

Kenilworth Public Schools

Curriculum Guide

Content Area: Health
Grade: 9-12
BOE Approved: 1/14/2013

Revision Date: June 2022
Submitted by: LeAnne Dunn
BOE Revision Approved: 8/8/22

Health- 9th grade Scope and Sequence

Unit 1- Nutrition and Exercise	Unit 2- Dove Self Esteem	Unit 3- Using Digital Devices Safely	Unit 4- Introduction to Sex Education	Unit 5- Drug and Alcohol Awareness
Weeks 1-2	Weeks 3-4	Week 5	Week 6-7	Week 9
<p><i>Unit Description:</i> This unit involves the role nutrition plays in maintaining a healthy well-being. The physical, psychological, and social benefits of exercise and rest are examined</p>	<p><i>Unit Description:</i> This unit discusses how to resist appearance pressures and unrealistic beauty ideals, the social media effects on body image and how to recognize manipulated images, comparing themselves to others and the problems this can cause, as well as learning how to embrace everything that makes them unique</p>	<p><i>Unit Description:</i> This unit will discuss the importance of navigating social media and other online platforms safely and how to be aware of the tactics used to recruit adolescents for human trafficking.</p>	<p><i>Unit Description:</i> This unit will educate students on how to make responsible and informed decisions about their sexual health and behavior and how to prevent the spread of sexually transmitted infections.</p>	<p><i>Unit Description:</i> This unit will educate the students on legal and illegal drugs and the difference between drug use, drug misuse, and drug abuse.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Apply the function, beneficial and non-beneficial effects if each of the following nutrients: Carbohydrates, proteins, fats, vitamins, minerals, 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Discuss ways to use social media in a safe way • Apply a thoughtful decision-making process to evaluate situations and 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Review of male and female reproductive systems • Define structure and function of the endocrine system • Importance of 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

<p>and water</p> <ul style="list-style-type: none"> • Break down metabolism (basal metabolic rate) • Explain Calories and the concept of empty calories vs. nutrient dense foods • Differentiate Type I and II Diabetes • Implement meal planning • Analyze weight management • Give examples of eating disorders • Define fitness (cardio respiratory endurance, muscular strength/endurance, flexibility, and body composition) • Break down the types of exercise • Cite F.I.T.T Principal • Understand improving cardio respiratory endurance (resting heart rate, stroke volume, and target heart rate) 	<p>lifestyle.</p> <ul style="list-style-type: none"> • Explore how we see ourselves in comparison to how others see us. • Discuss how the perception we have of ourselves can negatively or positively affect our mental health. 	<p>influences that could lead to healthy or unhealthy consequences (e.g., peers, media).\</p> <ul style="list-style-type: none"> • Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. 	<p>abstinence and the use of contraceptives</p> <ul style="list-style-type: none"> • Define what responsible behaviors are • Understand how peer pressure can affect our sexual behavior in a negative way • Understanding the different types of sexual orientation 	<ul style="list-style-type: none"> • 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). • 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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Health- 9th Grade Unit of Study

Unit title: Nutrition and Exercise

Unit summary: This unit involves the role nutrition plays in maintaining a healthy well-being. The physical, psychological, and social benefits of exercise and rest are examined.

Primary interdisciplinary connections: Science

21st Century Themes: health literacy, global awareness, life skills

Learning Targets

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 present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Big Idea: Educate students on the importance of proper nutrition.

Unit Essential Questions:

- We know eating is a physical aspect of life, so why is it important to understand the emotional and social components of eating disorders?
- What are the health risks related to poor nutritional practices?
- Why is fitness beneficial on a physical, emotional and social level?

Unit Enduring Understandings:

- Fitness is beneficial on a physical, emotional and social level as it speaks to Maslow's Hierarchy of needs.
- It is important to understand the emotional and social components of eating disorders so that these disorders may be effectively treated at their underlying source.
- There are many short and long term health benefits and risks associated with nutritional choices.

Unit Learning Targets

Students will...

- Apply the function, beneficial and non-beneficial effects of each of the following nutrients: Carbohydrates, proteins, fats, vitamins, minerals, and water
- Break down metabolism (basal metabolic rate)

- Explain Calories and the concept of empty calories vs. nutrient dense foods
- Differentiate Type I and II Diabetes
- Implement meal planning
- Analyze weight management
- Give examples of eating disorders
- Define fitness (cardio respiratory endurance, muscular strength/endurance, flexibility, and body composition)
- Break down the types of exercise
- Cite F.I.T.T Principal

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts • Reading and writing prompt (close reading) • Powerpoint 	Weeks 1-2
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Internet • Glenco Health Book • Handouts • Videos 	

Health- 9th Grade Unit of Study

Unit title: Unit 2- Dove Self Esteem

Unit summary: This unit was designed by Dove to help promote self esteem in young teens.

Primary interdisciplinary connections: Science, Psychology, Sociology

21st Century Themes: Health Literacy, Life Skills

Learning Targets

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.

Big Idea: This unit discusses how to resist appearance pressures and unrealistic beauty ideals, the social media effects on body image and how to recognize manipulated images, comparing themselves to others and the problems this can cause, as well as learning how to embrace everything that makes them unique

Unit Essential Questions:

- Why is it important to have a positive self-image?
- How does self-esteem affect one's life?
- Why do social media and the internet affect our self-perception in a negative way?

Unit Enduring Understandings:

- People with positive mental health have high self-esteem, can meet daily challenges and can develop healthy relationships.
- A person's self-esteem basically determines their everyday behavior. Someone with high self-esteem is more likely to succeed, and more likely to challenge themselves and attempt new things.
- A person can maintain positive mental health by surrounding themselves with positive people, by engaging in activities that make them feel good about themselves, and by using strategies like positive self-talk.

Unit Learning Targets

Students will...

- Understand the concept of appearance ideals
- Analyze the influences that create pressure to achieve appearance ideals
- Build media literacy skills by exploring how images and messages are often manipulations of the truth
- Challenge the appearance ideals by setting a goal to build body confidence

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Chapter Vocabulary• Reading checks• Video Clips• Chapter lesson assessments• Class discussion• Handouts• Reading and writing prompt (close reading)	Week 6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Internet• Glenco Health Book• Handouts• Videos	

Health- 9th Grade Unit of Study

Unit title: Using Digital Devices Safely

Unit summary: This unit will discuss the importance of navigating social media and other online platforms safely and how to be aware of the tactics used to recruit adolescents for human trafficking.

Primary interdisciplinary connections: Science

21st Century Themes: health literacy, global awareness, life skills

Learning Targets

Standards:

- 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.

Big Idea: Educate students on the impact digital devices have on themselves and their relationships.

Unit Essential Questions:

- What are the consequences that come from sexting?
- What are some ways young adults can keep themselves safe on the internet?

Unit Enduring Understandings:

- Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.

Unit Learning Targets

Students will...

- Define sex trafficking
- Explain at least two recruitment tactics sex traffickers/exploiters use
- Identify at least two ways to reduce risk related to sex trafficking
- Recall at least two credible resources related to sex trafficking and sexual violence prevention and intervention
- Describe state laws related to creation, sharing, and viewing of sexually explicit media, specifically sexting
- Analyze a minor's ability to give consent for the creation and distribution of sexually explicit media

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Chapter Vocabulary• Reading checks• Video Clips• Chapter lesson assessments• Class discussion• Handouts• Reading and writing prompt (close reading)• Powerpoint	Weeks 1-2
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Internet• Glenco Health Book• Handouts• Videos	

Health- 9th Grade Unit of Study

Unit title: Unit 4 Sex Education

Unit summary: This unit will educate students on how to make responsible and informed decisions about their sexual health and behavior, stressing the importance of abstinence.

Primary interdisciplinary connections: Science

21st Century Themes: health literacy, global awareness, life skills

Learning Targets

Standards:

- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.

Big Idea: Recognizing the risks associated with sexual behavior.

Unit Essential Questions:

- Why do adolescents put themselves into situations that could be potentially dangerous?
- Why do some adolescents feel they are ready to engage in sexual relationships earlier than others?

Unit Enduring Understandings:

- The hypothalamus, which is the decision-making part of the brain, does not fully develop until your early 20's.
- All males and females mature at their own rate and may feel different types of peer pressure.

Unit Learning Targets

Students will...

- Review of male and female reproductive systems
- Importance of abstinence and the use of contraceptives
- Define what responsible behaviors are
- Understand how peer pressure can affect our sexual behavior in a negative way

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts • Reading and writing prompt (close reading) • Powerpoint 	Weeks 7-8
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Internet/Projector • Glenco Health Book • Handouts • Videos • Advocateforyouth.com 	

Health- 9th Grade Unit of Study

Unit title: Unit 5- Drugs, Alcohol, and Tobacco	
Unit summary: This unit focuses on chemical dependence in regard to drugs, alcohol and tobacco, while making healthy choices to support and active lifestyle.	
Primary interdisciplinary connections: Science	
21st Century Themes: Health Literacy, Life Skills	
Learning Targets	
Standards:	
<ul style="list-style-type: none"> ● 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 behavior ● 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). 	
Big Idea: Drug, alcohol, and tobacco use verses drug, alcohol, and tobacco addiction	
Unit Essential Questions: <ul style="list-style-type: none"> ● What is the difference between drug use, misuse and abuse? ● Why do you think some drugs require a prescription while other drugs are sold over the counter? ● What are the types of tobacco products? ● Why does a drug taken by mouth take 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Drug misuse affects wellness and there are many consequences to abusing prescription and over-the counter drugs. ● Substance abuse impacts and affects all individuals and communities in the United States and other countries. ● There are many factors that can contribute to the increase in alcohol use among individuals at

<p>longer to have an effect on the body than a drug that is injected?</p> <ul style="list-style-type: none"> • What occurs at various life stages that can contribute to the increase use of alcohol? • How can drugs cause a person to be less likely to control sexual feelings? • Why do some people find a need to increase the amount of a drug they are taking? • How does alcohol or drug use increase the risk of violence and accidents? • Explain how needing instant gratification is a problem for drug abusers. • Describe the symptoms of withdrawal. • What makes some people find the need to increase the amount of a drug they are taking? • What types of resources are out there for those that have a substance disorder? 	<p>various life stages.</p> <ul style="list-style-type: none"> • Intravenous drug use leads to many negative health consequences especially the contraction of deadly diseases such as HIV/AIDS and hepatitis. • There are immediate and long-term consequences of risky behavior associated with substance abuse. • Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
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Unit Learning Targets

Students will...

- Be able to understand why it is important to not use/abuse drugs.
- Explain how one can get treatment if you have an alcohol or drug abuse problem.
- Be able to come up with strategies of how to avoid situations where one could be peer-pressured into trying drugs or alcohol.
- Explain the importance of being able to say NO.
- List what signs of abuse are in relation to drugs and alcohol.
- Classify what category certain drugs fall into.
- Explain what happens to a person who might be going through withdrawal.
- Explain how treatment is a lifelong process for some.
- Explain how outside factors can contribute to use/abuse of drugs and alcohol

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Chapter Vocabulary• Reading checks• Video Clips• Chapter lesson assessments• Class discussion• Handouts• Reading and writing prompt (close reading)	Weeks 6-7
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Internet• Glenco Health Book• Handouts• Videos	

Health- 11th grade Scope and Sequence- Health and Family Life

Unit 1- Abstinence, Contraceptives, and STI	Unit 2- Pregnancy and Birth	Unit 3- Parenting	Unit 4- Preventative Health	Unit 5- Drugs, Alcohol and Tobacco	Unit 6- Mental Health, Self Esteem, Bullying and Suicide Prevention
Week 1	Weeks 2-3	Week 4	Week 5	Weeks 6-7	Weeks 8- 9
<p><i>Unit Description:</i> This unit will discuss the importance of abstinence and protecting oneself when engaging in sexual behaviors to avoid contracting sexually transmitted infections and how to find trusting adults to confide in.</p>	<p><i>Unit Description:</i> This unit will cover the events that occur throughout pregnancy and birth.</p>	<p><i>Unit Description:</i> This unit will discuss the responsibilities that come with being a parent and the different options one has when becoming pregnant.</p>	<p><i>Unit Description:</i> This unit will stress the importance of preventative health and will identify the most common cancers in men and women.</p>	<p><i>Unit Description:</i> This unit focuses on chemical dependence in regard to drugs, alcohol and tobacco, while making healthy choices to support and active lifestyle.</p>	<p><i>Unit Description:</i> This unit is designed to educate the students on the importance of building a positive self-esteem and to understand how everyone around them effects how they may feel. The unit also educates the students on different types of bullying and how it can affect another individual's self-esteem and overall mental health. The unit concludes by discussing possible side effects of bullying, such as depression, and how it could lead to dreadful events such as suicide. The objective is to teach our students how to prevent this from occurring.</p>

<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. • Analyze the benefits of abstinence from sexual activity using reliable resources. • Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. • Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods • Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. • Identify trusting adults to confide in about questions on 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • List the major milestones of each trimester of fetal development utilizing medically accurate information. • Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). • Identify the stages of delivery and the different types. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. • Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. • Assess the skills needed to be an effective parent. • Evaluate parenting strategies used at various stages of child development based on reliable sources of information. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • 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). • 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,) • 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, 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Be able to understand why it is important to not use/abuse drugs. • Explain how one can get treatment if you have an alcohol or drug abuse problem. • Be able to come up with strategies of how to avoid situations where one could be peer-pressured into trying drugs or alcohol. • Explain the importance of being able to say NO. • List what signs of abuse are in relation to drugs and alcohol. • Classify what category certain drugs fall into. • Explain what happens to a person who might be going through withdrawal. • Explain how treatment is a lifelong process for some. • Explain how outside factors can contribute to use/abuse of drugs and alcohol 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Identify and describe what mental health is and how to maintain positive mental health. • Define self-esteem and will be able to illustrate how a person can build positive self-esteem. • Create a foundation for their personal value system. • Define body image and will be able to list the multiple factors that influence it. • Explain the variety of ways a person can be bullied, why it occurs, and will understand the appropriate actions to take when they either witness or experience any type of bullying act. • Recognize the signs of both depression as well as the warning signs of suicide.
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Health- 11th Grade Unit of Study

Unit title: Unit 1- Abstinence, Contraceptives, and STI	
Unit summary: This unit will discuss the importance of abstinence and protecting oneself when engaging in sexual behaviors to avoid contracting sexually transmitted infections and how to find trusting adults to confide in.	
Primary interdisciplinary connections: Science	
21st Century Themes: Health Literacy, Life Skills	
Learning Targets	
Standards:	
<ul style="list-style-type: none"> ● 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). ● 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. ● 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.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. ● 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. 	
Big Idea: Students will learn the importance of recognizing, treating, and avoiding sexually transmitted infections.	
Unit Essential Questions: <ul style="list-style-type: none"> ● Why does choosing sexual abstinence promote health? ● What contraceptives methods are most effective in preventing pregnancy and the transmission of STIs. ● What does STI stand for? ● How are STIs transmitted? ● What are the symptoms of common STIs? ● Why is abstinence important to the prevention of STIs? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Abstinence is the only 100% effective method in preventing pregnancy and STI transmission. Latex condoms, both male and female, have also proven to be highly effective. ● Any method that does not combine a physical barrier with a chemical barrier is a risky contraceptive method. ● The decision to become sexually active affects one's physical, social, and emotional health ● Sexually transmitted infection ● How STIs are caused by bacteria, viruses or parasites ● STIs are transmitted by unprotected sexual

	<p>contact</p> <ul style="list-style-type: none"> • Responsible actions regarding sexual behavior impact the health of oneself and others • Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. • Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.
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Unit Learning Targets

Students will...

- Contraception and family planning
- Be able to explain how if one chooses to be abstinent the risk of pregnancy does not occur.
- Understand the importance of contraception
- Know the different methods of contraception and how they work
- Discuss long-term effects of early onset of sexual activity.
- Explain the signs and symptoms of the different sexually transmitted infections

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts • Reading and writing prompt (close reading) 	<p style="text-align: center;">Week 1</p>

<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Internet• Glenco Health Book• Handouts• Videos	

Health- 11th Grade Unit of Study

Unit title: Unit 2- Pregnancy and Birth

Unit summary: This unit cover the events that occur throughout pregnancy and during childbirth.

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy, Life Skills

Learning Targets

Standards:

- 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.
- 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).

Big Idea: To educate students on the process of pregnancy and birth.

Unit Essential Questions:

- What is the importance of prenatal care?
- What happens during each trimester of pregnancy?
- Why do females have a caesarean section?

Unit Enduring Understandings:

- Prenatal care is important for the health of the developing embryo or fetus, as well as the health of the mother through the gestation period.
- There are many reasons for women to have a caesarean section. These reasons could vary from the distress level of the fetus, to the physical anatomy of the mother.

Unit Learning Targets

Students will...

- Be able to understand the development of the fetus throughout the pregnancy.
- Be able to explain the process of how a zygote turns into a fetus.
- Define the stages of labor.
- Define what the umbilical cord is and what it is attached to.
- Discuss parenting skills needed in child development.

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts • Reading and writing prompt (close reading) 	Weeks 6-7
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Internet • Glenco Health Book • Handouts • Videos 	

Health- 11th Grade Unit of Study

Unit title: Unit 3- Parenting

Unit summary: This unit will discuss the responsibilities that come with being a parent and the different options one has when becoming pregnant.

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy, Life Skills

Learning Targets

Standards:

- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.

Big Idea: Becoming educated on the options someone has if they become pregnant, and understanding the effects of being a parent, especially a young one, has on one's life, and the different strategies used to be a parent.

Unit Essential Questions:

- What are the options a woman has after becoming pregnant?
- How does a person's life change after they have a child?
- What are the different types of parenting strategies you have seen? ie. At home, friend's parents, tv
- What are the signs of child abuse?

Unit Enduring Understandings:

- There are different options that are available to a woman who becomes pregnant. ie. Having the child, adoption, abortion.
- "Safe Haven"
- There are different characteristics that make up a parent.
- Child abuse comes in many different ways.

Unit Learning Targets

Students will...

- Discuss parenting skills needed in child development.
- Understand the Safe Haven Act.
- Discuss the qualities of what they feel makes a good parent.
- Identify signs of child abuse.

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Chapter Vocabulary• Reading checks• Video Clips• Chapter lesson assessments• Class discussion• Handouts• Reading and writing prompt (close reading)	Week 4
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Internet• Glenco Health Book• Handouts• Videos	

Health- 11th Grade Unit of Study

Unit title: Unit 4- Sexually Transmitted Infections and Preventative health

Unit summary: This unit will stress the importance of preventative health and will identify the most common cancers in men and women.

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy, Life Skills

Learning Targets

Standards:

- 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.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,).

Big Idea: Preventative health is extremely important in detecting health risks early on.

Unit Essential Questions:

- What are the most common forms of cancer in women and men?
- Can the environment have an impact on a person's health?
- What type of doctor do women go to have their reproductive system checked?

Unit Enduring Understandings:

- Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

Unit Learning Targets

Students will...

- Be able to understand why a pap smear is important to get starting in the teenage years.
- Be able to explain signs of breast cancer or testicular cancer.
- Be able to explain why it is important to do self-exams on oneself.
- Be able to identify the most common cancers in men and women.

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Chapter Vocabulary• Reading checks• Video Clips• Chapter lesson assessments• Class discussion• Handouts• Reading and writing prompt (close reading)	Week 5
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Internet• Glenco Health Book• Handouts• Videos	

Unit 5 - Drugs, Alcohol, and Tobacco

Unit title: Unit 5 - Drugs, Alcohol, and Tobacco	
Unit summary: This unit focuses on chemical dependence in regard to drugs, alcohol and tobacco, while making healthy choices to support and active lifestyle.	
Primary interdisciplinary connections: Science	
21st Century Themes: Health Literacy, Life Skills	
Learning Targets	
Standards:	
<ul style="list-style-type: none"> • 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 behavior • 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). 	
Big Idea: Drug, alcohol, and tobacco use verses drug, alcohol, and tobacco addiction	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the difference between drug use, misuse and abuse? • Why do you think some drugs require a prescription while other drugs are sold over the counter? • What are the types of tobacco products? • Why does a drug taken by mouth take 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Drug misuse affects wellness and there are many consequences to abusing prescription and over-the counter drugs. • Substance abuse impacts and affects all individuals and communities in the United States and other countries. • There are many factors that can contribute to the increase in alcohol use among individuals at

<p>longer to have an effect on the body than a drug that is injected?</p> <ul style="list-style-type: none"> • What occurs at various life stages that can contribute to the increase use of alcohol? • How can drugs cause a person to be less likely to control sexual feelings? • Why do some people find a need to increase the amount of a drug they are taking? • How does alcohol or drug use increase the risk of violence and accidents? • Explain how needing instant gratification is a problem for drug abusers. • Describe the symptoms of withdrawal. • What makes some people find the need to increase the amount of a drug they are taking? • What types of resources are out there for those that have a substance disorder? 	<p>various life stages.</p> <ul style="list-style-type: none"> • Intravenous drug use leads to many negative health consequences especially the contraction of deadly diseases such as HIV/AIDS and hepatitis. • There are immediate and long-term consequences of risky behavior associated with substance abuse. • Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
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Unit Learning Targets

Students will...

- Be able to understand why it is important to not use/abuse drugs.
- Explain how one can get treatment if you have an alcohol or drug abuse problem.
- Be able to come up with strategies of how to avoid situations where one could be peer-pressured into trying drugs or alcohol.
- Explain the importance of being able to say NO.
- List what signs of abuse are in relation to drugs and alcohol.
- Classify what category certain drugs fall into.
- Explain what happens to a person who might be going through withdrawal.
- Explain how treatment is a lifelong process for some.
- Explain how outside factors can contribute to use/abuse of drugs and alcohol

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts • Reading and writing prompt (close reading) 	<p>Weeks 6-7</p>
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Internet • Glenco Health Book • Handouts • Videos 	

Health- 11th Grade Unit of Study

Unit title: Unit 6- Mental Health

Unit summary: This unit is designed to educate the students on the importance of building a positive self-esteem and to understand how everyone around them effects how they may feel. We will also be discussing life after high school and the resources available for those struggling with mental health issues and disorders.

Primary interdisciplinary connections: Science, Psychology, Sociology

21st Century Themes: Health Literacy, Life Skills

Learning Targets

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

Big Idea: To educate students on the importance of having healthy minds, which leads to having a healthy, active lifestyle and relationships

Unit Essential Questions:

- Why is positive mental health important?
- How does self-esteem affect one's life?
- How can I maintain positive mental health?
- Why does bullying occur?
- What are some warning signs of a person who is contemplating suicide?
- What can I do if I am concerned about my friend or myself?
- What types of resources are available post-high school?
- What are the consequences of not taking care of your mental health?

Unit Enduring Understandings:

- People with positive mental health have high self-esteem, can meet daily challenges and can develop healthy relationships.
- A person's self-esteem basically determines their everyday behavior. Someone with high self-esteem is more likely to succeed, and more likely to challenge themselves and attempt new things.
- A person can maintain positive mental health by surrounding themselves with positive people, by engaging in activities that make them feel good about themselves, and by using strategies like positive self-talk.
- Bullying can occur because of variety of reasons. Sometimes it can be because somebody is different from the others, while

	<p>other times it can just be being in the wrong place at the wrong time. Bullies usually pick on others because they are trying to gain attention and make themselves feel better</p>
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Identify and describe what mental health is and how to maintain positive mental health. • Define self-esteem and will be able to illustrate how a person can build positive self-esteem. • Create a foundation for their personal value system. • Define body image and will be able to list the multiple factors that influence it. • Explain the variety of ways a person can be bullied, why it occurs, and will understand the appropriate actions to take when they either witness or experience any type of bullying act. • Recognize the signs of both depression as well as the warning signs of suicide. 	
<p>Evidence of Learning</p>	
<p>Summative Assessment: Tests, quizzes, projects</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions, observation, group work 	
<p>Lesson Plans</p>	
<p><i>Activities</i></p>	<p><i>Timeframe</i></p>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts • Reading and writing prompt (close reading) 	<p>Week 6</p>
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>
<ul style="list-style-type: none"> • Internet/Projector • Glenco Health Book • Handouts • Videos 	

Health- 12th grade Scope and Sequence

Unit 1- Identity and LGBTQ+	Unit 2- Relationships, Sexual Abuse and Domestic Violence	Unit 3- Mental Health	Unit 4- Drugs, Alcohol, and Tobacco	Unit 5- Adult Preparedness (budgeting, decision making skills)
Week 1	Weeks 2-3	Weeks 4-5	Weeks 6-7	Weeks 8-9
<p><i>Unit Description:</i> This unit will discuss the different members of the LGBT community, how society views this community, and the understanding of the differences.</p>	<p><i>Unit Description:</i> This unit builds upon students' understanding of the physical emotional and social aspects of human relationships and sexuality.</p>	<p><i>Unit Description:</i> This unit is designed to educate the students on the importance of building a positive self-esteem and to understand how everyone around them affects how they may feel. The unit also educates the students on different types of bullying and how it can affect another individual's self-esteem and overall mental health. The unit concludes by discussing possible side effects of bullying, such as depression, and how it could lead to dreadful events such as suicide. The objective is to teach our students how</p>	<p><i>Unit Description:</i> This unit focuses on chemical dependence in regard to drugs, alcohol and tobacco, while making healthy choices to support and active lifestyle.</p>	<p><i>Unit Description:</i> This unit will explore post-high school decision making in terms of finance and being independent.</p>

		to prevent this from occurring.		
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Understand the different types of sexual orientation • Describe the LGBT community • Teach kindness and acceptance of those different 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Students will be able to understand the development of healthy relationships • Be able to explain signs of a potential unhealthy relationship • Be able to explain what to do when sexually harassed or know someone who has been • Define what intimacy means • Discuss qualities of a healthy relationship • Discuss mental, social, physical and emotional health play a role in relationships • Discuss how one should be treated in a relationships/ appropriate dating behaviors 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Identify and describe what mental health is and how to maintain positive mental health. • Define self-esteem and will be able to illustrate how a person can build positive self-esteem. • Create a foundation for their personal value system. • Define body image and will be able to list the multiple factors that influence it. • Explain the variety of ways a person can be bullied, why it occurs, and will understand the appropriate actions to take when they either witness or experience any type of bullying act. <p>Recognize the signs of both depression as well as the warning signs of suicide.</p>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Be able to understand why it is important to not use/abuse drugs. • Explain how one can get treatment if you have an alcohol or drug abuse problem. • Be able to come up with strategies of how to avoid situations where one could be peer-pressured into trying drugs or alcohol. • Explain the importance of being able to say NO. • List what signs of abuse are in relation to drugs and alcohol. • Classify what category certain drugs fall into. • Explain what happens to a person who might be going through withdrawal. • Explain how treatment is a lifelong process for some. • Explain how outside 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Discuss how to build independence after high school and college • Identify strategies to make good financial decisions

			factors can contribute to use/abuse of drugs and alcohol	
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Health- 12th Grade Unit of Study

Unit title: Unit 1- Human Sexuality and Gender Identity

Unit summary: This unit will discuss the different members of the LGBT community, how society views this community and the understanding of the differences.

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy, Life Skills

Learning Targets

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.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, and disability status and make recommendations to address those issues.

Big Idea: How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.

Unit Essential Questions:

- Why are members of the LGBT community feel they can be open with themselves on social media platforms and not in the school communities or at home?
- What percentage of the population is LGBT compared to heterosexual?

Unit Enduring Understandings:

- Members of the LGBT community may be apprehensive to come out to their peers, teachers, and families because they are afraid of being judged, bullied, or shunned.
- Approximately 4.1% of the American population is LGBT. In reality, this number may be much higher.

Unit Learning Targets

Students will...

- Understand the different types of sexual orientation
- Describe the LGBT community
- Teach kindness and acceptance of those different

Evidence of Learning

Summative Assessment: Tests, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts • Reading and writing prompt (close reading) 	Week 1
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Internet/Projector • Glenco Health Book • Handouts • Videos 	

Health- 12th Grade Unit of Study

Unit title: Unit 2- Relationships, Sexual Abuse and Domestic Violence

Unit summary: This unit builds upon students' understanding of the physical emotional and social aspects of human relationships and sexuality.

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy, Life Skills

Learning Targets

Standards:

- 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.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.
- 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.

Big Idea: Educate students on the foundation of healthy relationships in society today.

Unit Essential Questions:

- How might having balanced friendships affect a teen's emotional and physical health?
- How might dating at an early age affect a teen's physical and emotional health?
- Why might people get involved in harmful relationships?
- What are the negative effects of harmful relationships on mental/emotional health and physical health?
- What steps can be taken to end a harmful relationship?
- What are the different types of abuse?

Unit Enduring Understandings:

- Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals and provide emotional security for one another.
- Identify different types of relationships
- Ending relationships may be painful and difficult
- Relationships are constantly changing and evolving
- It is important to understand the strategies used by those seeking sex trafficking victims.

<ul style="list-style-type: none"> • How are young children being lured into sex trafficking? 	
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Students will be able to understand the development of healthy relationships • Be able to explain signs of a potential unhealthy relationship • Be able to explain what to do when sexually harassed or know someone who has been • Define what intimacy means • Discuss qualities of a healthy relationship • Discuss mental, social, physical and emotional health play a role in relationships • Discus how one should be treated in a relationship/appropriate dating behaviors 	
<p>Evidence of Learning</p>	
<p>Summative Assessment: Tests, quizzes, projects</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions, observation, group work 	
<p>Lesson Plans</p>	
<p><i>Activities</i></p>	<p><i>Timeframe</i></p>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts • Reading and writing prompt (close reading) 	<p>Weeks 2-3</p>
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>
<ul style="list-style-type: none"> • Internet/Projector • Glenco Health Book • Handouts • Videos 	

Health- 12th Grade Unit of Study

Unit title: Unit 3- Mental Health

Unit summary: This unit is designed to educate the students on the importance of building a positive self-esteem and to understand how everyone around them effects how they may feel. We will also be discussing life after high school and the resources available for those struggling with mental health issues and disorders.

Primary interdisciplinary connections: Science, Psychology, Sociology

21st Century Themes: Health Literacy, Life Skills

Learning Targets

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.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.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).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

Big Idea: To educate students on the importance of having healthy minds, which leads to having a healthy, active lifestyle and relationships

Unit Essential Questions:

- Why is positive mental health important?
- How does self-esteem affect one's life?
- How can I maintain positive mental health?

Unit Enduring Understandings:

- People with positive mental health have high self-esteem, can meet daily challenges and can develop healthy relationships.
- A person's self-esteem basically determines their everyday behavior. Someone with high self-esteem is more likely to succeed, and more

<ul style="list-style-type: none"> • Why does bullying occur? • What can I do if I am concerned about my friend or myself? • What types of resources are available post-high school? • What are the consequences of not taking care of your mental health? 	<p>likely to challenge themselves and attempt new things.</p> <ul style="list-style-type: none"> • A person can maintain positive mental health by surrounding themselves with positive people, by engaging in activities that make them feel good about themselves, and by using strategies like positive self-talk. • Bullying can occur because of variety of reasons. Sometimes it can be because somebody is different from the others, while other times it can just be being in the wrong place at the wrong time. Bullies usually pick on others because they are trying to gain attention and make themselves feel better
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<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Identify and describe what mental health is and how to maintain positive mental health. • Define self-esteem and will be able to illustrate how a person can build positive self-esteem. • Create a foundation for their personal value system. • Define body image and will be able to list the multiple factors that influence it. • Explain the variety of ways a person can be bullied, why it occurs, and will understand the appropriate actions to take when they either witness or experience any type of bullying act. • Recognize the signs of both depression as well as the warning signs of suicide.
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Evidence of Learning

<p>Summative Assessment: Tests, quizzes, projects</p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Chapter Vocabulary • Reading checks • Video Clips • Chapter lesson assessments • Class discussion • Handouts 	<p style="text-align: center;">Week 6</p>

<ul style="list-style-type: none">• Reading and writing prompt (close reading)	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Internet/Projector• Glenco Health Book• Handouts• Videos	

Health – 12th Grade Unit of Study

Unit title: Unit 4- Drugs, Alcohol, and Tobacco

Unit summary: This unit focuses on chemical dependence in regard to drugs, alcohol and tobacco, while making healthy choices to support and active lifestyle.

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy, Life Skills

Learning Targets

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 behavior
- 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).

Big Idea: Drug, alcohol, and tobacco use verses drug, alcohol, and tobacco addiction

Unit Essential Questions:

- What is the difference between drug use, misuse and abuse?
- Why do you think some drugs require a prescription while other drugs are sold over the counter?
- What are the types of tobacco products?
- Why does a drug taken by mouth take

Unit Enduring Understandings:

- Drug misuse affects wellness and there are many consequences to abusing prescription and over-the counter drugs.
- Substance abuse impacts and affects all individuals and communities in the United States and other countries.
- There are many factors that can contribute to the increase in alcohol use among individuals at

<p>longer to have an effect on the body than a drug that is injected?</p> <ul style="list-style-type: none"> • What occurs at various life stages that can contribute to the increase use of alcohol? • How can drugs cause a person to be less likely to control sexual feelings? • Why do some people find a need to increase the amount of a drug they are taking? • How does alcohol or drug use increase the risk of violence and accidents? • Explain how needing instant gratification is a problem for drug abusers. • Describe the symptoms of withdrawal. • What makes some people find the need to increase the amount of a drug they are taking? • What types of resources are out there for those that have a substance disorder? 	<p>various life stages.</p> <ul style="list-style-type: none"> • Intravenous drug use leads to many negative health consequences especially the contraction of deadly diseases such as HIV/AIDS and hepatitis. • There are immediate and long-term consequences of risky behavior associated with substance abuse. • Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Be able to understand why it is important to not use/abuse drugs. • Explain how one can get treatment if you have an alcohol or drug abuse problem. • Be able to come up with strategies of how to avoid situations where one could be peer-pressured into trying drugs or alcohol. • Explain the importance of being able to say NO. • List what signs of abuse are in relation to drugs and alcohol. • Classify what category certain drugs fall into. • Explain what happens to a person who might be going through withdrawal. • Explain how treatment is a lifelong process for some. • Explain how outside factors can contribute to use/abuse of drugs and alcohol 	
<p>Evidence of Learning</p>	
<p>Summative Assessment: Tests, quizzes, projects</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions, observation, group work 	

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Chapter Vocabulary• Reading checks• Video Clips• Chapter lesson assessments• Class discussion• Handouts• Reading and writing prompt (close reading)	Weeks 7-8
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Internet• Glenco Health Book• Handouts• Videos	

Health- 12th Grade Unit of Study

Unit title: Unit 5- Adult Preparedness

Unit summary: This unit will focus on planning and preparing for life after high school

Primary interdisciplinary connections: Business, Finance, Math, Technology

21st Century Themes: Health Literacy, Life Skills

Learning Targets

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).
- 2.1.12.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

Big Idea: To prepare students for life events after graduating high school.

Unit Essential Questions:

- Why is it so difficult for many young adults to plan and choose a career?
- Why is budgeting important?
- How can we better prepare ourselves to become independent young adults?

Unit Enduring Understandings:

- Young adults often feel pressure from parents and teachers to make a career choice when they are not ready to do so.
- Many young adults don't understand the financial responsibilities that come with living on their own.

Unit Learning Targets

Students will...

- Understand budgeting
- Understand the role secondary education plays on many individuals
- Identify ways to become independent
- Create realistic life goals
- Recognize different career choices
- Form good characterization-responsibility, assertion and good self-control

Evidence of Learning

Summative Assessment: Project

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Research • Class discussion • Handouts • Reading and writing prompt (close reading) 	Weeks 7-9
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Internet • Glenco Health Book • Handouts • Videos 	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

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

Examples of Strategies and Practices that Support English Language Learners:

- 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