

Rumson-Fair Haven Regional High School

Course: *Health 12*

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Section I: Course Description

Health 12 is a marking period course required for all seniors. This course will provide students with the knowledge and skills necessary for positive post-high school transition and independent living. Students will be exposed to common first aid situations, CPR/AED, lifelong wellness, mental self-care, and social connections and transition.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - “Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.”
2. **2020 New Jersey Student Learning Standards – Science:**
 - “Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems.”
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
 - ***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “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.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “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.”

7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “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.”
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Health 12* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for Physical Education and Health Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Health 12* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Health 12</i>	Grade Level: 12
Unit I: Responding to Emergencies	Weeks 1-2
Unit II: Lifelong Wellness	Weeks 3-5
Unit III: Mental Health and Self Care	Weeks 6-8
Unit IV: Social Connection and Transition	Weeks 9-10

Section VI: Texts and Instructional Resources

The following texts and instructional resources are employed in *Health 12*:

- Google Classroom: <https://classroom.google.com/u/0/h>
- Kahoot: <https://kahoot.com/>
- Quizlet: <https://quizlet.com/>
- Youtube: <https://www.youtube.com/>
- Common Sense Education: (www.commonsense.org)
- GoToMeeting: <https://www.gotomeeting.com/>

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Health 12* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Health 12* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Health 9* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Health 12* curriculum by the *Health 12* instructional team:

Unit I: Responding to Emergencies	
Unit Summary	
The purpose of Unit I is to provide the knowledge and skills necessary in an emergency to call for help and to keep someone alive until advanced emergency medical help arrives using CPR, AED, and choking save skills. All skills follow the guidelines of the American Red Cross. Additionally, Living on Your Own First Aid will provide knowledge on basic wound care, campus safety, finding medical treatment, drinking emergencies, and reproductive care. Students will be prepared to feel comfortable in responding to an emergency and getting involved in an emergency. Students will explore the transition of post-high school and learn to make independent decisions for their health and the health of others.	
Standards/Core Ideas/Performance Expectations	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Health 12</i> :	
<ul style="list-style-type: none">● <i>2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education</i><ul style="list-style-type: none">○ 2.1 Personal and Mental Health<ul style="list-style-type: none">■ 2.1.12.PGD.1-2, 2.1.12.EH.1, 2.1.12.SSH.1-10, 2.1.12.CHSS.2, 5, 6, 8○ 2.3 Safety<ul style="list-style-type: none">■ 2.3.12.PS.1-2, 5-10, 2.3.12.HCDM.1, 4-5● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i><ul style="list-style-type: none">○ 8.1.12.IC.1, 3, 8.1.12.DA.1-2, 5○ 8.2.12.ED.1, 8.2.12.ED.3-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1-2, 8.2.12.EC.1, 3● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i><ul style="list-style-type: none">○ 9.4.12.CI.1, 3, 9.4.12.CT.1-4, 9.4.12.DC.1, 3-4, 6, 9.4.12.IML.1-2, 9.4.12.TL.3-4	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none">● How do we respond to an emergency?● How do we perform CPR?● How do we use an AED?● How do we use an EpiPen?● How do we care for basic wounds?● What medical treatments are available near me? How do I locate them?● How do we respond to a drinking emergency?	<ul style="list-style-type: none">● There are proper steps to take when responding to an emergency that can save a person's life, including CPR, AED, or other emergency.● Taking care of oneself medically from minor cuts to finding a medical care center nearby to be treated.● The proper steps to take when someone is having a drinking emergency.● Finding reproductive care nearby that includes support, contraception information, as well as STI

<ul style="list-style-type: none"> How do we seek out reproductive care near me? 	testing and treatment.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork Homework Performance Activities Quizzes Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Test (Benchmark) Problem-Based Learning Project (Benchmark)
Resources Needed: <ul style="list-style-type: none"> Google Classroom Laptop/Projector/Media 	

Unit II: Lifelong Wellness

Unit Summary

In Unit II, students will gain the knowledge and skills necessary to make healthy, personal lifestyle choices involving nutrition, fitness/exercise, and sleep. Students will be prepared to make proper choices in the areas of nutrition, fitness/exercise, and sleep, which are foundational components of living a healthy lifestyle. Students leaving high school will have to independently make choices in these areas that can adversely affect their health, including quality of life.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Health 12*:

- 2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
 - 2.1 Personal and Mental Health
 - 2.1.12.PGD.1-2, 2.1.12.EH.1, 3
 - 2.2 Physical Wellness
 - 2.2.12.PF.4, 2.2.12.LF.2-3, 5, 2.2.12.N.1-5
 - 2.3 Safety
 - 2.3.12.PS.1
- 2020 New Jersey Student Learning Standards: Science*
 - HS-LS1-2, HS-LS1-3
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1, 3, 8.1.12.DA.1-2, 5
 - 8.2.12.ED.1, 8.2.12.ED.3-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1-2, 8.2.12.EC.1, 3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 3, 9.4.12.CT.1-4, 9.4.12.DC.1, 3-4, 6, 9.4.12.IML.1-2, 9.4.12.TL.3-4

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> What are my current food choices and are they nutritionally sound? Are my macronutrients and micronutrients in alignment? Where do I find exercise opportunities? Am I getting the required amount of sleep? Is my time/academics balanced correctly with everything else, including sleep? 	<ul style="list-style-type: none"> Making healthy food choices, (including nutrients and caloric intake) independently to promote a healthy lifestyle. Finding fitness/exercise that one enjoys and locations to get involved in activity. Sleeping the correct amount of time and its benefits. How sleep debt contributes to performance declines. Balancing academics, life, sleep, etc to lead a healthy lifestyle.
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Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork Homework Performance Activities Quizzes Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Test Problem-Based Learning Project 	Resources Needed: <ul style="list-style-type: none"> Google Classroom Laptop/Projector/Media
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Unit III: Mental Health and Self Care

Unit Summary

This unit will focus on students caring for themselves rather than for others and knowing how to identify trusted sources for help outside the high school community. The self-care element of the unit will help students identify their expectations for the future and explore how to handle the stress when expectations for life after high school are challenged or unmet. Students will face a myriad of challenges after graduation from high school. Stress management tools, mindfulness, and meditation can be coupled with guides to help students address the emotional challenges that come from dealing with the massive life changes that accompany graduation.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Health 12*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
 - 2.1 Personal and Mental Health
 - 2.1.12.PGD.2, 2.1.12.SSH.1-4, 2.1.12.CHSS.5, 9
 - 2.3 Safety
 - 2.3.12.PS.5-10, 2.3.12.HCDM.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1, 3, 8.1.12.DA.1-2, 5
 - 8.2.12.ED.1, 8.2.12.ED.3-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1-2, 8.2.12.EC.1, 3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 3, 9.4.12.CT.1-4, 9.4.12.DC.1, 3-4, 6, 9.4.12.IML.1-2, 9.4.12.TL.3-4

Unit Essential Questions

- What are my assumptions about the transition after high school?
- Are my expectations about life after high school realistic?
- What is the extent of my current support system?
- What resources are available for help after high school?
- What technology is available to help me be mindful?
- How can mindful meditation be beneficial?

Unit Enduring Understandings

- Mental and emotional health affects a person's overall well-being.
- Accessing and evaluating health information, products, and services will improve a person's ability to make healthy decisions and one's quality of life.
- Recognizing risk factors and applying risk-reducing strategies can prevent health consequences.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Performance Activities
- Quizzes
- Individual student check-in with teacher

Benchmark & Summative Assessments:

- Test
- Problem-Based Learning Project

Resources Needed:

- Google Classroom
- Laptop/Projector/Media

Unit IV: Social Connection and Transition

Unit Summary

This unit will focus on helping students find their people and places. Clubs, activities, places to go, Greek life, roommates, and trusted adults are all a part of this unit. In addition, communication with new friends, teachers, adults, etc., and consent will be covered to help in decision-making. Students will explore what happens after they leave high school. Entering higher level education and/or the workforce, military, etc. will require more independent living, some of it in new places. This unit will focus on helping students transition to new places and people. Positive activities and places will be researched and found to help make the transition easier. This unit will also focus on communication with new friends, teachers, adults, etc., and discuss the importance of consent and what it means.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Health 12*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
 - 2.1 Personal and Mental Health
 - 2.1.12.PP.8-9, 2.1.12.SSH.4-5, 9-10
 - 2.3 Safety

<ul style="list-style-type: none"> ■ 2.3.12.PS.5-9 ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> ○ 8.1.12.IC.1, 3, 8.1.12.DA.1-2, 5 ○ 8.2.12.ED.1, 8.2.12.ED.3-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1-2, 8.2.12.EC.1, 3 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 3, 9.4.12.CT.1-4, 9.4.12.DC.1, 3-4, 6, 9.4.12.IML.1-2, 9.4.12.TL.3-4 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● *Where/how can I meet new friends like me and different from me? ● What places do I enjoy? What places would I be interested in? ● What do I want to get involved in? ● How do I speak to new people including friends, new teachers, and other adults? ● What is consent? How do you know consent? When is consent needed? ● How do I effectively manage finances while living independently? 		<ul style="list-style-type: none"> ● *There are many ways and places to meet new people and find things/places people that are enjoyable. ● Learning about new things to get involved in including clubs, activities, intramurals, Greek life, etc. can be very enjoyable and rewarding and can enhance the post-high school experience. ● Knowing and implementing good cues for face-to-face communication with new people is key to building relationships. ● Effective written communication (emailing professors and employers) is essential for functioning in the world. ● Defining consent accurately, knowing how it is used, and the possible implications are critical to one's safety. ● Financial literacy (checks, credit cards, FAFSA, loans, etc) is an important life skill that fosters independent living and happiness.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance Activities ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Test ● Problem-Based Learning Project ● Final Project 	<ul style="list-style-type: none"> ● Google Classroom ● Laptop/Projector/Media ● Common Sense Media

Section IX: Unit Reflection

The *Health 12* instructional team must confer upon the completion of each instructional unit in the *Health 12* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed Unit Reflection Forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Health 12* curriculum.

Unit Reflection Form: Health 12			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			

Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)