

Course: <i>Health 1</i> Unit #1: <i>Healthy Living</i>	Year of Implementation: 2026-2027
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
● Unit Standards: <i>(keep each of the following headings in place)</i> ○ Content Standards ■ 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.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). ■ 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: Evaluate the effectiveness of prevention and intervention strategies that individuals, peers, and families may use to address situations that include intimidating, harassing, bullying, cyberbullying, and abuse." ■ 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). ■ 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.	

○ **2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 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).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. •
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

○ **Interdisciplinary Content Standards**

- 8.1.12.DA.5 – Create data visualizations to communicate findings
- 8.2.12.ED.1 – Use a design process to identify problems and create solutions.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats.
- HS-LS2-7 (NGSS) – Design, evaluate, and refine a solution for reducing impacts of human activities on the environment.
- 1.5.12prof.Cn11a – Investigate how media and contemporary issues influence artistic expression.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion [\(N.J.S.A. 18A:35-4.36a\)](#) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning of emotional, physical, and mental well-being to make informed, responsible, and ethical decisions to support a healthy lifestyle.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem-solving skills to solve "real world" health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

<u><i>Enduring Understandings</i></u> Students will understand that. . . <i>EU 1</i> • achieving total wellness involves balancing mental/emotional, social, and physical health by making responsible decisions, setting goals, and developing strong character. <i>EU 2</i> • understanding how to cope with loss, grief, and mental health challenges is essential for emotional well-being and maintaining a healthy lifestyle. <i>EU 3</i> • effective communication, strong support systems, and healthy stress management skills are key to building positive relationships and promoting overall wellness.	<u><i>Essential Question</i></u> How do my choices, skills, and experiences impact my well-being, relationships, and ability to handle life's challenges?
<u><i>Knowledge</i></u> Students will know . . . <i>EU 1</i> • components of the Wellness Triangle (2.1.12.PGD.1) • ways to incorporate total wellness into one's daily life (2.1.12.EH.1)	<u><i>Skills</i></u> Students will be able to. . . <i>EU 1</i> • analyze one's daily activities that relate to wellness (2.1.12.PGD.2) • incorporate wellness into daily life (2.1.12.PGD.1)

- what factors, attributes, or details make a goal realistic (2.3.12.PS.1)
- what an Action Plan is (2.3.12.PS.1)
- the six steps of the decision-making process (2.3.12.PS.1)
- traits of good character (2.1.12.EH.1)
- the characteristics of bullying and bullying prevention strategies (2.3.12.PS.8)

EU 2

- resources available for support including school counselors, mental health services, and community organizations (2.1.12.CHSS.1)
- resources to help prevent the occurrence of suicide (2.3.12.PS.1)
- various healthy coping strategies and techniques for managing grief (2.1.12.EH.3)

EU 3

- the stress management techniques (2.1.12.EH.3)
- communication skills that demonstrate consideration and respect for self, family, and others proper communication styles (2.3.12.PS.2, [2.3.12.PS.8](#))

- create a realistic short term and long term goal (2.3.12.PS.1)
- create an action plan to reach a specific goal (2.3.12.PS.1)
- apply the decision-making process to real life scenarios (2.3.12.PS.1)
- develop good character (2.1.12.EH.1)

EU 2

- develop suicide prevention strategies (2.3.12.PS.1)
- identify & apply healthy coping skills to deal with grief (2.1.12.PGD.1)
- identify signs of grief in themselves and others (2.1.12.EH.1)
- find and access support services, both within the school and in the community (2.1.12.CHSS.1)

EU 3

- analyze causes of stress (2.1.12.EH.3)
- develop strategies to manage stress (2.1.12.EH.3)
- examine how health behaviors reduce stress (2.1.12.PGD.2)
- demonstrate proper communication styles (2.3.12.PS.8)

Stage Two - Assessment

Performance Task: (See Senior Supervisor for approval of modifications to task.)

Other Evidence:

- Scenario-based test questions
- Short answer reflections
- Daily wellness check
- Multiple choice quiz
- Participation in role play activities

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

The teacher may include but are not limited to the following:

- Guided mindfulness and breathing exercise- A (EU 2,3)
- Character trait sorting – A (EU 1)
- Feelings thermometer to identify feelings – A (EU 2)
- Partake in stress management station rotations – A/M (EU 2, 3)
- Create a goal setting poster and timeline – M (EU 1)
- Wellness journal documenting feelings – M (EU 2)
- Engage in an active listening circle – M (EU 3)
- Self-awareness map: strengths, struggles, emotions – M (EU 1, 2)
- Illustrate support system webs – M (EU 3)
- Create anchor chart of coping strategies – M (EU 2)
- Create / utilize a stress scale that allows for identifying stress levels – M (EU 2, 3)
- Group discussions on specific topics – M (EU 1, 2, 3)
- Socratic seminar pertaining to teacher-guided topics – M (EU 1, 2, 3)
- Goal setting journal + calendar to monitor goal achievement – M/T (EU 1)
- Create a toolkit of coping skills – T (EU 2)
- Illustrate a “support system” map of resources available for someone who is struggling – T (EU 3)
- Create a personalized wellness plan and document your achievements and struggles T (EU 1,3)
- Write a letter to a loved one who is struggling with grief and provide support and resources – T (EU 2, 3)
- Create a wellness collage representing balanced wellness – T (EU 1)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Healthy Living	34
2	Alcohol, Tobacco, and Drugs	8
3	Human Sexuality and Relationships	25

Instructional Materials

Suggested resources, but not limited to:

- Chromebooks
- McGraw Hill “Glencoe Health” Textbooks
- <https://www.cdc.gov/healthyschools>
- <https://www.shapeamerica.org>
- <https://kidshealth.org/classroom>
- <https://www.myplate.gov>
- <https://www.brainpop.com/health>
- The Goodheart-Willcox Company, Inc. “Comprehensive Health” Textbook
- Teachers Toolbox School Health Education from SHAPE America

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.