



Health Curriculum

Grade 12

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Effective Date: September 2022

Grade 12 Health Scope and Sequence		
Unit Name	Description	Number of Sessions
Unit 1: First Aid / CPR	This unit will introduce the specifics of BLS (Basic Life Support), as well as the various methods of applying first aid and life saving techniques for those in emergency situations. Furthermore, the students who pass the unit will receive American Heart Association BLS certification, valid for two years.	20
Unit 2: Mental Health	This unit will focus specifically on the importance of one's mental health. By understanding how to identify areas of concern, methods of self help, and various places to seek help, the student will be able to build a stronger grasp on how to properly care for their mental state.	12
Unit 3: Nutrition	This unit will revisit and expand upon the basics of general nutrition introduced in Health I. Culminating with an understanding of both short term and long term effects of one's nutritional input versus their overall health status.	8

Grade 12 Unit 1: First Aid

A true life skill is one that allows a person to better themselves and those around them. The First Aid / CPR unit in Health VII provides those life skills to students, which in turn allow them to be even more valuable members of society.

Summary and Rationale

The goal of this unit is to have students become proficient in providing basic life support (BLS as referred to by the American Heart Association) to those in need. Students will go through 12 intensely specific sessions which will explain the logic behind performing certain actions at certain times, as well as modeling the proper technique. Students will receive ample time to perform teacher observed practices of their own. At the culmination of the unit, students will be tested on their knowledge and performance in an effort to receive AHA BLS certification.

Recommended Pacing

20 Sessions - All following the AHA BLS digital course catalog.

Standards

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.
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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.
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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.
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2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
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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).
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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).
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Social and Sexual Health	
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.
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.
2.1.12.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).
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.
2.1.12.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.
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.
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).
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).
Alcohol, Tobacco and other 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.
Dependency, Substances Disorder 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 x.x	
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Instructional Focus	
Enduring Understandings:	Essential Questions:
	- What is the proper compression to breath ratio for CPR?

<p>- Basic Life Support preserves a life long enough to allow medical professionals time to arrive.</p>	<p>- What is the proper technique used for choking relief?</p>
<p>Evidence of Learning (Assessments)</p>	
<p>“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> · The specifics of BLS procedures. · When to apply their BLS learnings. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Perform the following BLS skills: CPR, choking relief, seizure assistance, burn relief, limb stabilization, and anaphylaxis relief. - Work as a team in partner or group patient assistance. - Properly utilize first aid equipment such as: AEDs, breathing devices, gauze, wraps, and epi-pens.
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>- Chromebooks - Schoology - Battery operated CPR dummies - Battery operated AED trainers - AHA BLS digital catalog videos</p> <p>Links ... - https://ebooks.heart.org/product/bls-course-digital-video</p>	
<p style="text-align: center;">Modifications</p>	
<p>Special Education -</p> <ul style="list-style-type: none"> ● Modify assignments for student understanding. ● Allow extra time on assignments/Eliminate penalties for late submissions ● Limit workload by 25%. ● Supply resources to be available outside of school. <p>ELL - Modify assignments to ELL students.</p>	

- Refer to ELL documentation provided by the World Language department.
- Use visuals as much as possible.
- Supply demonstrations when applicable.
- Turn on Closed Captions to Spanish for videos.
- Limit workload.
- Allow the use of a Translator, and to paraphrase for written work.

Gifted and Talented

- Modify assignments by challenging gifted and talented students.
- Provide Gifted students with the most challenging topics and research.
- Give students the opportunity to assist in presentation of material.
- Give open-ended additional questions for assessments.

504 - Modify assignments/lessons to accommodate each student's 504 plan.

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 12 Unit 2: Mental Health

The ability to lead a healthy lifestyle starts with the top down. One's focus on their mental health has been scientifically proven to enhance social, emotional, and physical health as well. By focusing on mental health, this unit will provide students with the tools to enhance their overall health.

Summary and Rationale

The goal of this unit is to have students understand the importance of maintaining and improving their mental health. Students will go through eight sessions which will explain the science behind mental health's impact on one's overall wellness. Students will receive ample time to reflect, identify, and plan for themselves utilizing teacher guidance and available resources. At the culmination of the unit, students will have prepared a personalized mental health improvement plan and begin putting it into motion.

Recommended Pacing

12 sessions

Standards

Personal Growth and Development

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Interdisciplinary Connections	
Standard x.x	
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RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Instructional Focus	
Enduring Understandings:	Essential Questions:
Relationships are influenced by communication, conflict resolution and management of emotions. It's important to build strong mental health that can influence one's overall well being.	What does it mean to be mentally and emotionally healthy? What does it mean to be socially healthy?

	Is having a mental illness different than having a physical illness?
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Evidence of Learning (Assessments)

“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> · Signs associated with suicidal behavior · Suicide intervention strategies <p>Common Mental Illnesses Effects of bullying on mental health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> · Recognize signs of the most common types of mental illness · Identify where to go for help <p>Recognize signs of suicidal behavior and identify intervention strategies Discuss strategies to combat bullying</p>
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Suggested Resources/Technology Tools

Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.

Albertahealthservices.ca
Kidshealth.org
walkinourshoes.org

Modifications

Special Education -

- Modify assignments for student understanding.
- Allow extra time on assignments/Eliminate penalties for late submissions
- Limit workload by 25%.
- Supply resources to be available outside of school.

ELL - Modify assignments to ELL students.

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- Use visuals as much as possible.
- Supply demonstrations when applicable.
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Gifted and Talented

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- Give open-ended additional questions for assessments.

504 - Modify assignments/lessons to accommodate each student's 504 plan.

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

LINKS TO CAREERS:

- <https://www.learnhowtobecome.org/paramedic-emt/>

Grade 12 Unit 3: Nutrition

A true culmination of twelve years of nutrition education, this unit will solidify and expand upon the previously covered materials. In order to fully focus on one's overall health and wellness, nutrition must be a key component of the equation.

Summary and Rationale

The goal of this unit is for students to solidify their understanding of basic nutrition. The process of digestion will be discussed, as well as how various types of foods are processed and turned into energy or fat. Students will also be instructed on proper ways to count calories and macros. The material previously mentioned will be an expansion upon a student's base knowledge from Health I, and will culminate in the form of a self-created nutrition plan for each individual student.

Recommended Pacing

8 sessions

Standards

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 x.x	
RST.11-12.1.	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
Integration of Technology	
	Smartphone Apps: MyFitnessPal, Fooducate, etc.
Instructional Focus	
Enduring Understandings:	Essential Questions:
- Strong knowledge of nutrition can allow one to make healthier choices, thus leading to a better lifestyle and longer life expectancy.	- Why does counting calories assist in the nutrition plan creation process? - Why is calorie counting alone not a reliable method for dietary planning? - What specific physical changes can one experience by improving their diet?
Evidence of Learning (Assessments)	
“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.	
Objectives (SLO)	
Students will know: - How dietary intake correlates with weight gain / loss. - What specific foods transfer into energy, and which transfer into fat.	Students will be able to: - Read a nutrition label - Create a well-rounded and healthy individualized nutrition plan.

- How marketing impacts food purchasing and intake decisions.

- Separate foods by their predominant nutrient class.

Suggested Resources/Technology Tools

Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.

Links ...

- https://www.youtube.com/watch?v=inEPIZZ_SfA
- <https://kahoot.it/>
- <https://www.youtube.com/watch?v=zzl1PczgTHI>

Modifications

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Career Readiness, Life Literacies, and Key Skills NJSL

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Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

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LINKS TO CAREERS:

- <https://www.nutritioned.org/careers/>