

Unit: Health and Wellness

Content Area: 02 Health

Revised 7/1/23

Course & Grade Level: 11 Grade 11 Health Cycle

Summary and Rationale

It is important to learn about the dimensions of wellness because each dimension contributes to our own sense of wellness or quality of life, and each affects and overlaps the others. At times one may be more prominent than others, but neglect of any one dimension for any length of time has adverse effects on overall health.

Recommended Pacing

10 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1 PGD	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Personal Growth and Development
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.	
CPI #2.1 EH	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Emotional Health
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.	
CPI #2.1.CHSS	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Community Health Services and Support
2.1.12.CHSS.7:	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).	
CPI #2.1 PF	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Physical Fitness
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.	
2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.	
2.2.12.PF.2:	Respect and appreciate all levels of ability and encourage with care during all physical activities.	
2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).	

2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
CPI #2.1 LF	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Lifetime Fitness
2.2.12.LF.1:	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.2:	Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.
2.2.12.LF.3:	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.1:	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
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2.2.12.LF.3:	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, , teams, and in pairs during physical activity.
2.2.12.LF.5:	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
2.2.12.LF.6:	Implement a financial plan for participation in physical activity in the community for self and family members.
2.2.12.LF.7	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
Interdisciplinary Connections	
Standard #	Standard
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
New Jersey Student Learning Standards for 21st Century Life and Careers	
9.1.12.CFR.3:	Research companies with corporate governance policies

	supporting the common good and human rights.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.8.CAP.4	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA: 1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.8.IML.11:	Predict the personal and community impact of online and social media activities.
9.4.8.TL.5:	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
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).

New Jersey Student Learning Standards for Technology

8.1.2.NI.1:	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

- Unit Enduring Understanding:**
- The continuing relationship between personal behavior, health, and well-being affect not only individuals, but also society through intended and unintended consequences.
 - While good nutrition and fitness have a positive influence on an individual’s appearance, these behaviors impact the functioning of the human body and consequently lifelong good health and well-being.
 - People, places, and things compete for our health choices and can have a positive or negative impact on our well-being.
 - Advocacy and health services are critical to promote the health and safety of the global community.
 - Access and utilization of valid health resources enhance health.
 - Using medicines correctly assures that they are safe and have the maximum benefit.

Unit Essential Questions:

- How do my choices and lifestyle affect my wellness and the wellness of others?
- How can I make a difference in the face of local, national, and global health crises?
- What do I need to know to make good decisions and stay healthy? How do my decisions impact health?
- What is community and what are the individual's responsibilities to the community as well as the community's responsibilities to the individual?
- What are the 7 dimensions of wellness and how do they affect you daily?
- How does sleep affect our wellness?

Objectives:

Students will know:

- Basics of personal hygiene and available products and services
- Role of personal responsibility in maintaining wellness, personally and globally
- Current research on diet and nutrition
- Elements of a balanced, healthy diet
- Health conditions that typically occur during a person's lifetime; potential prevention and treatment strategies
- Impact of risky behaviors and potential for injury and/or death
- Value of lifelong health goals
- Factors that might influence health goals, positively and negatively
- Values and beliefs that impact individual and group actions
- Avenues that an individual or group can take to contribute to the health and safety of the global community
- Available health and fitness services, programs, and resources

Students will be able to:

- Prepare a proposal for the implementation of a peer counseling group, which will work individually and in small groups with teenagers facing social, emotional, and health problems; gain support for this proposal by including current theory and research on adolescent stressors and the consequences of non-treatment
- Creating a hypothetical business model improves the wellness of all employees over a period of time.
- Identify the strengths and weaknesses of the 7 dimensions of wellness of a person in pop culture.

Evidence of Learning:

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Unit: Social Emotional Health	
Content Area: 02 Health	Revised 7/1/23
Course & Grade Level: 11 Grade 11 Health Cycle	
Summary and Rationale	
Mental health education provides necessary awareness and resources for individuals and their loved ones. It helps break the stigma associated with mental health. Additionally, it can promote efforts for treatment and recovery.	
Recommended Pacing	
12 days	
New Jersey Student Learning State Standards for Health Education	
2.1 Personal and Mental Health	
CPI #2.1 EH	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Emotional Health
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).
CPI #2.1.CHSS	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Community Health Services and Support
2.1.12.CHSS.9	.Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
CPI #2.3 PS	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Personal Safety
2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Interdisciplinary Connections	
Standard #	Standard
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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New Jersey Student Learning Standards for 21st Century Life and Careers	
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9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.8.CAP.4	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA: 1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.8.IML.11:	Predict the personal and community impact of online and social media activities.
9.4.8.TL.5:	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.12.TL.4:	<ul style="list-style-type: none"> 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).

New Jersey Student Learning Standards for Technology	
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8.1.2.NI.1:	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

Instructional Focus	
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Unit Enduring Understandings:	
<ul style="list-style-type: none"> In a world connected by technology and travel, we share a strong interest in anticipating world-wide health issues and establishing protocols for control and treatment. Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives. Respect and acceptance of self and others facilitate conflict resolution, whether with peers or family members. 	

- In our global society, effective and appropriate communication affects our health and well-being.
- People, places, and things compete for our health choices and can have a positive or negative impact on our well-being.
- Advocacy and health services are critical to promote the health and safety of the global community.
- Access and utilization of valid health resources enhance health.

Unit Essential Questions:

- What are the steps to helping someone who may be in a crisis situation?
- What are some strategies to help someone dealing with depression or suicidal ideation?

Objectives:

Students will know:

- Students will be able to identify the ways to help someone who may be suffering with depression or suicidal ideation.
- Organizations available to teens for help with health issues
- Diagnoses and care of health problems prevalent in society: personality disorders, depression, suicide, ADD, Tourette’s Syndrome, phobias, OCD, substance abuse, SAD, autism

Evidence of Learning:

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources:

[First Aid/CPR/AED Participant's Manual - American Red Cross](#)

Current Events Articles

Livestrong.com

Healthyteen.org

CDC.gov

Medlineplus.gov

Webmd.com

You Tube Videos

HRM video library

Sunburst Video library

Unit: Drugs and Alcohol

Content Area: 02 Health

Revised 7/1/23

Course & Grade Level: 11 Grade 11 Health Cycle

Summary and Rationale

Using evidence-based prevention techniques, addiction education provides the knowledge to make healthier personal choices and ways to avoid an individual from getting into risky situations. The person will be able to create strategies to avoid negative peer pressure associated with drugs and alcohol. Combining statistics with real-life accounts from people who have struggled with addiction, students are less likely to try using a drug that can have long-term consequences.

Recommended Pacing

12-14 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1 PGD	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Personal Safety
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.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.	
CPI #2.3 ATD	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Alcohol, Tobacco and Drugs
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.	
CPI #2.3 DSDT	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Dependencies, Substances Disorder and Treatment
2.3.12.DSDT.1:	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

Standard #	Standard
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards for 21st Century Life and Careers

9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights.
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8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • There are immediate and long-term consequences of risky behavior associated with substance abuse and dependency. • People, places, and things compete for our health choices and can have a positive or negative impact on our well-being. • Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • How can I decide which risks are worth taking and which are dangerous to me and others? 	
Objectives:	
Students will know:	
<ul style="list-style-type: none"> • Awareness of abuses associated with alcohol, tobacco, prescription and over-the-counter drugs, supplements • Information and research regarding alcohol, tobacco, and other drugs and medicines necessary to make informed health decisions and avoid dependency/abuse • Risky sexual behaviors and consequences 	
Evidence of Learning:	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations	
Competencies for 21st Century Learners:	
<ul style="list-style-type: none"> • Collaborative Team Member • Effective Communicator • Self-Directed Learner • Globally Aware, Active, & Responsible Student/Citizen 	

Resources
<p>Core Text:</p> <p>Suggested Resources:</p> <p>First Aid/CPR/AED Participant's Manual - American Red Cross</p> <p>Current Events Articles</p> <p>Livestrong.com</p> <p>Healthyteen.org</p> <p>CDC.gov</p> <p>Medlineplus.gov</p> <p>Webmd.com</p> <p>You Tube Videos</p> <p>HRM video library</p> <p>Sunburst Video library</p>

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Unit: Nutrition		
Content Area: 02 Health	Revised 7/1/23	
Course & Grade Level: 11 Grade 11 Health Cycle		
Summary and Rationale		
To provide adequate knowledge and skills necessary for critical thinking regarding diet and health so the individual can make healthy food choices from an increasingly complex food supply. Research shows that eating habits and healthy behaviors are connected to academic achievement. Nutrition education can teach students to recognize how healthy diet influences emotional well-being and how emotions may influence eating habits.		
Recommended Pacing		
5 days		
New Jersey Student Learning State Standards for Health Education		
2.1 Personal and Mental Health		
CPI #2.1 N	Cumulative Progress Indicator (CPI)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%; font-size: small;">Disciplinary Concept</td> <td style="background-color: #cccccc;">Nutrition</td> </tr> </table>	Disciplinary Concept
Disciplinary Concept	Nutrition	
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.	
Interdisciplinary Connections		
Standard #	Standard	
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8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

Instructional Focus

Unit Enduring Understandings:

- While good nutrition and fitness have a positive influence on an individual’s appearance, these behaviors impact the functioning of the human body and consequently lifelong good health and well-being.

Unit Essential Questions:

- How do my choices and lifestyle affect my wellness and the wellness of others?
- How can I make a difference in the face of local, national, and global health crises?
- What do I need to know to make good decisions and stay healthy? How do my decisions impact health?

Objectives:

Students will know:

- Basics of personal hygiene and available products and services
- Role of personal responsibility in maintaining wellness, personally and globally
- Current research on diet and nutrition
- Elements of a balanced, healthy diet
- Health conditions that typically occur during a person’s lifetime; potential prevention and treatment strategies

- Impact of risky behaviors and potential for injury and/or death

Students will be able to:

- Solicit help from the school cafeteria service to prepare and sell foods that comply with healthy nutritional guidelines
- Discuss the different macronutrients and how they make up a balanced diet.

Evidence of Learning:

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

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Resources

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Current Events Articles

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Unit: Diseases

Content Area: 02 Health

Revised 7/1/23

Course & Grade Level: 11 Grade 11 Health Cycle

Summary and Rationale

Learning about common diseases that affect human beings is important to learn because it can help us learn about the way to prevent said diseases. This also allows us to notice symptoms and warning signs of certain diseases as well. Being aware of these symptoms and warning signs can help prevent disease from spreading, and people will be able to get help sooner.

Recommended Pacing

6 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.3 PS	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Personal Safety
2.3.12.PS.1	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).	
CPI #2.3 PS	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Health Conditions, Diseases, and Medicine
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:	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).	
2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).	
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).	
CPI #2.1 CHSS	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Community Health Services and Support
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.	
2.1.12.CHSS.8:	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.	
2.3.12.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

Standard #	Standard
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards for 21st Century Life and Careers

9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights.
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9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
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9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA: 1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.8.IML.11:	Predict the personal and community impact of online and social media activities.
9.4.8.TL.5:	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
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New Jersey Student Learning Standards for Technology

8.1.2.NI.1:	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

Instructional Focus

Unit Enduring Understandings:

- People, places, and things compete for our health choices and can have a positive or negative impact on our well-being.
- Advocacy and health services are critical to promote the health and safety of the global community.
- Access and utilization of valid health resources enhance health.
- Using medicines correctly assures that they are safe and have the maximum benefit.
- There are immediate and long-term consequences of risky behavior associated with substance abuse and dependency.
- While good nutrition and fitness have a positive influence on an individual's appearance, these behaviors impact the functioning of the human body and consequently lifelong good health and well-being.

Unit Essential Questions:

- How do my choices and lifestyle affect my wellness and the wellness of others?
- How can I make a difference in the face of local, national, and global health crises?
- What do I need to know to make good decisions and stay healthy? How do my decisions impact health?

Objectives:

Students will know:

- The difference between heart attacks and cardiac arrest.
- The signs and symptoms of a stroke.
- Psychological principles and theories of personality development
- Diagnoses and care of health problems prevalent in society: personality disorders, depression, suicide, ADD, Tourette's Syndrome, phobias, OCD, substance abuse, SAD, autism
- Health conditions that typically occur during a person's lifetime; potential prevention and treatment strategies

Students will be able to:

- Compare various means of diagnosis and treatments for health conditions; make recommendations for optimal care
- Know the difference between heart attacks and cardiac arrests
- Be able to identify the symptoms of a stroke.

Evidence of Learning:

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources**Core Text:****Suggested Resources:**

[First Aid/CPR/AED Participant's Manual - American Red Cross](#)

Current Events Articles

Livestrong.com

Healthyteen.org

CDC.gov

Medlineplus.gov

Webmd.com

You Tube Videos

HRM video library

Sunburst Video library

Unit: Social Media		
Content Area: 02 Health	Revised 7/1/23	
Course & Grade Level: 11 Grade 11 Health Cycle		
Summary and Rationale		
Internet safety for children protects them from the bullies, predators and cybercriminals who prowl, even when a child is seemingly safe at home. Fortunately, children don't have to fear the internet but can, instead, learn to respect it.		
Recommended Pacing		
4 days		
New Jersey Student Learning State Standards for Health Education		
2.1 Personal and Mental Health		
CPI #2.3 PS	Cumulative Progress Indicator (CPI)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%; text-align: center;"><small>Disciplinary Concept</small></td> <td style="text-align: center;">Personal Safety</td> </tr> </table>	<small>Disciplinary Concept</small>
<small>Disciplinary Concept</small>	Personal Safety	
2.3.12.PS.2	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.	
2.3.12.PS.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.	
Interdisciplinary Connections		
Standard #	Standard	
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Instructional Focus

Unit Enduring Understandings:

- The continuing relationship between personal behavior, health, and well-being affect not only individuals, but also society through intended and unintended consequences.
- In a world connected by technology and travel, we share a strong interest in anticipating world-wide health issues and establishing protocols for control and treatment.

Unit Essential Questions:

- How can communication enhance my personal health and develop positive relationships?
- How can I decide which risks are worth taking and which are dangerous to me and others?
- How do I know if a relationship is healthy or hurtful?

Objectives:

Students will know:

- The positive and negative effects social media has on individuals.

Students will be able to:

- Know the risks of sharing personal information online.
- Know the risk of sending risky texts.
- Know the safe ways to effectively use social media.

Evidence of Learning:

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

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Resources
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Unit: CPR/AED		
Content Area: 02 Health	Revised 7/1/23	
Course & Grade Level: 11 Grade 11 Health Cycle		
Summary and Rationale		
Being trained in CPR provides the knowledge, confidence and skills to stay calm in a medical emergency and help a person in need. Individuals certified in CPR are prepared to make a difference in their community by being ready to jump into action anywhere a cardiac arrest happens.		
Recommended Pacing		
3 days		
New Jersey Student Learning State Standards for Health Education		
2.1 Personal and Mental Health		
CPI #2.1.CHSS	Cumulative Progress Indicator (CPI)	
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8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

Instructional Focus

Unit Enduring Understandings:

- Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives.

Unit Essential Questions:

- How can I help in a medical emergency situation?

Objectives:

Students will be able to:

- Explain what CPR and an AED is
- Demonstrate the proper steps when performing CPR
-

Evidence of Learning:

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

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