

Health

Grade 12

Prepared by:

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Superintendent of Schools:

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Born on **Date November 2014**

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Revised NJSLS **Date January 20, 2020**

Revised NJSLS **Date August 22, 2022**

Grade 12 HEALTH EDUCATION

Course Description:

Senior Health is a nine week course required for all 12th grade students. The course will provide students with the knowledge and skills necessary to recognize an emergency, call for help, prevent disease transmission, provide care and minimize consequences of injury or illness until Emergency Medical Services arrive. Students will be able to perform skills necessary to act as the first link in the EMS system chain of survival. This course also provides information and activities regarding current drug trends, effects of drug use on the family and community, and the process of selecting a drug rehabilitation program. Students will be given the opportunity to earn American Red Cross Certification.

Course Sequence:

Unit	Topic	Duration
1	Before Giving Care	2 Week
2	Cardiac Emergencies & CPR	2 Weeks
3	AED & Health Careers	1 Week
4	Breathing Emergencies	2 Weeks
5	Drugs and Alcohol	2 Week
6	Independent Living	1 Week

Pre-requisite: 9th Grade Health

Unit #1**Content Area: Health****Unit Title: Before Giving Care and Checking and Injured or Ill Person****Grade Level: 12****Core Ideas:** Students will learn how to deal with emergencies. We will explore our roles in the EMS system, purpose of Good Samaritan laws, how to gain consent, and how to reduce your risk of disease transmission while giving care.**Unit # - Standards****Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSL)**

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.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Computer Science and Design Thinking

8.2.12.NT.2: : Redesign an existing product to improve form or function.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)LGBTQ: An inclusive curriculum benefits *all* students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Florence Nightingale and her importance to modern day nursing and medicine)**Interdisciplinary Connection**

6.2.12.History UP.2.a: : Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.History CC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas

RST.11-12.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)

WHST.9-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)

WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s): <ul style="list-style-type: none"> Why is it important to understand basic first aid procedures? What are the basic safety precautions to be taken in emergency situations What is Chain of Survival and how is EMS system activated? How does organ and tissue donation benefit the health and well-being of society? 	Unit Enduring Understandings: <ul style="list-style-type: none"> First aid and safety guidelines are extensive, yet important to help maintain personal wellness as well as to keep safe in emergency situations Organ Donation is a gift of a lifetime
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Evidence of Learning

Formative Assessments: • Teacher observation - minimizing shock • In Class Discussion • Written Quiz • 3 Things: Good Samaritan Laws • One Word Summary: Abstinence Summative/Benchmark Assessment(s): • Skill Check : Checking A Victim Alternative Assessments: Worksheets • Journal reflection

Resources/Materials: Textbook: First Aid/CPR/AED Manual, American Red Cross https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross	Key Vocabulary: Shock Good Samaritan Laws Checking a Victim
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Your Role in EMS / Recognizing Emergencies	Describe your role in an emergency situation		1/2 day
Deciding to Act	Explain common barriers to action that May prevent people from responding to emergencies		1/2 day
Activating EMS	Discuss when and how to call 911		1day

Prevention of Disease Transmission	Explain how protective barriers can help reduce the risk of infection while giving care and the importance of Abstinence		1 day
Taking Action	Describe how to check for life-threatening conditions		1 day
Rescues	Describe six situations in which moving a victim is necessary		1 day
Checking a Conscious Person	Demonstrate how to Check a Conscious Person		1 day
Shock	Explain how to treat a person in shock		1 day
Checking an Unconscious Person	Demonstrate how to Check an unconscious person		1 day
Special Situations with CPR	Explain how to help injured person with special situations		1 day
Incident Stress/ Organ Donation	Explain what incident stress is and how to overcome it Explain the importance of Organ Donation		1 day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Give instructions/directions in writing and orally, as needed ● Use of translation dictionaries to locate words in native language ● Modified assessments/assignments, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #2**Content Area: Health****Unit Title: Cardiac Emergencies and CPR****Grade Level: 12****Core Ideas:**Students will learn what signals to look for if one suspects a person is having a heart attack or has gone into cardiac arrest. This unit will also explore how to care for a person having a heart attack and how to perform CPR.**Unit # - Standards****Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSL)**

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.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Computer Science and Design Thinking

8.2.12.NT.2: : Redesign an existing product to improve form or function.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connection

6.2.12.History UP.2.a: : Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.History CC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas

RST.11-12.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)

WHST.9-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)

WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

Companion Standards			
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RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.		
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience		
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
Unit Essential Question(s): <ul style="list-style-type: none"> • What are the basic steps of CPR? • What are the implications of not knowing how to correctly perform CPR? • What can you do to prevent heart disease? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Recognizing life-threatening condition is essential to a victim's survival • Even though there is a heredity connection for heart disease, people can actively work to prevent it through an active, healthy lifestyle. 	
Evidence of Learning			
Formative Assessments: Teacher observation CPR Skills Practice • Discussion • 3-2-1 : Heart Attack/CPR • Exit Card CPR			
Summative/Benchmark Assessment(s): • Project : CPR Skill Test			
Alternative Assessments: • Worksheets • Journal reflection • Peer Observation AED			
Resources/Materials: Textbook: First Aid/CPR/AED Manual, American Red Cross https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross		Key Vocabulary: Check Call Care CPR AED Heart Disease	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Anatomy of the heart	Diagram the components of the heart and explain function of each		1 Day
Heart Attack	Recognize signals of a heart attack and demonstrate how to care for a heart attack victim		1 Day
Coronary Heart Disease	Discuss risk factors for heart disease, and ways to reduce risk for heart disease		1 day
Cardiac Arrest	Explain the Cardiac Chain of Survival		1 Day

CPR	Demonstrate through skill practice how to perform CPR for an adult , infant or child in cardiac arrest		4 Days
Advance Directives	Explain the purpose of an advanced directive, how they work , and their limitations		1 Day
CPR Skill Testing	Demonstrate how to perform CPR for an adult , infant or child in cardiac arrest during skills test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505 Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Give instructions/directions in writing and orally, as needed • Use of translation dictionaries to locate words in native language • Modified assessments/assignments, as needed • Allow spelling errors 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications

Unit #3

Content Area: Health

Unit Title: AED & Careers Related to First Aid

Grade Level: 12

Core Ideas: This unit teaches how important early defibrillation is and how the automated external defibrillator works in the case of life-threatening abnormal electrical activity of the heart. Students will also learn about the proper procedures when using an AED.

Unit # - Standards

Standards (Content and Technology):

CPI#: Statement:

Performance Expectations (NJSL)

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.).
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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.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
Career Readiness, Life Literacies, and Key Skills	
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9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice
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Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
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Interdisciplinary Connection	
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Unit Essential Question(s): Why is it important to know and practice AED skills?	
Unit Enduring Understandings:	

	Knowing how and when to use an AED could save a person's life
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Evidence of Learning

Formative Assessments: • Teacher observation AED Skill practice • Discussion • 3-2-1 AED use • Answer Essential Question - AED

Summative/Benchmark Assessment(s): • AED Skills Test • Written Test - AED

Alternative Assessments: • Peer AED Observation

Resources/Materials:

Textbook: First Aid/CPR/AED Manual, American Red Cross
https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

Key Vocabulary:

Check Call Care
 AED
 SIDs
 Difibrillation

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Heart's Electrical System	Discuss components and functions of the electrical components of the heart		1/2 Day
AED & Adults	Demonstrate how to use an AED on an adult victim		1/2 Day
AED – Children and Infants	Demonstrate how to use an AED on children and infants		1/2 day
Special AED Situations	List the precautions for the use of an AED and how to adjust to special situations		1/2 Day
AED Skills Practice	Demonstrate through skill practice how to use an AED to care for an adult , infant or child in cardiac arrest		1 Days
AED Skills Test	Demonstrate skill of how to use an AED to care for an adult , infant or child in cardiac arrest during AED skill tests		1 Day
Research Careers Related to First Aid and CPR	Research careers within the 16 Career Clusters and determine attributes of career success.		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506 Students
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Unit #4	
Content Area: Health	
Unit Title: – Breathing Emergencies & Disease Prevention	
Grade Level: 12	
<p>Core Ideas: This unit explains the various types of breathing injuries, such as choking, respiratory distress, and respiratory arrest. In breathing emergencies, seconds count so students must learn to react at once. This unit discusses how to recognize and care for breathing emergencies. Another issue is that people don't always know how to apply mental health first aid to help someone who is suicidal. In this unit we will discuss warning signs regarding suicide, to discern myths of suicide, and understand how to help someone who is suicidal.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
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).
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8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
AAPI	In Health, we discuss the scientific contributions made by Dr. David Ho (Tiawanese-American). Dr. Ho has been engaged in HIV/AIDS research since the beginning of the pandemic, and pioneered formed the foundation for their pioneering effort to treat HIV early with the use of antiretroviral therapy. Dr. Ho has developed strategies to prevent HIV transmission.
Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Unit Essential Question(s):	
<ul style="list-style-type: none"> • What are the steps necessary to assist a responsive or unresponsive victim? • How do I know if someone is choking • What are the limitations of the Heimlich maneuver? • What are the warning signs of suicidal teens? 	Unit Enduring Understandings:
	<ul style="list-style-type: none"> • Being able to recognize and properly treat for breathing emergencies could save a life • Suicide is preventable.
Evidence of Learning	

Formative Assessments: • Teacher observation - Heimlich Maneuver practice • Discussion • Breathing Emergencies Quiz • 3 Things- Common Misunderstandings :Heimlich
Summative/Benchmark Assessment(s): • Project - Choking Handout
Alternative Assessments: • Journal reflection • Peer observation for choking

<p>Resources/Materials: Textbook: First Aid/CPR/AED Manual, American Red Cross https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/FA-CPR-AED-Part-Manual.pdf Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross</p>	<p>Key Vocabulary: Check Call Care Heimlich Back Blows Abdominal thrusts COPD</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Respiratory Distress and Arrest	Identify the causes of breathing emergencies Identify conditions that cause respiratory distress & respiratory arrest, and signals of each.		1 Day
Asthma, & Allergic Reactions	Describe the signals and the care for a person having an asthma attack Describe the signals and the care for a person who is experiencing an allergic reaction		1 Day
Choking	Demonstrate how to care for a person who is choking		1 day
Conscious Choking Adult & Child	Demonstrate how to care for a person who is conscious and choking		1 Day
Conscious Choking Infant	Demonstrate how to care for a person who is conscious and choking		1 Days
Unconscious Choking Adult & Child	Demonstrate how to care for a person who is unconscious and choking		1 Day
Unconscious Choking Infant	Demonstrate how to care for a person who is unconscious and choking		1 Day
Conscious Choking Infant	Demonstrate how to care for a person who is conscious and choking		1 Day
Decreasing Risk Factors for Suicide / Responding to someone	Understand how they can help to decrease risk factors in their community Identify a trusted adult they will turn to for support		1 Day

who may need help			
Cancer Awareness	Research the topics of breast and testicular cancer, self-exams, environment and modifiable risk factors		1 Day
Lyme Disease	Explain signals, treatment and how to reduce your risk of getting Lyme disease		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Give instructions/directions in writing and orally, as needed ● Use of translation dictionaries to locate words in native language ● Modified assessments/assignments, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #5

Content Area: Health

Unit Title: – Drugs & Alcohol

Grade Level: 12

Core Ideas: This unit provides students in grade 12 social and emotional skills necessary to make healthy decisions and resist the pressure to use drugs. This comprehensive drug prevention curriculum incorporates lessons that address communication, decision-making, risk reduction, problem solving and goal setting to empower high school students to avoid drug use. In this class students gain a scientific understanding of the known hazards and potential risks of electronic cigarettes and opioids. Students will analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.

Unit # - Standards

Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
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.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
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).
Career Readiness, Life Literacies, and Key Skills	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)
Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s): <ul style="list-style-type: none"> • How can you combat pressure to use/abuse/misuse drugs? • What health risks do e-cigarettes pose? • How can you help a person who wants to stop abusing drugs and remain drug-free? • What should I do at a party if someone needs emergency medical help? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • There are legal implications associated with chemical use/abuse/misuse. • Professional services are available in our school and community. • 911 Lifeline Legislation could save lives
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Evidence of Learning

Formative Assessments: • Teacher observation Skill practice for Sudden Illnesses • Discussion • Quiz : Sudden Illness • Debriefing : Sudden Illnesses; Tracking of new Mandates through the use of Go-Formative Assessments and EdPuzzle Assignments

Summative/Benchmark Assessment(s): • Project : Skill Test : Sudden Illnesses

Alternative Assessments: • Worksheets • Journal reflection

Resources/Materials: https://couragetospeak.org/the-courage-to-speak-foundation-high-school-drug-preventioncurriculum-grades-9-12/ https://docs.google.com/document/d/1IkP2TmoFq6O_1pRKjLzDcJu6_zm8JIsiN8bVs7RrLEw/edit https://static1.squarespace.com/static/5759add08a65e2dfe9ee213c/t/59de0ce8a803bb88cf8c7ba1/1507724521199/Ecigarette+Lesson+Plan.pdf http://headsup.scholastic.com/sites/default/files/NIDA17-INS2_Action_TE_508.pdf https://teens.drugabuse.gov/teachers/lessonplans/dangerous-mix http://headsup.scholastic.com/sites/default/files/NIDA17_INS3_TE.pdf https://teach.genetics.utah.edu/content/addiction/ https://teach.genetics.utah.edu/content/addiction/lessonplans/ http://www.scholastic.com/browse/article.jsp?id=3757744 http://www.scholastic.com/browse/article.jsp?id=3757743	Key Vocabulary: Check Call Care Abuse Misuse Peer pressure
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vaping	Identify key ingredients in e-cigarettes and how they affect the body		2 Day
Opioids, Heroin & Addiction	Understand the effects of opioid/heroin use, and steps to fighting the addiction		2 days
Addiction	Understand the effects of repeated drug use		2 day
Drug Rehabilitation	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.		2 Day
Drug & Alcohol Responsibilities	Understand the 911 Lifeline Legislation		2 Days

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Give instructions/directions in writing and orally, as needed ● Use of translation dictionaries to locate words in native language ● Modified assessments/assignments, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #6

Content Area: Health

Unit Title: -- Independent Living

Grade Level: 12

Core Ideas: As seniors prepare academically for college, armed forces or the work world they may encounter a variety of negative experiences. By investigating and discussing abuse issues, we can empower our students to reduce their chances of enduring unnecessary abuse. College campus safety will be discussed, including hazing and dorm safety. Bullying is not just a childhood issue, young adults will have bullies on their campuses and in the workplace. This unit will explore how to deal effectively with bullying issues in college and later in the workforce.

Unit # - Standards

Standards (Content and Technology):

CPI#:	Statement:
Performance Expectations (NJSLs)	
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.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Computer Science and Design Thinking

8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connection

6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

Companion Standards

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Unit Essential Question(s): <ul style="list-style-type: none"> ● What aspects of life on a college campus pose a health risk? ● What are the warning signs of suicidal teens? ● What do I do if a friend is suicidal? ● What is hazing? Why is it a problem? ● How can I reduce my risk of fire at college? ● What resources are available at colleges to address mental health issues? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Reliable web and community-based resources are available to assist with questions regarding human sexuality. ● Conflict resolution skills can help you cope with a contentious roommate or lab partner and ease stress. ● Suicide is preventable. ● Hazing is a type of interpersonal violence? ● Fire safety at college is a community based issue
Evidence of Learning	
Formative Assessments: ● Teacher observation ● Discussion ● Think-Write-Pair- Share : Dating Violence ● Answer Essential Questions ● One Word Summary : Responding to someone who may need help Tracking of new Mandates through the use of Go-Formative Assessments and EdPuzzle Assignments	
Summative/Benchmark Assessment(s): ● Project : Reaction Essay to Dating Violence Video Clips	
Alternative Assessments: ● Journal reflection : Hazing ● 3-2-1 Independent Living Unit	
Resources/Materials: Textbook: https://www.georgetownbehavioral.com/blog/suicide-awareness-and-prevention https://blogs.biomedcentral.com/bmcseriesblog/2015/05/29/suicide-prevention-everybodys-business/ https://www.cnn.com/2003/fyi/lesson.plans/05/07/hazing/ https://safesupportivelearning.ed.gov/sites/default/files/Hazing1%20Webinar%20FINAL_12%2017%2015%20Final_0.pdf https://www.pbs.org/newshour/extra/daily-videos/schools-confront-the-danger-of-hazing/ https://www.breakthecycle.org/sites/default/files/dv_101_single_day_lesson_plan.pdf https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbXidWxseWluZ2F3YXJlbnVzc3Jvc3xneDoxNGNhNTNjNDQwNjE5MjZi https://www.usfa.fema.gov/prevention/outreach/college.html https://www.nfpa.org/Public-Education/Staying-safe/Safety-in-living-and-entertainment-spaces/Campusand-dorm-fires https://www.nfpa.org/News-and-Research/Data-research-and-tools/Building-and-Life-Safety/Dormitoriesfraternities-sororities-and-barracks https://ncadv.org/learn-more https://safersmarterkids.org/teachers/curriculum/	Key Vocabulary: Hazing Bullying

Suggested Pacing Guide				
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Hazing Suicide Prevention	<ul style="list-style-type: none"> Develop skills that will help them avoid uncomfortable initiation behaviors Strategize ways to initiate members into a community that are positive and growth producing. Recognize signs of suicidal behaviors, and know where to get help 		1 Day	
Domestic Violence / Child Abuse	<ul style="list-style-type: none"> Analyze and apply strategies for avoiding violence within the family Understand the resources that are available for abuse victims 		1 Day	
Dating Violence/ Sex Assault	<ul style="list-style-type: none"> Understand the resources that are available for abuse victims Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger 		1 day	
Bullying	<ul style="list-style-type: none"> Learn what bullying is, the impact of bullying, and ways school members have a social responsibility to prevent bullying and support a positive school environment. 		1 Day	
Fire Prevention at College	<ul style="list-style-type: none"> Discuss ways to reduce the risk of fire in dorms and college apartments 		1 Days	
Teacher Notes:				
Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509 Students
<ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions Provide one-on-one assistance Accept participation at any level Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Give instructions/directions in writing and orally, as needed Use of translation dictionaries to locate words in native 	<ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions Provide rewards as necessary 	<ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions Provide one-on-one assistance Accept participation at any level Consult with Case Managers and follow IEP accommodations/modifications

	language • Modified assessments/assignments, as needed • Allow spelling errors			
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