Board Approval Date:9/20/2022
Course Title: Grade 12
Course Description: This course is designed to help high school students extend their conceptualization of knowledge, attitudes, and skills related to health issues in today's society. The focus is on students dealing with the world today and preparing for adult living based on health and wellness ethics by recognizing the need for wellness over a lifetime. Areas students include but are not limited to: personal health, growth and development, nutrition. diseases, goal setting, principles of training, cardiovascular fitness, muscle fitness, body composition, consure issues, safety, relationships, signs of suicide, sexuality, pregnancy and paenting, alcohol, tobacco, and other drugs.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 3**
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 4**
		7	First Aid and CPR
		8	Alcohol, Drugs, and Tobacco
		5/6	Mental Health

Stage 1 Desired Results

Unit Title # 1: First Aid and CPR

Unit Summary: Students will learn the proper steps to basic first aid, CPR and be able to identify and analyze strategies for common emergencies.

Unit Learning Targets

NJSLS Standards:

2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

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.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).

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 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:

- Why is it important to recognize and respond to an emergency?
- How am I able to help in an emergency?
- Why is it important to differentiate between life-threatening and non-life-threatening conditions?
- Consent? What is its role in an emergency?
- How can I be prepared to deal with the special needs and considerations of children, older adults, people with disabilities, and people who do not speak the same language you speak in providing care during an emergency?

Unit Enduring Understandings:

- CPR & First Aid knowledge and skills will give you the confidence to give immediate care to an injured or ill person and to decide whether advanced medical care is needed.
- Good Samaritans who act in good faith are protected.
- You (lay responder) play an important role in the EMS system.

Students will know: *(Content, Noun)*

- Students will know the four key actions responders can take in an emergency to make a difference in the outcome for an injured or ill person.
- Students will know emergency action steps, CHECK—CALL—CARE.

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

- Discuss the importance of learning first aid.
- Demonstrate the procedures for providing basic first aid.
- Describe and demonstrate the procedures for providing CPR and First Aid for shock and choking victims.
- Identify and analyze strategies for responding to common emergencies

• Students will know how to check an injured or ill person who appears to be unresponsive, and the appropriate next steps based on the results of that check.	• Examine strategies for responding to emergencies, such as poisonings.

Stage 2 Assessment Evidence
Summative Assessments: Worksheets, journal prompts, unit test, project, practical
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)*
2.1.12.CHSS.5 2.3.12.PS.1 2.3.12.HCDM.4 2.3..12.HCDM.5	Discuss the importance of learning first aid. Demonstrate the procedures for providing basic first aid.	Topic 1- Emergency Planning Topics 2- First Aid Procedures (2 blocks) Topic 3- CPR Procedures (2 blocks) Topic 4 and Topic 5- Emergency Response (2 blocks)	*7 Days*

	Describe and demonstrate the procedures for providing CPR and First Aid for shock and choking victims. Identify and analyze strategies for responding to common emergencies Examine strategies for responding to emergencies, such as poisonings.		

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
First Aid and CPR Life DVD	
Glencoe Teen Health	

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: Alcohol, Drugs and Tobacco

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

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.

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).

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 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 harmful effects of vaping and tobacco use? ● How would the choice of using tobacco products affect your lifelong health? ● How does consuming alcohol affect a person's physical,mental and emotional and social health. ● What is addiction? ● Why is medication abuse a serious public health issue? ● What are the health consequences of drug abuse? ● How can you protect yourself and others from the negative consequences of medication and drug misuse and abuse?	● Understanding the dangers of vaping and tobacco use ● Understanding the dangers of use and misuse of legal and illegal drugs ● Understanding the effects that alcohol alcohol has on the body ● Understanding the legal consequences of illegal drug and alcohol use

Students will know: *(Content, Noun)*	**Students will be able to:** *(Verb Bloom's Taxonomy)*
• Students will be able to understand the dangers of tobacco/nicotine use. • Students will be able to understand the dangers of underage drinking. • Students will understand the legal and health consequences of misuse of prescription and illegal drugs.	• Know the differences between vaping, juling and smoking tobacco/nicotine. • Know the effects of alcohol consumption and its effects on body function. • Know the health risks for consumption of legal and illegal drugs.

Stage 2 Assessment Evidence

Summative Assessments: Worksheets, journal prompts, unit test, project, practical

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.
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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.ATD.1 2.3.12.ATD.2	Differences between vaping, juling and smoking tobacco/nicotine.	Topic 1- Effects of different drugs and alcohol	*8 DAYS*

2.3.12.ATD.13 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	Effects of alcohol consumption and its effects on body function. Health risks for consumption of legal and illegal drugs	Topic 2- Underage drinking and addiction Topic 3- Impacts mentally, emotionally, socially and loss of Topic 4- Legal consequences and getting help Topic 5- Society's role WTPD- Not Even Once Program (3 Days)	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Glencoe Teen Health	
#NotEvenOnce program	

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: Mental Health

Unit Summary: Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual. The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

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.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

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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 :

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<tr><td colspan="2">Holocaust & Amistad: (ELA & SS ONLY) Embedded in learning activities or leave here</td></tr>
<tr><td>Unit Essential Questions:
● What are the different types of mental disorders, and what services are available to treat them?
● What are the warning signs that prompt people to seek professional help?
● What types of methods are available for addressing critical mental health issues?
● What are several issues related to death and grieving?
● Why are relationships important?
● Why is effective communication within the family important?
● How do you know if a relationship is healthy?
● What skills do you need to form healthy relationships with peers?</td><td>Unit Enduring Understandings:

● Healthy relationships with family members can provide support and meet physical, mental and emotional and social needs.
● While changes can be hard for families, families can grow stronger by coping together.
● Healthy romantic relationships are characterized by attraction, closeness and commitment. Individuality; balance, love and physical intimacy.
● Many teens choose abstinence. Skills for maintaining sexual absitnance can help teens achieve their goals and build healthy relationships.</td></tr>
<tr><td>Students will know: (Content, Noun)

● Students will recognize the characteristics of mental and emotional health within the family.
● IDentify mental health disorders and methods to address critical health disorders.</td><td>Students will be able to: (Verb Bloom's Taxonomy)

● Define the impact of mental and emotional health on a relationship.
● Understanding how to create a healthy environment for a healthy future.</td></tr>
</table>

• Recognizing and maintaining good mental and emotional health within a relationship are essentials students will know how to cultivate.	

Stage 2 Assessment Evidence
Summative Assessments: Worksheets, journal prompts, unit test, project, practical
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)*
2.1.12.E.1 2.1.12.SSH.5 2.1.12.SSH.6	• Impact of mental and emotional health on a relationship. • Types of mental health disorders • Methods to address critical mental health issues. • Coping with emotional loss.	Topic 1- Mental Health disorders, issues, impact and warning signs for intervention	3

	• Creating a healthy environment for a healthy future	Topic 2- Emotional Health and coping with emotional loss. Topic 3- Developing healthy home environments and future forward planning,	*2* *1*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Glencoe Teen Health	
No Kidding Me 2- Documentary	

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