

Course: *Health 1*
Unit #1: *Healthy Living*

Year of Implementation: 2023-2024

Curriculum Team Members : Ashlie Donzuso: adonzuso@lrhsd.org , Callie Darroch: cdarroch@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
 - 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
 - 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
 - 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
 - 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
 - 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
 - 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
 - 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
 - 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.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 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).
- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence)

- **Career Readiness, Life Literacies, and Key Skills NJSLs**

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

○ ***Interdisciplinary Content Standards***

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 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.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education 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.

Asian American and Pacific Islanders (AAPI) P.L.2021. c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

Suicide Prevention (NJSA 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.

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.

Health Curriculum to include Instruction on Mental Health (NJSA 18A:35-4.39) 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).

Harassment, Intimidation, and Bullying in School Settings (18A:37-13.1) School districts and their students, parents, teachers, principals, other school staff, and board of education members would benefit by the establishment of clearer standards on what constitutes harassment, intimidation, and bullying, and clearer standards on how to prevent, report, investigate, and respond to incidents of harassment, intimidation, and bullying

Grief Instruction (18A:35-1a-d)

The instruction shall include, at a minimum, information on: (1) the physical, emotional, and behavioral symptoms of grief; (2) coping mechanisms and techniques for handling grief and loss; and (3) resources available to students, including in-school support, mental health crisis support, and individual and group therapy.

Gang Violence Prevention (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. 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 materials that may be used to support implementation of the instructional requirement.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [***Asian American and Pacific Islander Heritage and History in the U.S.***](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to maintain emotional, physical and mental well-being throughout their lifetimes while utilizing the necessary interpersonal skills to excel in a global environment.

As aligned with LRHSD Long Term Learning Goal(s):

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve “real world” health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

Enduring Understandings

Students will understand that. . .

EU 1

- in order to achieve total wellness, one must have good mental/emotional, social, and physical health.

EU 2

- setting realistic goals will enhance the ability to be successful in any endeavor throughout life.

EU 3

- having good character and making good

Essential Questions

EU 1

- What does it mean to be mentally healthy?
- Is one component more important than the rest in order to balance one’s overall health?

EU 2

- What factors contribute to setting and reaching realistic goals?
- Why is goal setting important?
- Why is it important to set short term and long term goals to enhance health?

EU 3

- What qualities are essential to good character?

decisions will improve one's healthy lifestyle.

EU 4

- using stress management techniques will improve one's total health and prevent destructive decisions (self harm/suicide).
- Grief is a normal response to death, and it's important to recognize its signs, learn healthy ways to cope, and know where to find support in order to maintain good emotional well-being

EU 5

- utilizing proper communication skills will make one's personal relationships better.

EU 6

- the consequences associated with gang involvement could affect self, family, and community.

- What are the elements that factor into making a good decision?

EU 4

- How do individuals handle stress differently?
- Can I be stressed and still be healthy?
- What role does stress play in teen suicide?
- Why is it important to recognize how people cope with death?

EU 5

- How can we play a role in others' emotional responses in a discussion?
- How is being a poor communicator a liability?

EU 6

- Why do some young people join gangs?

Knowledge

Students will know . . .

EU 1

- components of the Wellness Triangle (2.1.12.PGD.1)
- ways to incorporate total wellness into one's daily lives (2.1.12.EH.1)

Skills

Students will be able to . . .

EU 1

- analyze one's daily activities that relate to wellness (2.1.12.PGD.2)
- incorporate wellness into daily life (2.1.12.PGD.1)

EU 2

- what a realistic goal is (2.3.12.PS.1)
- what an Action Plan is (2.3.12.PS.1)

EU 3

- the six steps of the decision making process (2.3.12.PS.1)
- traits of good character (2.1.12.EH.1)
- the characteristics of bullying and bullying prevention strategies (2.3.12.PS.8)

EU 4

- the stress management techniques (2.1.12.EH.3)
- resources to help prevent the occurrence of suicide (2.3.12.PS.1)
- various healthy coping strategies and techniques for managing grief (2.1.12.EH.3)
- Resources available for support including school counselors, mental health services, and community organizations (2.1.12.CHSS.1)

EU 5

- communication skills that demonstrate consideration and respect for self, family, and others proper communication styles (2.3.12.PS.2, 2.3.12.PS.8)

EU 6

- the reasons individuals join gangs (2.3.8.PS.1)
- the consequences gang affiliation has on the

EU 2

- create a realistic short term and long term goal (2.3.12.PS.1)
- create an action plan to reach a specific goal (2.3.12.PS.1)

EU 3

- apply the decision making process to real life scenarios (2.3.12.PS.1)
- develop good character (2.1.12.EH.1)

EU 4

- analyze causes of stress (2.1.12.EH.3)
- develop strategies to manage stress (2.1.12.EH.3)
- examine how health behaviors reduce stress (2.1.12.PGD.2)
- develop suicide prevention strategies (2.3.12.PS.1)
- Identify healthy coping skills to deal with grief (2.1.12.PGD.1)
- identify signs of grief in themselves and others (2.1.12.EH.1)
- find and access support services, both within the school and in the community (2.1.12.CHSS.1)

EU 5

- demonstrate proper communication styles (2.3.12.PS.8)

EU 6

- create an advocacy message about the importance of avoiding gang involvement (2.3.8.PS.1)

- individual, family, and community (2.3.8.PS.1)
- Develop strategies to resist gang membership (2.3.8.PS.1)

Stage Two - Assessment

Recommended Performance Tasks:

Other Evidence:

- Setting, Character Building, Stress Management, and Communication Skills.
- Brochures
- Posters
- Written Essays
- Group Work/Class Discussion
- Self-Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

The teacher may include but are not limited to the following:

- Teacher led discussion of the five components of health, different types of stress and stressors. A (EU 1, 4)
- Jigsaw the risk behaviors for teens that are identified by the Centers for Disease Control. A (EU 1)
- **Students will use WebQuest to research different types of mental disorders. A (EU 1,4)**
- Create a list of examples of the five components of health while working in groups. A (EU 1)
- Teacher led discussion on the six influences on health to determine how each can have a positive or negative effect on a person's overall well-being. A/M (EU 1)
- **Show and discuss the video Cipher in the Snow. Discuss where on the hierarchy of needs it would fit. A,M (EU 1,3)**
- Analyze the positive and negative health messages delivered through media and technology to see one's impact on an individual. M (EU 1,3)
- Identify decision-making skills that promote individual, family, and community health based on health information through role-playing activities. M (EU 1,3)
- Students will identify the processes involved in choosing and achieving goals by creating a personalized Goal Ladder for themselves. M (EU 2)
- Students will jigsaw the different types of communication styles. M (EU 5)
- **Students will participate in a Whisper Down the Lane activity to show the importance of active listening. M (EU 5)**
- Demonstrate communication skills needed to build and maintain healthy relationships with family, friends, peers, and others by participating in class discussions. M (EU 5)
- Students will identify various environments and situations where bullying occurs and demonstrate techniques and strategies to use in order to prevent the occurrence of bullying. M, T (EU3)
- Design a stress management plan. M,T (EU 5)
- Students will create an advocacy message about the importance of avoiding gang involvement and where to go for assistance. M, T (EU6)
- **Students will conduct a Think-Pair-Share activity to summarize the advantage of seeking advice and feedback regarding decision-making skills and how to transfer into real world situations. M, T (EU 3)**
- Students will develop a Suicide Safety Plan that covers the prevention, intervention, and postvention of suicidal behavior. T (E4)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Healthy Living	22
2	Alcohol, Tobacco, and Drugs	25
3	Human Sexuality and Relationships	20

Instructional Materials

- McGraw Hill “Glencoe Health” Textbooks
- The Goodheart-Willcox Company, Inc. “Comprehensive Health” Textbook
- Teachers Toolbox School Health Education from SHAPE America

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.