

12th Grade Health

Unit Title: Wellness

Stage 1: Desired Results

Standards & Indicators:

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).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.	There are ways to align your investments with your personal financial goals.
9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	A budget may need to be modified as an individual's career, financial

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		goals (e.g., education, home ownership, retirement), and/or other life situations change.
<p>Central Idea/Enduring Understanding:</p> <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. 	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● Why is it important to take responsibility for your health? ● What lifestyle factors affect your health? ● Why do heredity, environment, culture, and media affect health? ● What communication skills are needed to maintain healthy relationships? ● How can refusal skills help you uphold your values? ● Why is it important to set personal goals? 	
<p>Content:</p> <ul style="list-style-type: none"> ● Emotional, financial, physical, mental, and social well-being ● Stress management ● Decision making ● Coping skills 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Demonstrate how to take responsibility for your health ● Identify lifestyle factors that affect your overall health ● Analyze how influences such as heredity, environment, culture, media and technology impact health ● Demonstrate communication skills to build and maintain healthy relationships ● Apply decision making skills that promote individual, family and community health ● Describe the process involved in choosing and achieving goals. 	
<p>Interdisciplinary Connections: Science: Biology Language Arts: persuasive writing; informational process writing (slides; brochures, etc.) Math: statistics related to suicide and mental disorders affecting teens</p>		
Stage 2: Assessment Evidence		
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Teacher guided reading of text followed by class discussion ● Create foldable study organizer ● Worksheets ● Create vocabulary word wall ● Read case scenarios and engage in classroom discussions ● Technology-based assignments ● Small group activities and discussions. ● How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport ● Teacher notes ● "Do now" writing assignments ● Role playing ● Hands on Health activities 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects 	
Stage 3: Learning Plan		
<p>Learning Opportunities/Strategies:</p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay 	<p>Resources:</p> <ul style="list-style-type: none"> ● IEP/504s ● EverFi ● Online resources ● Teacher developed worksheets ● Journals 	

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<ul style="list-style-type: none"> • Prevocational kit completion and hands-on learning opportunities • Student journaling and reflection • Student and peer interviews • Formative assessment • Student self-assessment 	<ul style="list-style-type: none"> • Online Classroom (Google Classroom) • Flocabulary • YouTube • Central PE • Edpuzzle <p>LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Alcohol, Tobacco, and Drugs

Stage 1: Desired Results

Standards & Indicators:

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

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2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CDM.1	Identify the purpose, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt.
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
<p style="color: blue; margin: 0;">Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> ● Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others. ● The balance of food intake and exercise 		<p style="color: blue; margin: 0;">Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● What are some factors that determine alcohol effects on different people? ● What are some of the influences of why people drink? ● How does alcohol affect physical, mental/emotional, social well being? ● How does the body digest ethanol?

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<p>is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> <ul style="list-style-type: none"> ● Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities. ● Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery. 	<ul style="list-style-type: none"> ● What refusal strategies can be used to avoid an unsafe situation? ● How does alcohol affect our driving skills? ● What should you do if you suspect someone is driving under the influence? ● What is the percentage of blood alcohol concentration level to be considered under the influence? ● How does alcoholism affect family and friends? ● What ways can a person avoid the risks of alcoholism? ● Where can a person go to seek help for alcohol-related concerns? ● List the harmful substance in tobacco and tobacco smoke ● Examine the harmful effects of tobacco use on the body ● Compare the physical, mental, legal consequences of tobacco use ● Discuss the benefits of a tobacco free lifestyle ● Develop strategies for preventing tobacco use ● Examine the reasons why some teens choose to smoke ● Examine laws, policies, and practices that help prevent tobacco related disease ● What factors influence decisions about drugs? ● What are the health consequences of drug use? ● How does marijuana, inhalants, steroids, and other substances affect the body? ● What strategies can you use to help prevent the use or abuse of harmful substances? ● Who in the community can a person go to get help? ● What activities can a person become involved in, to help discover alternatives to drug use?
<p>Content:</p> <ul style="list-style-type: none"> ● Drug classifications ● Short term and long term effects from drug use ● Addiction <ul style="list-style-type: none"> ○ Risk factors ○ Signs and symptoms ○ Getting help ● Opioids <ul style="list-style-type: none"> ○ Define opioids ○ Dangers of misuse and abuse ○ Addiction ○ Opioid crisis ● Marijuana <ul style="list-style-type: none"> ○ Medical vs recreational ○ How it affects the body ● Alcohol <ul style="list-style-type: none"> ○ Alcoholism ○ Long-term and short-term health risks ○ Dangers of drinking and driving ● Drug use affecting social health 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● List the harmful substance in tobacco and tobacco smoke ● Examine the harmful effects of tobacco use on the body ● Compare the physical, mental, legal consequences of tobacco use ● Discuss the benefits of a tobacco free lifestyle ● Develop strategies for preventing tobacco use ● Examine the reasons why some teens choose to smoke ● Examine laws, policies, and practices that help prevent tobacco related disease ● Identify factors that influence decisions about alcohol use and your health ● Examine the physical, mental/emotional, social and legal consequences of alcohol use ● Discuss the role alcohol plays in unsafe situations ● Develop strategies for preventing the use of alcohol ● Describe the short & long term effects of alcohol ● Discuss the consequences of driving under the influence of drug/alcohol use ● Describe the harmful effects of alcohol on a fetus ● List community health related services for prevention and treatment of alcoholism and alcohol use

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	<ul style="list-style-type: none"> • Describe substance abuse and examine the health risk involved • Examine the physical, mental/emotional and social and legal consequences of drug use • Identify the harmful effects of marijuana, inhalants, steroids, and other substance • Develop strategies to prevent the use of different drugs and other addictive substances • Identify school and community efforts to curb drug use • List community health related services that relate to drug addiction and abuse • Discover alternatives to drug and substance abuse
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Interdisciplinary Connections:

Science: Biology

Language Arts: informational and persuasive

Math: compare and contrast percentages related to addiction statistics based on local, state and national data

Stage 2: Assessment Evidence

Performance Task(s):

- Teacher guided reading of text followed by class discussion
- Create foldable study organizer
- Worksheets
- Create vocabulary word wall
- Read case scenarios and engage in classroom discussions
- Technology-based assignments
- Small group activities and discussions.
- How to plan for Socratic circles
- <https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport>

Other Evidence:

- Unit tests
- Quizzes
- Writing assignments
- Response to classroom discussion
- Response to case scenarios
- Class participation
- Projects

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Guided instruction
- Cooperative learning
- Effective verbal and nonverbal communication with peers and teachers
- Situational roleplay
- Prevocational kit completion and hands-on learning opportunities
- Student journaling and reflection
- Student and peer interviews
- Formative assessment
- Student self-assessment

Resources:

- IEP/504
- EverFi
- Online resources
- Teacher developed worksheets
- Journals
- Online Classroom (Google Classroom)
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- Central PE
- Edpuzzle

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge Provide student an opportunity to	Videos Provide notes Provide student with study guide	Videos Classroom models/Visual Aides Provide notes	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions

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<p>demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Community Health Services and Support

Stage 1: Desired Results

Standards & Indicators:

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.3: Explain the purpose of the Safe Haven Law and identify locations in your community.

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.

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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty	

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	insurance).	
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavior biases, psychology, and unconscious beliefs affect financial decision-making.

Central Idea/Enduring Understanding:

- 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.

Essential/Guiding Question:

- Why is it important to take responsibility for your health?
- What lifestyle factors affect your health?
- Why do heredity, environment, culture, and media affect health?
- What communication skills are needed to maintain healthy relationships?
- How can refusal skills help you uphold your values?
- Why is it important to set personal goals?
- What is the purpose of first aid treatment and what is your legal implication under the good Samaritan law?

Content:

- Mental and emotional changes
- Social media impacting self-concept development
- Improve mental, physical, social, and emotional health

Skills(Objectives):

- Demonstrate how to take responsibility for your health
- Identify lifestyle factors that affect your health
- Analyze how influences such as heredity, environment, culture, media and technology impact health
- Demonstrate communication skills to build and maintain healthy relationships
- Describe refusal strategies and conflict resolution skills
- Apply decision making skills that promote individual, family and community health
- Describe the process involved in choosing and achieving goals.
- Apply decision making skills that promote individual, family and community health

Interdisciplinary Connections:

Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, etc.)
 Science: Biology
 Math: graphing, developing and understanding charts

Stage 2: Assessment Evidence

Performance Task(s):

- Teacher guided reading of text followed by class discussion
- Create foldable study organizer
- Worksheets
- Create vocabulary word wall
- Read case scenarios and engage in classroom discussions
- Technology-based assignments

Other Evidence:

- Unit tests
- Quizzes
- Writing assignments
- Response to classroom discussion
- Response to case scenarios
- Class participation
- Projects

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<ul style="list-style-type: none"> ● Small group activities and discussions. ● How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport ● Teacher notes ● "Do now" writing assignments ● Role playing ● Hands on Health activities 	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle <p>*LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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Provide student with team building structure			
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Unit Title: Disease Awareness and Prevention

Stage 1: Desired Results

Standards & Indicators:

2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).

2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body

2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).

2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

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).

2.1.12.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.

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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavior biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Central Idea/Enduring Understanding:

Understanding ways to prevent and control the spread of diseases.

Public health policies are created to influence health promotion and disease prevention and can have global impact.

Essential/Guiding Question:

- What is a communicable disease?
- What are the types of pathogens that cause communicable diseases?
- How are these pathogens transmitted?
- How can you prevent the spread of these pathogens in the community?

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	<ul style="list-style-type: none"> • How is an airborne transmission different from direct contact? • What are some strategies to prevent a pandemic? • How do vaccines prevent or control diseases? • Where can you access information to learn and understand diseases? • What does STD's and STI stand for? • Why are STD's a hidden epidemic? • What are risk behaviors to avoid to prevent the spread of STD's? • Why is it important to remain abstinent? • How do you avoid risky behaviors? • Which common STD's are viruses and which are bacterial? • Why is it important for people to get tested if they think they may have contracted a STD? • What are some of the symptoms and treatment of common STD's? • Where can a person go to seek help if they believe they contracted a STD? • How is HIV transmitted?
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<p>Content: Communicable diseases STDs/STIs Pandemics Vaccines Treatments</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Identify the types of communicable diseases • Describe the ways in which communicable diseases are spread • Develop strategies to help prevent communicable diseases
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Interdisciplinary Connections:
 Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, web-based short film, etc.)
 Science: Biology
 Math: graphing, developing and understanding charts related to incidences of communicable diseases on a local, state and national perspective

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Teacher guided reading of text followed by class discussion • Create foldable study organizerWorksheets • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport • Teacher notes • "Do now" writing assignments • Role playing • Hands on Health activities 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Response to case scenarios • Class participation • Projects
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <ul style="list-style-type: none"> • Guided instruction • Cooperative learning • Effective verbal and nonverbal 	<p>Resources:</p> <ul style="list-style-type: none"> • IEP/504 • EverFi • Online resources
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<ul style="list-style-type: none"> ● communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment 	<ul style="list-style-type: none"> ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle <p>*LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Family Life, Safety, and Social Health

Stage 1: Desired Results

Standards & Indicators:

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.

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2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices)

2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth

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.

2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources

2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity.
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).	These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future of college and career opportunities.	Cultivating online reputations for employers and academia requires separating private and professional digital identities.
<b style="color: blue;">Central Idea/Enduring Understanding: <ul style="list-style-type: none"> ● The impact of social media on adolescent self-concept. ● Effective and ethical communication related to peer-to-peer, adult, and technology. 		<b style="color: blue;">Essential/Guiding Question: <ul style="list-style-type: none"> ● How does social media influence adolescent self-concept and interactions with diverse peers? ● What are the three styles of communication? ● Which style of communication is the most effective? ● How do your core values play a role in relationships and interactions with peers and adults?

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<ul style="list-style-type: none"> ● Sexual orientation and gender identity related to policy and cultural norms. ● The role of abstinence in maintaining one's health and self-concept (e.g., peer pressure; home culture; goal attainment, etc.) ● Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences. ● Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem. ● 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. 	<ul style="list-style-type: none"> ● What is abstinence?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Communication skills <ul style="list-style-type: none"> ○ Passive, assertive, aggressive ● Conflict resolution ● Healthy relationships <ul style="list-style-type: none"> ○ Respect ○ Boundaries ● Personal identity ● Respecting people of all genders, gender expression, sexual orientations, and gender identities ● Effect of social media to personal relationships and self-concept 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Compare and contrast the three forms of communication. ● Explain current school policies related to promoting dignity and respect for people of all genders expressions, gender identities, and sexual orientations. ● Evaluate one's perspective of what elements constitute health relationships with peers and adults. ● Analyze one's access to diverse social media platforms and self-concept development (e.g., Instagram; Snapchat; Tik Tok; etc.)
<p><u>Interdisciplinary Connections:</u> Science: Biology Language Arts: persuasive writing; informational process writing (slides; brochures, etc.) Math: ability to analyze charts and percentages related to gender identity statistics and prevalence of social media in adolescent and adult populations</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Teacher guided reading of text followed by class discussion ● Create foldable study organizer ● Worksheets ● Create vocabulary word wall ● Read case scenarios and engage in classroom discussions ● Technology-based assignments ● Small group activities and discussions. ● How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport ● Teacher notes ● "Do now" writing assignments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects

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- Role playing
- Hands on Health activities

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Guided instruction
- Cooperative learning
- Effective verbal and nonverbal communication with peers and teachers
- Situational roleplay
- Prevocational kit completion and hands-on learning opportunities
- Student journaling and reflection
- Student and peer interviews
- Think Pair Share
- Formative assessment
- Student self-assessment

Resources:

- IEP/504
- EverFi
- Online resources
- Teacher developed worksheets
- Journals
- Online Classroom (Google Classroom)
- Flocabulary
- YouTube
- Central PE
- Edpuzzle

LGBT and Disabilities Law

<https://sharemylesson.com/collections/pride-month>

<https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/>

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Pacing Guide - 12 Grade Health

Course Name	Resource	Standards
MP		
UNIT: Wellness 4 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Assessments: <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects 	2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.1.12.EH.4
MP		
UNIT: Alcohol, tobacco, and drugs 4 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Assessments: <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects 	2.3.12.ATD.1 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 2.3.12.DSDT.5
MP		
UNIT: Community Health Services and Support 8 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Assessments: <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects 	2.1.12.CHSS.1 2.1.12.CHSS.2 2.1.12.CHSS.3 2.1.12.CHSS.6 2.1.12.CHSS.7 2.1.12.CHSS.8 2.1.12.CHSS.9
MP		
UNIT: Disease Awareness and Prevention	Google Slides YouTube	2.3.12.HCDM.1 2.3.12.HCDM.2

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<p>4 days</p>	<p>EdPuzzles Glencoe Health CDC</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects 	<p>2.3.12.HCDM.3 2.3.12.HCDM.4 2.3.12.HCDM.5 2.3.12.HCDM.6 2.1.12.CHSS.8 2.1.12.CHSS.9</p>
<p>MP</p>		
<p>Unit: Family Life, Safety, and Social Health</p> <p>10 days</p>	<p>Google Slides YouTube EdPuzzles Glencoe Health CDC</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects 	<p>2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.7 2.3.12.PS.8 2.3.12.PS.9 2.1.12.SSH.4 2.1.12.SSH.6 2.1.12.SSH.9</p>