Board Approval Date: 9/20/2022
Course Title: Grade 11 Health
Course Description: This course covers topics including social and sexual health, emotional health and healthy relationships, the importance of personal safety related to sexting, sexual assault, and consent as well as the final lessons of Lifelines Suicide Prevention.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 3**
		3	Social and Sexual Health / Personal Growth and Development
		4	Nutrition
		5	Emotional Health / Personal Safety/ Healthy Relationships
		4	Lifelines Suicide Prevention
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 4**

Stage 1 Desired Results
Unit Title #1: Social and Sexual Health: LGBT+ & Gender Identity
Unit Summary: Students will explore various sexual orientations, discuss gender identity and gender expression and learn the appropriate and factual information to best respect all individuals and their personal sexual or gender choices.
Unit Learning Targets
NJSLS Standards: 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity. 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. 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 the physical, social, and emotional stages of early adulthood.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
Computer Science & Design Thinking *(CS & DT)***:** 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
Interdisciplinary Connections ELA, Math, VPA, etc : WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*	
Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*	
Unit Essential Questions: ● What is sexual orientation? ● What is gender identity? ● How does society influence and impact the expression of gender, sexual orientation, and identity? ● Why is it important to show respect for others' sexuality?	**Unit Enduring Understandings:** ● Sexual orientation and gender identity are personal choices. ● Sexual orientation and gender identity can be positively or negatively impacted by a wide variety of factors.
Students will know: ● The difference between sexual orientation, gender identity, and gender expression. ● Proper terms and ways to communicate with LGBTQ+ ● Resources for support, information, and community services for the LGBTQ+ ● Many factors contribute to the impact of sexuality	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Recognize appropriate vocabulary in reference to gender identity, sexual orientation, and gender expression. ● Discuss factors such as media, family, and peers that impact sexual orientation and gender identity. ● List resources to advocate and support the LGBTQ+ community

Stage 2 Assessment Evidence
Summative Assessments: Hand-outs, projects, journals, unit tests
Formative Assessments: Teacher observation, class participation
Common Benchmark Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.
Alternative Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.1.12.SSH.1	Describe how peers, family, and media can have an impact on sexual orientation and gender identity.	Discussion with students about sexual orientation Discussion with students about gender identity	*1 day*
2.1.12.SSH.2	Promote school and community programs and resources supporting respect for all gender expressions and sexual orientations.	Acceptance of students regardless of sexual orientation or gender identity	1 day
2.1.12.SSH.3	Recognize the social issues that affect the perception of gender and sexual orientation.	Discussion around stereotypes and how they affect people	*1 day*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results
Unit Title #2: Nutrition
Unit Summary: Nutritional trends, eating habits, nutrition and physical fitness all play a role in personal wellness. Students will learn the balance of nutrition and exercise is a vital component to a healthy life.
Unit Learning Targets
NJSLS Standards: 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. 2.2.12.N.5: Research recent trends in plant-based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
Computer Science & Design Thinking *(CS & DT)***:** 8.2.5.ITH.1: Explain how societal needs and wants to influence the development and function of a product and a system.
Interdisciplinary Connections ELA, Math, VPA, etc: RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*	
Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*	
Unit Essential Questions: ● How does the food we eat impact our overall health? ● What is the relationship between nutrition and physical activity? ● What are nutritional trends and how do they impact society? ● What tools are available to monitor and help achieve a nutritious lifestyle? ● What are the differences between food nutrients in regard to one's health and fitness?	**Unit Enduring Understandings:** ● Healthy nutrition is vital to overall personal health and wellness. ● The balance of physical fitness and nutrition supports healthy weight, disease prevention, and overall health. ● Creating a personal health care plan will ensure positive health. ● Nutritional trends and eating habits vary among individuals.
Students will know: ● The positive effects of a health care plan including physical fitness and a balanced nutrition plan on overall health. ● How exercise and nutrition combine to complement each other. ● The difference between nutrient classes; fats, proteins, carbs, etc. ● The impact nutrition has on disease prevention	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Understand the importance of a health care plan including nutrition and fitness. ● Recognize health and unhealthy trends of diets and eating habits in society. ● Determine caloric needs based on physical fitness output. ● Read food labels ● Recognize the impact nutrition has on disease prevention.

Stage 2 Assessment Evidence
Summative Assessments: Worksheets, quizzes, projects, unit test
Formative Assessments: Teacher observation, class participation
Common Benchmark Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.

Alternative Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.2.12.N.1 2.2.12.N.5	Compare and contrast nutritional trends and eating habits.	*Project: Research various nutritional trends, eating habits, fad diets, lifestyle diets, and their impact on overall health.*	2 days
2.2.12.N.2 2.2.12.N.3 2.2.12.N.4	Analyze the relationship between nutrition and fitness and then develop a personal nutrition and fitness plan	*Discuss caloric intake, body composition, protein vs fats vs carbs, metabolism, and impact on weight gain, loss, and maintenance.* *Develop a personal nutrition and fitness plan for your individual needs.* *Journal: Track what you eat for 3 days; evaluate*	*2 days*

Core Instructional & Supplemental Materials
(including various levels of texts)

Texts	*Notes*
Glencoe: Human Sexuality	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results
Unit Title #3: Personal Safety: Consent, Sexting, Sexual Assault
Unit Summary: This unit covers a variety of topics related to personal safety including sexting, sexual violence, abuse, and sex trafficking.
Unit Learning Targets
NJSLS Standards: 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. 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. 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, and disability status and make recommendations to address those issues. 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.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc :

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are the long term consequences of sexting? • How does sexting affect our social and emotional health? • What are the signs and symptoms of sexual abuse or assault? • What are your resources for reporting sexual abuse or assault? • What is consent?	• Sexting causes social, emotional, and legal consequences • Sexual abuse and assault are serious occurrences and need to be reported. • There are many resources and support systems for sexual abuse. • Communicating safely and appropriately in the digital world. • Consent must be given before all sexual acts.
Students will know: *(Content, Noun)* • How to identify various types of abuse • Resources that are available for sexual abuse and assault • Safe and effective means to communicate through technology • Laws of consent and dating violence.	**Students will be able to:** *(Verb Bloom's Taxonomy)* • Understand how to recognize and report sexual abuse or assault • Recognize different types of abuse. • Discuss resources and support systems for sexual assault and abuse. • Identify ways to communicate safely and appropriately with digital devices.

Stage 2 Assessment Evidence

Summative Assessments: Worksheets, projects, journal prompts

Formative Assessments: Teacher observation, class participation

Common Benchmark Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Alternative Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.3.12.PS.5 2.3.12.PS.6 2.1.12.SSH.3 2.1.12.SSH.9 2.1.12.SSH.10	Identify laws of consent related to sexual abuse and assault Discuss various types of sexual violence	Research and discuss state and federal laws associated with various types of intimate or sexual violence Identify laws of consent	1 day
2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10	Develop strategies to safely and efficiently communicate through technology Analyze the impact of sexting	Impact of Sexting Discuss the legal, emotional, and social consequences that can arise for sexting	2 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	Notes

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats ● Use of assisted technology ● Use of prompts ● Modification of content and student products ● Testing accommodations ● Authentic assessments Specific Strategies and Practices that Support Gifted & Talented Students: ***Specific examples applied to the unit*** ● Adjusting the pace of lessons ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher-order thinking skills ● Interest-based content ● Student-driven instruction ● Real-world problems and scenarios Specific Strategies and Practices that Support English Language Learners: ***Specific examples applied to the unit*** ● Pre-teaching of vocabulary and concepts

- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #5: Lifelines: A Suicide Prevention Program

Unit Summary: Lifelines Prevention targets the whole school community by providing suicide awareness resources for administrators, faculty and staff, parents, and students. Lifelines Prevention educates students on the facts about suicide and students' role in suicide prevention. It provides information on where to find suicide prevention resources in the school and community.

Unit Learning Targets

NJSLS Standards:

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.

2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.3

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants to influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc:

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions: (*Open-ended, Higher-order, Thought Provoking)*

- How do you identify the warning signs of someone who is suicidal?
- Who are trusted adults?
- How are depression and suicide linked?

Unit Enduring Understandings:

- Relevant facts about suicide, including warning signs, can help to provide assistance before an attempt takes place.
- The long-lasting impact suicide has on those who knew the person who has committed suicide. i.e. fault and responsibility
- Depression can cause suicide.

Students will know: *(Content, Noun)*

- How to identify suicide warning signs.
- How to respond to a person in need.
- Depression symptoms and the link to suicide.
- Demonstrating positive attitudes about interventions can help in seeking assistance.
- How to identify resources, their response, and be able to name one helpful adult.
- How to manage conflict and implement resolution strategies.

Students will be able to: *(Verb Bloom's Taxonomy)*

- Describe the warning signs of suicide.
- Demonstrate how they would respond to a person in need.
- Analyze the relationship between healthy behaviors and personal health.
- Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- Demonstrate effective conflict management or resolution strategies.

• There are interrelationships of emotional, intellectual, physical, and social health in adolescence. • Healthy and unhealthy behaviors impact personal health. • Steps to help someone who is suicidal. • The effects can suicide have on people left behind.	• Describe how to maintain a positive attitude about intervention and help-seeking behaviors. • Identify helpful resources and how helpful adults will respond. • Demonstrate positive attitudes about intervention and help-seeking behaviors.

Stage 2 Assessment Evidence

Summative Assessments: Warning Signs and FACTS handout, What would you do?
T/F Questionnaire

Formative Assessments: Teacher Observation

Common Benchmark Assessments:

Alternative Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.2.12.EH.4	Recognize personal traits and strengths to support a healthy lifestyle. Recognize factors of mental illness that impact the family Describe strategies to deal with life stressors	Lifelines Suicide Prevention Lesson 1: When is a Friend in Trouble? Lesson 2: How Do I Help a Friend? Lesson 3: Where Can I Go For Help? Lesson 4: How Can I Use What I Learned?	4 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Lifelines Suicide Prevention Curriculum	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction

- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups