



West Windsor-Plainsboro Regional School District
Health Grade 12

A Healthy, Active Lifestyle

Content Area: 02 Health

Course & Grade Level: 12 Grade 12 Health

Summary and Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.

Recommended Pacing

45 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 Concepts	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.	
CPI #2.1 PP	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Pregnancy and Parenting
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.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.	
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).	
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.	
CPI #2.1 EH	Cumulative Progress Indicator (CPI)	

	Disciplinary Concepts	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.	
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 SSH	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Social and Sexual Health
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, disability status and make recommendations to address those issues.	
2.1.12.SSH.4:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).	
2.1.12.SSH.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.	
2.1.12.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.SSH.8:	Describe the human sexual response cycle, including the role of hormones and pleasure.	
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.	
2.1.12.SSH.10:	Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media.	
CPI #2.1 CHSS	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Community Health Services and Support
2.1.12.CHSS.1:	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.	
2.1.12.CHSS.2:	Develop an advocacy plan for a health issue and share this information with others who can benefit.	
2.1.12.CHSS.3:	Explain the purpose of the Safe Haven Law and identify locations in your community.	
2.1.12.CHSS.4:	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).	
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.
2.2 Physical Wellness	
CPI #2.2 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.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).
CPI #2.2 LF	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Lifelong Fitness
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.
CPI #2.2 N	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts 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 recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
2.3 Safety	
CPI #2.3 PS	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Personal Safety
2.3.12.PS.1:	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
2.3.12.PS.2:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6:	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9:	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
CPI #2.3 PS	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Health Conditions, Diseases and Medicines
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.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,).
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).
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 Dependency, Substances Disorders and Treatment

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.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
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 Career Readiness, Life Literacies and Key Skills

Standard #	
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.4:	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.
9.1.12.CP.1:	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
9.1.12.CP.2:	Identify the advantages of maintaining a positive credit history.
9.1.12.CP.3:	Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
9.1.12.CP.4:	Identify the skill sets needed to build and maintain a

	positive credit profile.
9.1.12.CP.5:	Create a plan to improve and maintain an excellent credit rating.
9.1.12.FP.1:	Create a clear long-term financial plan to ensure its alignment with your values.
9.1.12.FP.2:	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.FP.3:	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
9.1.12.PB.2:	Prioritize financial decisions by considering alternatives and possible consequences.
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
9.1.12.PB.4:	Explain how you would revise your budget to accommodate changing circumstances.
9.2.5.CAP.2:	Identify how you might like to earn an income.
9.2.5.CAP.5:	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
9.2.5.CAP.8:	Identify risks that individuals and households face.
9.2.8.CAP.3:	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
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.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
Standard #	Standard
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:

- 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.
- 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.
- 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 and sexual activity (AIDs, HIV, STDs, rape, sexual harassment, pregnancy).
- Relationships play a central role throughout an individual's life. Forming healthy relationships involves commitment, respect, and understanding, whether that relationship is face-to-face or virtual.
- Individuals need to express sexuality in ways that are both healthy and responsible.
- Pregnancy and childbirth cause significant changes in one's life and in the life of others.

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 my health and the health of others?
- How is conflict an inevitable part of relationships?
- How can communication enhance my personal health and develop positive relationships?
- How and where can I find health resources and help when I need it?
- 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 unhealthy?
- How are people transformed through their relationships with others?
- What is the definition of abstinence?
- What turning points determine our individual pathways to adulthood?

Objectives:**Students will know**

- Social and ethical implications of abortion, pregnancy, birth, infertility, and genetic research
- Reproductive system
- Stages of fetal development
- Impacts of heredity and genetics on human growth and development
- Current research on diet and nutrition
- Diagnostic and treatment models for various diseases and health conditions (support people and agencies for STDs, HIV/AIDS, pregnancy, infertility, birth control, sexual harassment)

- Stressors and other contributors to violent behavior, including availability of weapons, substance abuse, media images, poor role models
- Consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community
- Strategies and available resources for coping with crisis or change in a family setting
- Diagnoses and care of health problems prevalent in society
- Effective communication skills
- Decision-making models; role of ethics in decision making
- Value of health goals to achieve lifelong wellness
- Factors that might influence health goals, positively and negatively
- Avenues that an individual or group can take to contribute to the health and safety of the global community
- Group norms and protocols for successful interpersonal interactions
- Available health and fitness services, programs, and resources
- Physical and emotional effects of abuses associated with alcohol, tobacco, prescription and over-the-counter drugs, supplements
- Relationship between alcohol, tobacco, and other drugs and medicines and incidence of date rape, sexual harassment, assault, violence, HIV/AIDS
- Factors that influence the use of alcohol, tobacco, and other controlled substances
- Available support and resources to quit using substances
- Effects of substance abuse on the individual, family members, the community, and society
- The cultural, social, and emotional aspects of human relationships: family types, marriage, divorce, infidelity, adultery
- Strategies to address domestic or dating violence and end unhealthy relationships
- Current and emerging topics related to sexual health and sexual orientation
- Physical, emotional, economic, social, cultural, and intellectual responsibilities of pregnancy and parenthood

Students will be able to

- Organize a fitness/wellness club at school or in the community; prepare brochures and podcasts highlighting personal care products, healthy eating habits, and fitness routines
- Debate social and ethical issues related to health and fitness (abortion, pregnancy, birth, infertility, and genetic research)
- Prepare a Public Service Announcement on fetal development, a healthy diet during pregnancy, dos and don'ts during pregnancy, inherited traits and possible defects
- Research: the prevalence of HIV/AIDS, STDs, sexual harassment, contraceptives, infertility, abortion and other issues facing young adults; the health, social, emotional, physical, and legal implications for young adults; and effective strategies, skills, and resources for responding to them when they arise
- Develop multimedia presentations based on research findings
- Participate in simulations and skill practice based on scenarios related to problems faced by young adults including violent behavior, harassment situations, date rape situations, family violence, bullying
- Develop a personal plan for coping with stressful situations, change, and other crises that may occur during the transition from high school to college or the workplace
- Volunteer for a service organization

- Interview substance abuse counselors; develop a top 10 list of ways to avoid addiction
- Simulate responsible and healthy interactions among friends, family, and colleagues
- Participate in school and community team sports and recreational activities

Evidence of Learning

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources:

Current Events Articles

Livestrong.com

Healthyteen.org

CDC.gov

Medlineplus.gov

Webmd.com

You Tube Videos

HRM video library

Sunburst Video library

JoinOneLove.org

Food Inc Documentary

The Hunting Ground Documentary