

Rumson-Fair Haven Regional High School

Course: *Health 11*

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Section I: Course Description

Health 11 is a marking period course required for all juniors. The course will provide students with the essential tools and skills needed for making well-versed decisions, recognizing risk reduction and prevention strategies in the areas of mental and emotional wellness, alcohol, tobacco and other drugs and social and sexual health.

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:**
 - 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:**
 - 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 11* 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 11* 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 11</i>	Grade Level: 11
Unit I: Mental and Emotional Wellness	Weeks 1-4
Unit II: Alcohol, Tobacco and Other Drugs	Weeks 5-7
Unit III: Social and Sexual Health	Weeks 8-10

Section VI: Texts and Instructional Resources:

The following texts and instructional resources are employed in *Health 11*:

- 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)

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Health 11* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Health 11* 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 11* 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 11* curriculum by the *Health 11* instructional team:

Unit I: Mental and Emotional Wellness		
Unit Summary		
This unit recognizes the multiple dimensions of health by emphasizing 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. Students will analyze and adapt mental and emotional health messages and communication techniques, recognize personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.		
Standards/Core Ideas/Performance Expectations		
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Health 11</i> :		
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: <i>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, 4, 2.1.12.CHSS.1, 5, 9 ○ 2.3 Safety <ul style="list-style-type: none"> ■ 2.3.12.PS.1, 2.3.12.HCDM.6 ● 2020 New Jersey Student Learning Standards: <i>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 ● 2020 New Jersey Student Learning Standards: <i>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"> ● To what extent can we keep ourselves disease free? ● What are the consequences of our choices in terms of wellness? ● How do I express my feelings? ● What are helpful and harmful ways of coping? ● *How and where can I seek help? ● *How can communication enhance my personal health and develop positive relationships? ● *How does one work globally to destigmatize mental illness? 	<ul style="list-style-type: none"> ● The decisions one makes can influence an individual’s growth and development in all dimensions of wellness. ● Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual. ● Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways ● Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others ● *Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions. There larger economics, social and political implications to this. ● *Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem. ● *Mental health conditions affect individuals, family members, and communities. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork 	<ul style="list-style-type: none"> ● Benchmark Test 	<ul style="list-style-type: none"> ● Google Classroom ● Laptop/Projector/Media

<ul style="list-style-type: none"> ● Homework ● Performance Activities ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Benchmark Problem-Based Learning Project 	<ul style="list-style-type: none"> ● Common Sense Media
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Unit II: Alcohol, Tobacco and Other Drugs

Unit Summary

This unit emphasizes long-term and short-term consequences of risky behavior associated with substance use and abuse and addresses how abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others. Students will enhance their awareness of alcohol, tobacco, medicines and other drugs as an important factor in preparing for living well in the 21st century, and maintaining a healthy, active lifestyle.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Health 11*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
 - 2.1 Personal and Mental Health
 - 2.1.12.PGD.2
 - 2.3 Safety
 - 2.3.12.ATD.1-3, 2.3.12.DSDT.1-5
- *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
<ul style="list-style-type: none"> ● Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? ● How do I make the “right” decisions in the face of peer pressure, media and other social pressures? ● Why does one person become an addict and another does not? ● *How does drug use and abuse impact our society? ● What knowledge do I need to make informed decisions regarding controversial topics in our society? ● What is fueling our current opioid epidemic? 	<ul style="list-style-type: none"> ● There are many behaviors, social problems, coping and remediation resources related to addiction and codependency. ● There are extremely harmful effects of chemical use by a pregnant woman on the unborn child. ● Personal decisions with regards to the use of substances vary greatly but there are a plethora of resources available to research controversial issues pertaining to drugs and society. ● Current trends regarding the use of alcohol, tobacco (vaping), marijuana and opioids are important to know in order to inform change. ● *Predominant opinions and ethics regarding chemical abuse and its impact on society must be identified before they can be addressed, and sometimes vary among subgroups of a culture/society. ● Responsible decision-making can be enhanced through participation in classroom scenarios.

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: Social and Sexual Health

Unit Summary

This unit will empower students with the knowledge necessary to make responsible decisions regarding sexuality. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health. Students will broaden their knowledge about the physical, emotional, and social aspects of human relationships and sexuality as a key factor in developing and supporting a healthy, active lifestyle in the 21st century.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Health 11*:

- *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.PP.1-9, 2.1.12.SSH.1-10, 2.1.12.CHSS.3-5
 - 2.3 Safety
 - 2.3.12.PS.5-10
- *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 ways you can work with others to create and contribute to healthier and safer communities for all people?
- *What are ways that culture, media, and technology affect our ideas about healthy relationships and sexuality?
- What makes communication skills “effective” and “ineffective” in romantic and/or sexual relationships?
- How does practicing affirmative consent work to prevent sexual assault and violence?
- *What sources of support are available for young people needing more information about sexuality and/or reporting bullying, harassment, abuse, or dating violence?
- What are the values and beliefs that guide your decisions about becoming sexually active?
- What are your rights when it comes to my sexual and reproductive health?

Unit Enduring Understandings

- There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections with abstinence being the most effective.
- There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.
- How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.
- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- *There are many factors that influence how we feel about ourselves and the decisions that we make.
- There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.
- Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.
- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- *Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.
- Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.

Evidence of Learning

Formative & Alternative Assessments:

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

Benchmark & Summative Assessments:

- Tests
- Final Project

Resources Needed:

- Google Classroom
- Laptop/Projector/Media

Section IX: Unit Reflection

The *Health 11* instructional team must confer upon the completion of each instructional unit in the *Health 11* 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 11* curriculum.

Unit Reflection Form: <i>Health 11</i>			
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)