
- Increase environmental awareness in the school and community

***EVIDENCE OF LEARNING***

**Assessment:**

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable



### Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

## RESOURCES

### Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>
- Teen Source: <https://www.teensource.org/>
- American Public Health Association: <https://www.apha.org/topics-and-issues/environmental-health#:~:text=Environmental%20health%20is%20the%20branch,any%20comprehensive%20public%20health%20system.>

### Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources