

**Berkeley Heights Public Schools Curriculum
Berkeley Heights, New Jersey**



Comprehensive Health and Physical Education (CHPE)

Grades 9-12

Adopted: August 2022



Approved by the Berkeley Heights Board of Education
at the regular meeting held on 8/11/22

TABLE OF CONTENTS

Prologue/Epilogue	Page 3
Philosophy/Rationale	Page 4
Health Education Program Goals	Page 5
Program Procedures	Page 6
Methods of Evaluation	Page 7
Course Requirements	Page 8
Levels of Learning	Pages 14-15
Disciplinary Concepts and Core Ideas	Page 15-18
Course Proficiencies/Objectives	Page 19-24
Student Proficiencies	Pages 25-30
Grades 9th-12th Health Curriculum Standards	Pages 30-33
New Jersey Student Learning Standards for Comprehensive Health	Pages 33-43
Health 9th Grade	Pages 43-68
Health 10th Grade	Pages 68-98
Health 11th Grade	Pages 98-129
Health 12th Grade	Pages 130-152
Suggested Materials	Pages 153-154
Resource Agencies	Pages 154-157

DVDs/Videos	Pages 159-160
Instructional Websites	Page 161
Additional LGBTQ+	Page 162-163



ACKNOWLEDGEMENTS

BOARD OF EDUCATION

Michael D'Aquila, President

Angela Pena, Vice-President

Sai Bhargavi Akiri

Robert Cianciulli

Thomas Foregger

Pamela Stanley

Joy Young

Jordan Hyman - Mountainside Representative

CENTRAL OFFICE ADMINISTRATION

Melissa Varley, Superintendent

Julie Kot, Business Administrator and Board Secretary

David Greer, Assistant Superintendent

Marybeth Kopacz, Assistant Superintendent

Ann Clifton, Supervisor of 6-8 Health and Physical Education

CURRICULUM WRITING TEAM

Original Writing Team: Gary Healy and Tyler Brown

Revision Team: Ann Clifton and Marybeth Kopacz

PROLOGUE

Each human being born into this world is an individual, unique in personality, abilities, and strengths. Therefore, education in Governor Livingston should be individualized to enable all students to develop to their fullest potential, at their own pace and in an environment in which learning is such an exciting and highly personal experience that students will seek knowledge, be able to make decisions which support a healthy lifestyle. Without the knowledge about health no other life goal can be successfully achieved.

Goals:

- To develop responsible social and academic values of each student. Students will be offered a broad base of skills and lessons from which they can develop to their best ability.
- To contribute to the emotional and physical well-being of each student
- To develop individuals who will become responsible participants of the larger community, with particular concern for individual and group rights, responsibilities and respectful behavior.
- To nourish each student's drive for self-expression and creativity.
- To implement constructive student assessment practices designed to preserve the dignity of the individual, recognize individual differences, and stimulate a student's self-worth and potential.

EPILOGUE

We believe that these goals, adopted for our school will both reflect and influence the values of our community and will fulfill the needs of each individual in a diversified student body. Since change is a constant factor in vital society the goals of education must be responsive to change while continuing to draw stability from those values which remain valid to our society. A balance between constancy and change should help keep education relevant to our student's needs as defined both by them and by our society.

PHILOSOPHY/RATIONALE

Health education has certain unique characteristics that set it apart from other school disciplines. It is perhaps the only discipline that relates directly to the students' daily lives. The knowledge transmitted in their health classroom is of no value unless it is continuously applied to the students' attitude and resulting behavior. In health education we must interest young people in the subject matter and motivate them to use what they have learned in their own lives. For most young people, today's experience always seems more important than tomorrow's reality.

To prepare students for their future, comprehensive health education must focus on the needs of the students. They are facing increased pressure and stress from society, home, and peers including substance use/abuse, premarital sex, and lifestyle related consequences. Maintenance of optimum health is dependent on appropriate behavior in the mental, emotional, social and physical realms. Health education of students is an essential ingredient in the prevention of disease and the promotion of good health and optimal development

The comprehensive health program has been aligned with the New Jersey Student Learning Standards in Comprehensive Health Education. We are committed to giving students accurate, clearly defined, and current health knowledge to achieve their highest potential of wellness.

In compliance with the Comprehensive Health and Physical Education NJSLs 2020 (June):

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

HEALTH EDUCATION PROGRAM GOALS

1. The student has positive feelings about himself and all people.
2. The student has the knowledge and skills needed to insure the physical and mental health of him/her self and of others.
3. The student makes decisions and acts in ways which contribute to good personal and community health.
4. The student has a basic knowledge of human growth and development.
5. The student has knowledge and skills relative to safe living, accident prevention, and emergency care.
6. The student knows the purpose served by the family in providing psychological security to its members and the reasons that families have been the basic unit in most societies.
7. The student knows the major local, national, and global health problems and some of the ways in which they might be solved.
8. The student is familiar with, is able to evaluate, and uses materials and services provided by individuals and / or organizations dedicated to solving health problems.
9. The student is knowledgeable about vocational opportunities in health and allied fields.
10. The student will gain a critical understanding of his or her role as a producer and consumer of goods and services.
11. The student maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
12. The student engages in a physically active lifestyle.
13. The student recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
14. The student practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
15. The student is accepting and respectful of individual and cultural differences.
16. The student advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

*Note: Goals 11-16 are directly quoted from the New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

PROGRAM PROCEDURES

Comprehensive Health Education plays an important role in encouraging students to take responsibility for their own lives by establishing positive health practices that will enhance lifelong wellness. With this in mind, each grade level in Health Education will address the following to produce a well-rounded comprehensive, four-year health program.

Freshman Health (9): Growth & Development, L.E.A.D. High School: Too Good for Drugs & Violence, Consequences of Sexting, Decision making skills, and Dating Violence

Sophomore Health (10): Driver Education

Junior Health (11): Community & Social Health

Senior Health (12): Mental Health, Family Living, Sexuality Education, Alternative lifestyles, Life Skills and Dating Violence

Integrate the skills outlined in standard 2.2 and the Cross-Content Workplace Readiness Standards into every other health standard and grade level.

METHODS OF EVALUATION

GRADES 9-12

Test/Quizzes

Written Assignments

Oral Evaluation (Q&A, Discourse, Conversation)

Student Oral Presentations

Projects

Creative Presentations (Skits, Art, Writing, Role Playing, etc.)

Content Games (Puzzles, Competition, Word Search, etc.)

Cooperative Projects

Research Assignments

Content Mastery Tasks

Additional evaluation items may be added with the approval of the Department Supervisor.

COURSE REQUIREMENTS GRADES 9-12 HEALTH

GENERAL:

All requirements for health are in compliance with New Jersey Student Learning Standards, K-12 school district, and GLHS policies.

All requirements for health are consistent between and among grade level class sections.

All requirements have been approved by the Board of Education, principal, and department supervisor.

ATTENDANCE:

All health education classes and activities are mandatory. Attendance standards are listed in the student handbook and are available through the assistant principal's office. Six absences for non-lab students or four absences for lab students will result in course failure. Failure will also result from three cuts. All missed work due to absence must be made up. Arrangements for makeup work will be made on the first day following the absence. Only the main office, guidance office, health office, or child study team may excuse a student. *No teacher has the authority to excuse an absence or allow an absence.*

GRADING:

Grading is in compliance with school policy as found in the student handbook.

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for students with IEPs, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities

- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELL's

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions

- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504's

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction

- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions

- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

LEVELS OF LEARNING

A. COGNITIVE

1. **KNOWLEDGE**- Includes remembering, either by recognition or recall, or ideas, material, or phenomena- defining terms, recalling names, dates, persons, identifying words, etc.
2. **COMPREHENSION**- To understand the literal messages in communication as well as the meaning and intent of selected material, resulting in the ability to describe something in one's own words.
3. **APPLICATION**- The transfer of learning to new areas; the carry-over of learning into new situations; remembering and bringing to bear upon given material the appropriate generalizations or principles, or theories in problem solving.
4. **ANALYSIS**- The breakdown of material into its constituent parts- to identify or classify the elements of the communication, to make explicit the relationships among the elements; or recognize the organizational principles, the arrangement and structure which hold together the communication as a whole; and the ability to recognize assumptions, to distinguish cause and effect relationships, and the reorganization of biases or points of view.
5. **SYNTHESIS**- Putting together the elements and parts so as to form a whole; the production or a unique communication; the production of a plan, or proposed set of operations; the derivation of a set of abstract relations; the ability to produce a play, music, art forms, design products or formulate solutions.

6. EVALUATION- Making judgements about the value of ideas, works, solutions, methods, material; the use of criteria and standards for appraising.

B. AFFECTIVE

1. RECEIVE- Listens, is attentive to awareness.
2. RESPOND- Obeys or participates as expected, reacts to phenomena.
3. VALUE- Demonstrates a definite preference, displays a high degree of certainty and conviction.
4. ORGANIZATION- Develops a rationale for a set of values, and makes judgements about sets of value.

Disciplinary Concepts and Core Ideas

Personal Growth and Development: Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

By the end of Grade 12:

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

Pregnancy and Parenting: Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

By the end of Grade 12:

- *There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.*

- *There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.*

Emotional Health: Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

- *Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.*
- *Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways*

Social and Sexual Health: Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

By the end of Grade 12:

- *How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.*
- *Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.*
- *There are many factors that influence how we feel about ourselves and the decisions that we make.*
- *There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.*

Community Health Services and Support Community: Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person’s home, other residential settings, or a community health care facility.

By the end of Grade 12:

- *Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.*
- *Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.*
- *Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.*
- *Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.*

Nutrition: Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

By the end of Grade 12:

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

Personal Safety: Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

By the end of Grade 12:

- Consideration of the short and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self esteem.

Health Conditions, Diseases and Medicines: Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

By the end of Grade 12:

- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.
- Public health policies are created to influence health promotion and disease prevention and can have global impact.
- Mental health conditions affect individuals, family members, and communities.

Alcohol, Tobacco and other Drugs: Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

By the end of Grade 12:

Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.

Dependency, Substances Disorder and Treatment: Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

By the end of Grade 12:

- Alcohol and drug dependency can impact the social, emotional, and financial wellbeing of individuals, families, and communities.
- Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.

COURSE PROFICIENCIES

COURSE OBJECTIVES

Freshman Health: Growth & Development, L.E.A.D. High School: Too Good for Drugs & Violence, Consequences of Sexting, Decision making skills, and Dating Violence:

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.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.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
- 2.1.12.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.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.
- 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.
- 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.
- 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.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.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).

- 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.
- 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).

Sophomore Health: Driver Education:

- 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- 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.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.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
- 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.

Junior Health: Community and Social Health Problems, CPR/AED Certification, Organ and Tissue Donation:

- 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).

- 2.3.12.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).
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
- 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
- 2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
- 2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health

Senior Health: Mental Health, Family Living, Sexuality Education, Life Skills, Dating Violence:

- 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. 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.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.
- 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.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.

- 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.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.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.
- 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).
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.

STUDENT PROFICIENCIES

FRESHMAN HEALTH

The students will be able to:

- Examine the effect of personal decision making on one's own health as well as the health of those around them.
- Analyze the influence of personal values and beliefs on individual health practices and behaviors. Investigate the impact of technology on personal, family, and community health.
- Design an effective personal wellness plan that contributes to healthy decision-making.
- Identify factors that contribute to a person's overall wellness.
- Categorize healthy behaviors into the three areas of personal health.
- Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
- Predict the potential short-term and long-term impact of each alternative on self and others.
- Analyze how peers influence healthy and unhealthy behaviors
- Justify how the culture supports and challenges health beliefs, practices, and behaviors
- Examine barriers that can hinder healthy decision making
- Evaluate personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- Determine the value of applying a thoughtful decision-making process in health-related situations.
- Formulate the potential short-term and long-term impact of alternatives on self and others.
- Decipher negotiation tactics when refusing drugs or alcohol. L.E.A.D.
- Demonstrate communication methods to aid themselves in a risky situation L.E.A.D.
- Evaluate addiction risk in various types of drugs
- Analyze the role Nicotine has in use of illegal and legal substances.
- Identify illegal and legal drugs which contain Nicotine as an addictive substance

SOPHOMORE HEALTH

The student will be able to:

- Understand the safety principles involved in driving a vehicle.
- Understand basic driving procedures and rules of the road, and specific laws that are unique to New Jersey. (NJ state manual), Understand the role of decision making in driving.
- Understand how driving conditions influence safe driving.
- Understand the problems that can affect driving performance.
- Understand how alcohol and drugs affect driving.
- Understand and accept that there are tangible consequences for driving violations.
- Understand how mutual respect on the road translates to safety for oneself and others.

- Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.
- Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.
- Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- N.J.S.A. 18A:7F-4.3 Organ donation requires information relative to organ donation to be given to students in grades 9 through 12.

JUNIOR HEALTH

The student will be able to:

- Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
- Relate personal abuse of prescription and over-the-counter medicines to wellness.
- Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
- Understand the myths and misunderstandings regarding organ and tissue donation. Comprehend the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.
- Predict the societal impact of substance abuse on the individual, family, and community.
- Apply critical thinking and problem-solving strategies during structured learning experiences.
- Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
- Select and use specialized databases for advanced research to solve real-world problems.

- Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for life-long learning.
- Certification for CPR, AED – Adult, Infant and Child (Students will have the option to become American Red Cross First Aid, Child and Adult CPR/AED Certified).
- Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
- Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
- Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
- Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
- Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

SENIOR HEALTH

The student will be able to:

- Understand and accept the responsibility that comes with maturity. (responsibility, accountability, decision making, etc.)
- Understand and accept the importance of the family.
- Understand and develop responsible sexual behavior.
- Understand substance abuse and its relationship to personal health and in the sphere of influence.
- Develop a realistic awareness of and tolerance for those who are not like themselves.
- Become advocates for their own health and wellness.
- Become aware of and develop a health plan for their immediate and eventual futures.
- Understand mental health issues including, depression, suicide, anger management, and identifying emotional stress.
- Understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the nonviolent problem-solving.

- Identify digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
- Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
- Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
- Correlate increased alcohol use with challenges that may occur at various life stages.
- Correlate the use of alcohol and other drugs with the incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
- Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
- Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free. Analyze the societal impact of substance abuse on the individual, family, and community.
- Predict the possible longterm effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
- Evaluate information that supports abstinence from sexual activity using reliable research data.
- Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
- Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).
- Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
- Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
- Evaluate the methods and resources available to confirm pregnancy.

- Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
- Evaluate parenting strategies used at various stages of child development based on valid sources of information.
- Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
- Analyze factors that affect the decision to become a parent.
- Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- Compare and contrast the current and historical role of life commitments, such as marriage.
- Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

9-12 Health Curriculum Standards

NJSLC COMPREHENSIVE HEALTH STANDARDS 9th-12th GRADES

The grades 9-12 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that teaches general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Unit I Wellness

Unit II Alcohol, Tobacco, and other Drugs

Unit III Family Life

Unit IV Community Health Skills

Health Units

Personal Growth and Development

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in

different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

Nutrition

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

Personal Safety

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Health Conditions, Diseases and Medicines

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat

or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Dependency, Substances Disorder and Treatment

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

New Jersey Student Learning Standards for Comprehensive Health

INTRODUCTION Comprehensive Health in the 21st Century

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.

- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The 2020 NJSLS-CHPE continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:

Consent N.J.S.A. 18A:35: Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health N.J.S.A. 18A:35-4.39: A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New

Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Mental Health N.J.S.A. 18A:35-4.39: A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act N.J.S.A. 18A:35-4.40 & 18A:35-4.41: The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12.

Sexting N.J.S.A. 18A:35-4.33: A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Sexual abuse and assault awareness and prevention education N.J.S.A 18A:35-4.5a.: Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
3. Using available information to make appropriate health-related decisions.
4. Establishing and monitoring personal and family health goals.
5. Understanding national and international public health and safety issues.

(Partnership for 21st Century Skills, 2009)

New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirements.

- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.**

Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirements.

- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual,

the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

- o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- o Fully address myths and misunderstandings regarding organ and tissue donation.
- o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.**

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion

or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the New Jersey Student Learning Standards in Comprehensive Health and Physical Education.

- **Section: 18A:35-4.34: Financial literacy instruction.** The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making.
 - The instruction shall meet the requirements established by the State board and shall: a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.
- **Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum.** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Legislation that can apply to all content areas:

Amistad Law N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law (N.J.S.A. 18A:35-28) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay,

bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards. N.J.S.A.18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35

August 14, 2020:

Title Legislation	Action of DOE	Implementation	Action of Districts
<p>Consent P.L. 2019, Chapter 16</p>	<p>Districts implementation NJSLS in CHPE. Commissioner shall provide: * school districts with age-appropriate sample learning activities and resources. Grades six-12.</p>	<p>Law: January 31, 2019 Start 2019-2020 school year</p>	<p>A school district shall incorporate age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.</p>

<p>Mental Health(Suicide prevention) P.L. 2019, Chapter 222</p>	<p>Incorporation of instruction/NJSLS CHPE mental health and provide guidelines shall recommend educational resources and instructional materials for each grade K-12</p>	<p>Law: August 9, 2019 Start 2020-2021 school year</p>	<p>A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance students’ understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, 19 c.46 (C.18A:40A-2.1).</p>
<p>New Jersey Safe Haven Infant Protection Act P.L.2019, Chapter 250</p>	<p>The Commissioner shall provide: The Department of Education, in consultation with the Department of Children and Families, shall take appropriate action to ensure that each school district shall incorporate education on the</p>	<p>Law: August 23, 2019 Start 2020-2021 school year</p>	<p>School district shall incorporate education on the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) that is age appropriate for public school students in grades 9 through 12.</p>

	<p>"New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) that is age appropriate for public school students in grades 9 through 12.</p>		
<p>Sexual Abuse/Assault Awareness and Prevention "Erin's Law" P.L.2019, Chapter 185</p>	<p>The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.</p>	<p>Law: July 19, 2019 Start 2019-2020 school year</p>	<p>Requires school districts to incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of New Jersey Student Learning Standards in Comprehensive Health and Physical Education.</p>

<p>Sexting <u>P.L.2018,</u> <u>Chapter 80</u></p>	<p>The Commissioner shall provide: *school districts with age-appropriate sample learning activities and resources. NJSLs in CHPE MS</p>	<p>Law: August 10, 2018 Start 2019-2020 school year</p>	<p>A board of education shall include instruction on the social, emotional, and legal consequences of distributing ¹<u>and soliciting</u>¹ sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education.</p>
--	--	---	---

Health 9th Grade

Course Description:

This course is designed to empower students by providing learning experiences that encourage conscious decision making into the ideology of sexuality and relationships. This unit included discussion of abstinence and aids in developing the attitudes, values and skills that are critical for making responsible decisions regarding sexuality throughout life. This unit also encourages positive attitudes about one's own sexuality and how it is essential to making self-enhancing decisions about one's own behaviors. This unit provides opportunities for students to examine personal decisions within historical social and ethical contexts and promotes their development into sexually healthy adults. Topics include marriage, parenthood, family living, pregnancy and childbirth, sexually transmitted infections and birth control methods.

Suggested Course Sequence:

- Unit 1: Introduction to Values
- Unit 2: Relationships
- Unit 3: What is Sexuality?
- Unit 4: Marriage, Parenthood and Family Living
- Unit 5: Violence in Relationships
- Unit 6: Sexually Transmitted Infections
- Unit 7: Pregnancy and Childbirth
- Unit 8: Birth Control
- Unit 9: L.E.A.D. Law Enforcement Against Drugs

Unit Overview	
Content Area:	Health
Unit Title:	Unit #1 – Introduction to Values
Target Course/Grade Level:	Health 9th
Unit Summary	
<p>This unit introduces students to understanding the meaning of values and to identify personal, family, religious and cultural values. The students will explore where values come from and discover which values are important to them. The students will also examine the relationships between values and behavior. Students will also have the opportunity to practice communicating values to others and accepting the values of others.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. ● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. ● 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ● 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. ● 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). ● 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). ● 2.1.12.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.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. 	

- 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.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.
- 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.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.

Unit Essential Questions

- What are values?
- Where do we get our values?
- What are the values you find important?
- What are the values you have been taught?
- What values come from your cultural beliefs?
- What are important things to people of your cultural heritage?

Unit Enduring Understandings

- Values are those qualities, principles, beliefs and ideas we feel strongly about.
- Different people have different values.
- People tell others about the values that are important to them.
- People do what their values tell them to do, and don't do what their values tell them to do..
- People make decisions based on their values.
- People often stand up for their values and feel bad when they do not behave according to their values.

Unit Learning Targets

Students will...

- Define the concepts of values.
- Identify values learned from families.
- Articulate things that matter and why.
- Become aware of values and priorities.
- Rank the importance of various personal values.

- Explain personal values.
- Examine the relationship between values and behavior.
- Practice relating decisions to personal values.
- Identify valuable components of cultural heritage.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Inter-write board

Teacher Resource: Advocates for Youth Lesson Planning Guide

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topic	Time Frame (hours/days)
Introduction to Values	15-25 minutes
Family Messages	40-50 minutes
What Do You Value?	35-45 minutes
What's Most Important	40-50 minutes
Values Auction	40-50 minutes
Values Voting	40-50 minutes
Values and Behaviors	35-45 minutes

Values and Decisions	40-50 minutes
Cross-Cultural Exchange	30-40 minutes
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #2 – Relationships
Target Course/Grade Level:	Health 9th
Unit Summary	
<p>This unit focuses on relationships. Students will learn which behaviors can enhance or destroy a friendship. Students will understand the nature of family relationships and what influences them. Students will also be able to identify qualities that develop and define friendship and romantic relationships. Lastly, students will explore community relationships and identify those that can serve as resources.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. ● 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ● 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. ● 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). ● 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). ● 2.1.12.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.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. ● 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.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
- 2.1.12.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.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

N.J.S.A. 18A: 6-111 Suicide Prevention requires instruction in suicide prevention in public schools.

Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.

Unit Essential Questions

- What are the skills you can practice to have healthy relationships?
- What are responsible values that help you have good character?
- How can you practice a proactive decision-making style?
- What are the values you find important?
- What are ways you can demonstrate active listening?
- What are examples of nonverbal communication?

Unit Enduring Understandings

- Relationships are the connections that people have with each other.
- Healthful relationships are relationships that promote self-respect.
- Harmful relationships are relationships that destroy self-respect, interfere with productivity and health, and may include addictions and/or violence.
- “Give” and “Take” is a key element in successful relationships.

	<ul style="list-style-type: none"> ● By early adolescence, relationships with friends become extremely important. ● Everyone has relationships with different kinds of people and they share things with each other.
--	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Recognize differences between healthful and harmful relationships. ● Understand what enhances or damages a relationship. ● Explore feelings about relationships. ● Define family and determine the nature of relationships in families. ● Identify the privileges and responsibilities of family membership. ● Encourage communication between teens and parents. ● Identify the qualities of a good friend. ● Recognize different kinds of friends. ● Identify how to get to know new people and make friends. ● Explore the limits of friendship. ● Identify trusted adults to go to for help.

Evidence of Learning
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications <p>Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Inter-write board</p> <p>Teacher Resource: Advocates for Youth Lesson Planning Guide</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work
Suggested Activities
<p><i>Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to</i></p>

have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topic	Time Frame (hours/days)
Introduction to Relationships	30-40 minutes
Assessing Relationships	40-50 minutes
Diagramming My Family	30-40 minutes
Privileges and Responsibilities	40-50 minutes
Who makes a good friend?	30-40 minutes
Circles of friendship	30-40 minutes
Making Friends	40-50 minutes
Likes and Dislikes	40-50 minutes
What would you do for a friend	20-30 minutes
Where do you go?	30-40 minutes
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #3- What is Sexuality?
Target Course/Grade Level:	Health 9th
Unit Summary	
<p>The purpose of this unit is to define sexuality, learn what it is, and how it affects our behavior. The students will become more comfortable talking and asking questions about sexuality and review how male and female bodies change during puberty. Students will be able to discuss how feelings and relationships change during sexual development and review how human reproduction occurs. Students will be able to review and dispel myths about sexual activity and reproduction. Lastly, this unit will define and discuss sexual orientation.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	

- 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.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards. N.J.S.A.18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What is sexuality? ● What are the circles of sexuality? ● What are the physical and emotional changes of puberty? ● What are some of the emotions that accompany adolescence? ● What are the parts of the male and female reproductive system? ● What is the anatomy and physiology of reproduction? ● What are the facts and myths related to sexuality and reproduction? ● What are the good health and hygiene practices? ● What are the issues faced by lesbian, gay, bisexual, transgender people and how can I promote tolerance of all sexual orientations? 	<ul style="list-style-type: none"> ● Sexuality is an important part of who a person is and what he or she will become. ● Sexuality includes all the feelings, thoughts and behaviors of being in love, as well as being in relationships that include sexual intimacy and physical sexual activity. ● The circles of sexuality include: sensuality, sexualization, intimacy, sexual identity and sexual health and reproduction. ● Puberty is the time of a person’s life when the body and feelings change from those of a child to an adult. ● Structures and organs that make up the male reproductive system are: scrotum, testes, seminiferous tubules, epididymis, vas deferens, seminal vesicles, ejaculatory duct, prostate gland, Cowper’s glands, urethra and penis ● The internal organs of the female reproductive system are the Fallopian

	tubes, ovaries, uterus, cervix and vagina.
--	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Define sexuality as more than genital sexual activity. ● Define human sexuality and how it affects our behavior. ● Identify how male and female bodies develop and change during puberty. ● Discuss how feelings and relationships change during sexual development. ● Identify how human reproduction occurs. ● Define sexual activity. ● Identify structures and organs of the male and female reproductive systems. ● Define sexual orientation.

Evidence of Learning
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications <p>Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Inter-write board</p> <p>Teacher Resource: Advocates for Youth Lesson Planning Guide</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work

Suggested Activities
<p><i>Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local</i></p>

school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topic	Time Frame (hours/days)
Introduction to Sexuality	15-20 minutes
The Circles of Human Sexuality	40-50 minutes
Picturing Sexuality	45-55 minutes
Feelings, Fears and Frustrations	40-50 minutes
Reproduction Review	40-50 minutes
Fact or Fiction?	45-55 minutes
Health and Hygiene	40-50 minutes
Introduction to Sexual Orientation	2 days
Review	1 day
Test	1 day

Unit Overview

Content Area: Health

Unit Title: Unit #4- Marriage, Parenthood and Family Living

Target Course/Grade Level: Health 9th

Unit Summary

The purpose of this unit is to explore personal values and attitudes about parenthood. Students will learn about the challenges teenage parents face and identify the qualities and resources needed for parenthood. Students will examine the costs of caring for an infant and evaluate their personal readiness for parenthood.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 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.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.

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

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What is commitment? ● What factors predict success in marriage? ● What is it risky for teens to marry? ● What are some reasons for choosing parenthood? ● What are the growth and development stages of childhood? ● What are the factors that can predict success marriages? ● What are the different kinds of intimacy in marriage? ● How can marriage partners insure that their marriage will last? ● What are the risks associated with teen marriage? ● What should I consider before becoming a parent? ● What is a growth and development of a child from birth to age six? ● How can parents help their children develop self and defense and self-discipline? ● What are the causes of dysfunctional family relationships? ● What are ways to improve dysfunctional family relationships? 	<ul style="list-style-type: none"> ● A commitment is a pledge that is made. ● A marriage commitment is a promise to love and nurture a spouse for a lifetime. ● There are many factors that predict success in marriage. ● There are many growth and development stages of childhood.. ● Parents need knowledge and skills to care for a child so they can grow up in a healthy, positive environment. ● The cost of raising a baby is a high. ● There are many causes of dysfunctional family relationships, but many ways to improve them.

Unit Learning Targets
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify factors to predict success in marriage. ● Explain kinds of intimacy in marriage. ● Explain ways marriage partners can insure that their marriage will last. ● Discuss the risks associated with ten marriage.

- Discuss the three “Rs” (reason, resources, responsibilities) to consider before becoming a parent.
- Outline the growth and development of a child from birth to age 6.
- Explain ways parents help their children develop self and defense and self-discipline?
- List and explain skills that children who have ideal family relationships learn from their parents and guardians.
- Discuss the causes of dysfunctional family relationships.
- Discuss feelings and behaviors that describe family members who are codependent.
- Outline ways to improve dysfunctional family relationships.
- Discuss adjustments children must to family changes.

Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications <p>Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Inter-write board Teacher Resource: Advocates for Youth Lesson Planning Guide</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work 	
Suggested Activities	
<p><i>Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child’s teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian’s rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent’s Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child’s teacher to request an opt out option.</i></p>	
Topic	Time Frame (hours/days)
Marriage and Teen Marriage	1 day

Family Living and Relationships	1 day
Parenthood	1 day
Teenage Parents	1 day
Cost of Parenting	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #5- Violence in Relationships
Target Course/Grade Level:	Health 9th
Unit Summary	
<p>The purpose of this unit is to have students learn when, where, and why violent acts are most likely to occur. Students will understand the relationship between anger and violence. Students will learn that angry and violence. Students will learn that angry feelings do not have to result in violent behavior. In this unit, students will identify appropriate responses to anger, learn to negotiate compromise in conflict situations, and explore options to avoid violent or abusive situations. Lastly, students will learn what date rape is, when it can occur, and hoe to prevent it.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 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.10: Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media. ● 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.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. 	

- 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.

Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such programs shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What is a harmful relationship? ● What is a violent relationship? ● How can I practice protective factors to reduce the risk of violence? ● How can I practice protective factors to reduce the risk of violence? ● What are the steps I can take to prevent and/or resolve harmful relationship? ● What are the types of abusive relationships? ● What is the relationship between anger and violence? 	<ul style="list-style-type: none"> ● A harmful relationship destroys self-respect, interferes with productivity and health, and included addictions and/or violence. ● A violent relationship is a relationship in which one or both persons are harmed physically, mentally, and/or emotionally. ● A perpetrator of violence is a person who commits a violent act. ● A victim of violence is a person who was harmed by violence.

<ul style="list-style-type: none"> ● What are appropriate responses to anger? ● How can I negotiate compromise in conflict situations? ● What is date rape, when can it occur and how can I prevent it? ● What are recovery strategies for victims of violence? 	<ul style="list-style-type: none"> ● A survivor of violence has participated in recovery, and has adopted self-protection strategies. ● There are many steps to prevent and/or resolve harmful relationships. ● There are many types of abusive relationships. ● Date rape is forced sexual relations by someone the person knows and may even have a romantic relationship with.
---	---

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify risk factors for harmful and violent relationships. ● Identify when, where, and why violent acts are most likely to occur. ● Discuss the steps to prevent and/or resolve harmful relationships. ● Discuss four types of abusive relationships: physical; emotional; neglect; and sexual. ● Identify the relationship between anger and violence. ● Explain that angry feelings do not have to result in violence. ● Identify appropriate responses to anger. ● Negotiate compromise in conflict situations. ● Explore options to avoid violent or abusive situations. ● Define date rape, when it can occur, and how to prevent it. ● Discuss recovery strategies for victims of violence.
--

Evidence of Learning
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications <p>Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Inter-write board</p> <p>Teacher Resource: Advocates for Youth Lesson Planning Guide</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work
Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topic	Time Frame (hours/days)
Introduction to violence	30-40 minutes
What Do You Know about Violence?	30-40 minutes
Where Does Violence Come From?	35-45 minutes
Way of Handling Anger?	30-40 minutes
Resolving Conflict with Negotiation- Session 1	45-55 minutes
Resolving Conflict with Negotiation- Session 2	45-55 minutes
Dealing with Sexual Abuse and Family Violence	45-55 minutes
Sexual Violence: Rape and Date Rape	45-55 minutes
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #6- Sexually Transmitted Infections
Target Course/Grade Level:	Health 9th
Unit Summary	
The unit will focus on risk behaviors and risk situations for transmission of Sexually Transmitted Infections (STIs). Students will discuss the cause, transmission, symptoms, diagnosis, and treatment for common STIs. Students will also learn ways to reduce the risk of infection with STIs. Lastly, students will outline resistance skills to use resist pressure to engage in risk behaviors and the risk situations for infections with STIs.	

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

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

N.J.S.A. 18A:35-4.19-20- Also known as the “AIDS Prevention Act of 1999”, requires sex education programs to stress abstinence.

Unit Essential Questions

- What are the risk behaviors and risk situations for transmission of STIs?
- What are the causes of STIs?
- How are STIs transmitted?
- What are the symptoms of STIs?
- How can I reduce the risk of infection with STIs?
- What are the resistance skills to use to resist pressure to engage in the risk behaviors and risk situations for infections with STIs?
- What are the Universal Precautions for Health Care Workers?
- What is abstinence from sex the most effective method of preventing transmission of STIs?
- What are the risk behaviors and risk situations for HIV transmission?

Unit Enduring Understandings

- About 15 million Americans become infected with a sexually transmitted infection each year.
- About 1/3/ of STIs occur in adolescents.
- About 2/3 of STIs occur in people younger than the age of 25 years of age.
- There are many risk behaviors and risk situations for transmission of STIs.
- The most common sexually transmitted infection are Bacterial Vaginosis, Candidiasis, Trichomoniasis, Chlamydia, Gonorrhea, Nongonococcal Urethritis, Syphilis, Herpes, Human Papillomavirus, Pediculosis and Viral Hepatitis.

<ul style="list-style-type: none"> ● What is the progression of HIV infection and AIDS? ● What is an opportunistic infection? ● How can I reduce the risk of HIV infection? 	<ul style="list-style-type: none"> ● There are many ways to avoid infection with STIs. ● Universal precautions are steps taken to prevent the spread of disease by treating all blood and body fluids as if they contain a disease. ● Abstinence from sex is choosing not to be sexually active. ● HIV is a pathogen that destroys infection-fighting cells in the body and is the virus that causes AIDS.
--	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and discuss risk behaviors and risk situations for transmission of STIs. ● Discuss the cause, transmission, symptoms, diagnosis, and treatment of common STIs. ● Discuss ways to reduce the risk of infection with STIs. ● Identify resistance skills to use resist pressure to engage in risk behaviors and risk situations for infections with STIs. ● Explain how the immune system responds to pathogens other than HIV. ● Explain how the immune system responds to HIV. ● Identify and discuss risk behaviors and risk situations for HIV transmission. ● Identify ways HIV is not transmitted. ● Discuss tests used to determine HIV status. ● Explain the progression of HIV infection and AIDS, including the opportunistic infections that might develop. ● Discuss treatment for HIV infection. ● Discuss resistance skills to use to resist pressure to engage in risk behaviors and risk situations for HIV infection.
--

Evidence of Learning
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications <p>Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Inter-write board</p> <p>Teacher Resource: Advocates for Youth Lesson Planning Guide</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions

- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topic	Time Frame (hours/days)
About Sexually Transmitted Infections	1 day
Transmission of STIs	1 day
Bacterial Vaginosis and Candidiasis	1 day
Trichomoniasis and Chlamydia?	1 day
Gonorrhea and Nongonococcal Urethritis	1 day
Syphilis and Herpes	1 day
HPV, Pediculosis and Viral Hepatitis	1 day
Reducing the Risk of Infection with STIs	1 day
HIV/AIDS	1 day
Abstinence	1 day
Review	1 day
Test	1 day

Unit Overview

Content Area:	Health
Unit Title:	Unit #7- Pregnancy and Childbirth
Target Course/Grade Level:	Health 9th
Unit Summary	
The unit will discuss lifestyle habits that potential parents should adopt before trying to have a baby. Students will be able to explain the process of fertilization and conception. Students	

will also be able to explain how a baby’s sex and inherited traits are determined. This unit will discuss the development of the embryo and fetus and the effects of pregnancy on the mother and father to be. The students will discuss the risks associated with teen pregnancy and how birth defects are determined. Childbirth preparation and pain management will be discussed, as well as the postpartum period including breastfeeding and parental bonding.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 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.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 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).

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12.

N.J.S.A. 18A:35-4.19-20- Also known as the “AIDS Prevention Act of 1999”, requires sex education programs to stress abstinence.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Lifestyle habits are important to adopt before trying to have a baby? ● What is fertilization? ● What are reproductive technologies? ● How are pregnancy and estimated due date determined? ● How is a baby's sex and inherited traits determined? ● How important is prenatal care? ● How does the embryo and fetus develop? ● What are the effects of pregnancy on the mother and father to be? ● What are the risk behaviors and risk situations for HIV transmission? ● What is the progression of HIV infection and AIDS? ● What is an opportunistic infection? ● How can I reduce the risk of HIV infection? ● What are the typical conditions that may occur during pregnancy? ● How are birth defects detected? ● What are the risks associated with teen pregnancy? ● How does the mother prepare for childbirth and pain management? ● What happens during each of the three stages of labor? ● What is breastfeeding? ● What is parental bonding? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A pregnant woman should have a healthy diet, use medicines responsibly, live a drug free lifestyle, and participate in physical activity and fitness. ● Fertilization is the union of a sperm and ovum. ● There are many ways to increase fertility and the probability of conception. ● Assisted reproductive technologies include intrauterine insemination and in vitro fertilization. ● There are many ways to detect pregnancy. ● Prenatal care should begin as soon as conception has occurred. ● An ultrasound is a diagnostic technique that uses sound waves to create images of the developing baby. ● There are three trimesters of pregnancy. ● There are many atypical conditions that may develop during pregnancy including pseudocyesis, ectopic pregnancy, multiple births, miscarriage, and premature birth. ● Amniocentesis and CVS are screening tools for determining birth defects. ● Teenage pregnancy is risky for many reasons. ● There are many ways to prepare for childbirth. ● There are pain management options during labor. ● There are 3 stages of labor. ● Breastfeeding facilitates the bonding between mother and child. ● Bonding is a process in which people develop a feeling of closeness
---	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p>
--

- Discuss lifestyle habits that potential parents should adopt before trying to have a baby.
- Explain fertilization.
- Discuss male and female infertility.
- Discuss assisted reproductive technologies.
- Explain how pregnancy and estimated due date are determined.
- Explain how a baby's sex and inherited traits are determined.
- Discuss the importance of prenatal care.
- Describe the development of the embryo and fetus.
- Discuss the effects of pregnancy on the mother to be and the father to be.
- Identify atypical conditions that may occur during pregnancy.
- Discuss childbirth preparation and pain management.
- Discuss what happens during each of the three stages of labor.
- Discuss the postpartum period including breastfeeding and parental bonding.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Inter-write board

Teacher Resource: Advocates for Youth Lesson Planning Guide

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly.

Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topic	Time Frame (hours/days)
About Pregnancy and Childbirth	1 day
Lifestyle Habits of Potential Parents	1 day
The Process of Conception	1 day
Assisted Reproductive Technologies	1 day
Pregnancy	1 day
Prenatal Care and Effects of Pregnancy	1 day
Atypical Conditions During Pregnancy and Birth Defects	1 day
Childbirth Preparation and Stages of Labor	1 day
Postpartum Period	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #8- L.E.A.D. Law Enforcement Against Drugs
Target Course/Grade Level:	Health 9th
Unit Summary	
<p>This unit will focus on the L.E.A.D. Law Enforcement Against Drugs program and the Too Good for Drugs curriculum. The Too Good for Drugs promotes positive, pro-social attitudes and behaviors, while fostering healthy relationships, resistance to substance abuse and conflict, and resistance to negative peer pressures and influences. The L.E.A.D program is taught in cooperation with the Berkeley Heights and Mountainside Police Departments. The objective is to create a positive atmosphere for students to interact with uniformed police officers. This unique program used uniformed police officers to teach a formal curriculum in conjunction with the 9th grade health teacher.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	

- 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.
- 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.
- 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).

N.J.S.A. 18A:40A-1- requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How is the use of alcohol and drugs affect an adolescent’s life? ● What are the dangers of vaping and e-cigarettes. ● What are the long term effects of alcohol and drug use? ● What are the skills to develop goal setting decisions? ● What are the symptoms of overuse of alcohol and drugs? 	<ul style="list-style-type: none"> ● The use of alcohol and drugs can significantly challenge an adolescent’s life’s goals. ● The current climate of vaping and e-cigarettes and lifelong lung disease. ● The epidemic of youth vaping and the potential additive issues associated with the practice of vaping. ● It is illegal to consume alcohol and drugs and can create an unwanted law enforcement interaction.

<ul style="list-style-type: none"> ● How can I reduce the peer pressure and negative social media footprint? ● What are the skills to use to resist pressure to engage in the risk behaviors and risk situations for alcohol use and drug use? ● What is alternative from alcohol drugs and use? ● What is the definition of substance abuse? ● What is a positive goal setting practice? ● What are the problems associated with the use of anabolic steroids? 	<ul style="list-style-type: none"> ● Establish a goal and develop a plan of action towards reaching the goal. ● There are many challenges to establish healthy relationships void of peer pressure and risk situations for sexting and poor social media presence. ● The dangers of alcohol use and drug use can lead to derailed goals and a fulfilling lifestyle. ● Ideas for alternative social activities void of alcohol and drugs. ● Substance abuse is overindulgence in or dependence on an addictive substance, especially alcohol or drugs. ● Development of establishing a goal and develop a list of steps to work towards achieving the goal. ● Anabolic steroids create physical and psychological dependency along with overall health challenges.
---	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and discuss risk behaviors associated with alcohol and drug use. ● Discuss the potential health risks of adolescence use of alcohol and drug use on the development of the youth brain. ● Discuss ways to establish goals and the practice of goal setting. ● Identify resistance skills to use resist pressure to engage in peer pressure to use and abuse alcohol and drug use. ● Explain how the brain and body responds to the use of alcohol and drugs. ● Explain how the body responds to alcohol and drugs. ● Identify and discuss risk behaviors associated with sexting and a negative social media presence. ● Identify ways to eliminate cyberbullying and a negative social media imprint. ● Discuss positive social practices to avoid being around alcohol and drug use. ● Explain the alternatives to using alcohol and drug use. ● Discuss goal setting practices. ● Discuss resistance skills to use anabolic steroids and the long lasting use of these types of drugs.
--

Evidence of Learning
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests

- Activities
- Skills
- Applications

Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Inter-write board

Teacher Resource: Advocates for Youth Lesson Planning Guide

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topic	Time Frame (hours/days)
About Alcohol and Drugs.	1-3 days
Dangers of illegal use of alcohol and drugs in conjunction with law enforcement.	1-2 days
Establishing alternatives to social settings without the use of alcohol and drugs.	1 day
Anabolic Steroid dangers and misuse	1 day
Positive interactions and application of current law enforcement	1-3 days
Patterns of drinking alcohol- nondrinker, social drinker, problem drinker and alcoholic	40-50 minutes
Marijuana and the New Jersey Law.	1 day

Reducing the Risk Drug Abuse and the current prescription use to possible other illegal drugs.	1-2 days
Vaping dangers	1-2 day
Developing positive social settings and avoid social dangers	1 day
Review	1 day
Test	1 day

9th Grade Health Units:

21st Century Themes and Skills:

9.2.4.A.1
9.2.4.A.2
9.2.4.A.4
CPR1
CPR2
CPR3
CPR4
CPR5
CPR8
CPR10
CPR11

Technology:

8.1.8.D.1
8.1.8.D.5
8.2.2.B.1

Interdisciplinary Connections:

Science: LS1A
2.3A
2.3B
2.1A
2.1D
2.2E
2.3B
2.4B
2.4C
Science: LS1C
2.1B

Social Studies:

2.2A

2.1E

2.2E

2.4A

Language Arts Literacy

CCSS ELA-Literacy.CCRA.W.4

CCSS ELA-Literacy.CCRA.W.6

CCSS ELA-Literacy.CCRA.W.8

CCSS ELA-Literacy.CCRA.W.9

CCSS ELA-Literacy.CCRA.W.10

NJSLSA.R.1

NJSLSA.R.2

NJSLSA.R.3

Math Practices 1 and 2

WIDA English Language Development Standard I

Health 10 – Driver Education

Course Description:

Driver's Education is designed to educate and adequately prepare students for adjusting to the demands of driving. The course emphasizes the skills, responsibilities, and license requirements for driving. Students will learn about the legal, financial, environmental, and social responsibilities associated with driving. This course also explains traffic laws, basic vehicle operation, basic vehicle maneuvers, managing risk, effects of driver condition, alcohol and drugs effect on driving, managing distractions, negotiating intersections, driving in adverse conditions, handling emergencies, and planning travel.

Suggested Course Sequence:

Unit 1: You are the Driver

Unit 2: Signs, Signals, and Roadway Markings

Unit 3: Basic Vehicle Operations

Unit 4: Performing Basic Vehicle Maneuvers

Unit 5: Managing Risk with the SIPDE Process

Unit 6: Effects of Driver Condition

Unit 7: Alcohol, Other Drugs, and Driving

Unit 8: Managing Distractions

- Unit 9: Negotiating Intersections
- Unit 10: Driving In Adverse Conditions
- Unit 11: Handling Emergencies
- Unit 12: Planning Your Travel

Unit Overview	
Content Area:	Health
Unit Title:	Unit #1 – You Are The Driver
Target Course/Grade Level:	Driver Education
Unit Summary	
<p>This unit introduces students to the skills, responsibilities, and license requirements needed to navigate the highway transportation system. Students will learn about the different parts of the highway transportation system, as well as how national safety laws affect drivers and passengers. Students will also learn about the skills needed to become responsible, low-risk drivers. Students also learn the steps in the SIPDE process. This unit also has students learn about the legal, financial, environmental, and social responsibilities associated with driving. Students will learn about the process of becoming a licensed driver, as well as key concepts in a quality driver education program.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 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.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). ● 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. 	

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker. The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Unit Essential Questions

- What are the parts and purpose of the highway transportation system?
- How is the HTS regulated?
- What is the purpose of the National Highway Safety Act and how it affects states and local governments?
- What is the purpose of the National Traffic and Motor Vehicle Safety Act and how does it keep drivers and passengers safe?
- How do mental, social and physical habits help you in the driving task?
- How do you use the SIPDE Process in the driving task?
- What are three financial responsibilities that drivers have in maintaining and operating a vehicle?
- What are the three stages of a graduated driver's license program?
- How can a GDL program help you become a responsible driver?
- What are three key concepts of a quality driver education program?

Unit Enduring Understandings

- The highway transportation system (HTS) has three parts: roadway users, vehicles, and roadways.
- To perform the driving task with low risk, you must develop habits for using knowledge and visual skills, judging speed, time and space, and anticipating how your car will respond.
- The SIPDE process is an organized system for seeing, thinking, and responding during the driving task.
- SIPED is an acronym for search, identify, predict, decide and execute.
- The Zone Control System is a method for managing space around your car.
- Operating costs for a car include costs for fuel, oil, and tires.
- A graduated driver licensing program (GDL) requires young drivers to progress through a series of licensing stages.

	<ul style="list-style-type: none"> ● The GDL has a learner’s permit stage, and intermediate license stage, and a full-privilege license stage.
--	---

Unit Learning Targets

Students will...

- Describe the three parts of the highway transportation system.
- Explain how the National Highway Safety Act affects drivers.
- Explain how the National Traffic and Motor Vehicle Safety Act helps keep drivers and passengers safe.
- Explain how understanding the social, physical, and mental skills related to driving helps you to be a low-risk driver.
- Identify mental, social, and physical factors that might affect your ability to be a safe driver.
- Identify and explain the four steps in the SIPDE process.
- List three kinds of financial responsibilities drivers have and give an example of each.
- List ways drivers can protect the environment.
- Identify and explain your responsibilities to yourself and others.
- Describe the stages of a graduated driver's license program.
- Explain how a graduated driver's license program can help you become a safer driver.
- Explain the implied consent law.
- List the key concepts in a quality driver education program.

Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications 	
Equipment Needed: Textbooks, Inter-write board, Drive Right videos.	
Teacher Resource: Drive Right textbook, Drive Right study companion, Drive Right Videos	
Formative Assessments	
<ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work 	
Topics	
Topics	Time Frame (hours/days)
You Are Part of the System	1 day
Your Driving Task	1 day
Your Driving Responsibilities	1 day

Your Driver's License	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #2 – Signs, Signals, and Roadway Markings
Target Course/Grade Level:	Driver Education
Unit Summary	
<p>This unit explains how traffic signs, signals, and roadway markings communicate roadway regulations, warnings and other essential information. Students will learn the meanings of the shapes and colors of the traffic signs. Students will also learn the appropriate action that each sign requires. Students will also learn the meanings of the various traffic signals – including traffic lights, arrows, flashing signals, and hand signals – and how to respond to each one. This unit also covers the meanings of various roadway markings such as lines, arrows, symbols, and words and how to respond to each marking.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). ● 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. 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are the shapes and colors of regulatory and warning signs and how do you respond to each one? ● How do regulatory signs control traffic? ● How do guide signs and international signs help you when driving? ● What does a green light, a yellow light and a red light mean? ● What is the meaning of arrows, flashing lights, and lane signals? 	<ul style="list-style-type: none"> ● Regulatory signs are signs that set limits or give commands. ● Examples of regulatory signs are stop signs, yield signs, and speed limit signs. ● Most regulatory signs are rectangles. ● A warning sign alerts you to hazards or changes in the road condition ahead. ● Examples of warning signs are pedestrian or school-zone signs,

<ul style="list-style-type: none"> ● What actions should I take with pedestrians and traffic-control signals? ● What are the proper actions to take with broken and solid yellow and white lane markings? ● What are the meanings of special roadway markings, highway exit ramps, railroads and school crossings? ● What are rumble strips and raised roadway markers? 	<p>railroad advance signs, construction signs, and slow-moving vehicle signs.</p> <ul style="list-style-type: none"> ● Guide signs mark routes, intersections, service areas, and other points of interest or information. ● International signs convey information by symbols rather than words. ● Traffic lights are found at intersections and other places where heavy traffic comes together. ● Traffic lights have three colors: red, yellow, and green. ● A roadway marking gives warning or direction. ● Yellow lane markings separate traffic traveling in opposite directions on two-way roads. ● White lane markings are used on highways that have traffic moving in the same direction.
---	---

Unit Learning Targets

Student will...

- Describe the shapes and colors of regulatory and warning signs and how to respond to each one.
- Explain how regulatory signs control traffic.
- Explain how guide signs and international signs help you when driving.
- Explain what to do at a green light, a yellow light, and a red light.
- Identify the meaning of arrows, flashing lights, and lane signals.
- Describe the actions to take with pedestrian and traffic-control officers' signals.
- Describe the proper actions with broken and solid yellow and white lane markings.
- Identify the meaning of special roadway markings including highway exit ramps, railroad and school crossings and parking restrictions.
- Explain the function of rumble strips and raised roadway markers.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Topics	
Topics	Time Frame (hours/days)
Traffic Signs	2 days
Traffic Signals	2 days
Roadway Markings	2 days
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #3 – Basic Vehicle Operation
Target Course/Grade Level:	Driver Education
Unit Summary	
<p>This unit teaches students the purpose and operation of vehicle instruments, devices, and controls. Students will learn the procedures for preparing to drive and starting, stopping, and steering a vehicle. Students will also learn the purpose and operation of vehicle instruments, devices and controls. In this unit, students learn safety procedures for checking a vehicle's inside and outside conditions and a method for safely getting into the vehicle. Students will also learn the procedures for smooth and controlled starting, steering, accelerating, braking, parking, and exiting a vehicle. Lastly, students will learn the basic mechanical operation of a manual transmission and summarize the advantages of driving a vehicle with a manual transmission.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). ● 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. 	

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the operational controls of a vehicle? ● What are the communication and comfort devices found in most vehicles? ● Where are the gauges and warning lights on an instrument panel? ● What outside checks can you make before getting into a vehicle? ● Why should you make smooth acceleration and braking actions? ● How do targets help develop good visual searching and steering habits? ● What does a transmission do? ● What are the advantages and disadvantages of manual transmissions? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The most common vehicle controls are the steering wheel, shift lever, cruise control, accelerator pedal, brake pedal and parking brake. ● The shift indicator shows the gear positions: park, reverse, neutral and drive. ● Devices for safety, communication, and comfort include safety belts, head restraints, inside and outside rearview mirrors, hazard-flasher controls, turn-signal lever, windshield wipers and washers, light switches, hood release lever, heater, air conditioner, and defroster, sun visor, and seat adjustment lever. ● Important vehicle gauges are the fuel gauge, temperature gauge, oil pressure gauge, alternator warning light, brake system warning light, speedometer, tachometer, odometer, ABS light, safety belt light, air bag light, turn-signal indicator, high beam indicator, check engine light and message center ● The purpose of a transmission is to convert engine speed into power to turn the wheels of a vehicle. ● The purpose of the clutch is to connect the rotating engine shaft to the gears in the transmission.
<p>Unit Learning Targets</p> <p><i>Student will...</i></p> <ul style="list-style-type: none"> ● Describe the operational controls of a vehicle and how to use them effectively. ● Identify communication and comfort devices found in most vehicles. ● Identify gauges and warning lights on an instrument panel and explain their purpose. ● Describe how to reduce risk while walking to your vehicle. ● Explain outside checks you can make before getting into the vehicle. ● Explain why you should make smooth acceleration and braking actions. ● Explain how the use of targets will help develop good visual searching and steering habits. ● Describe what a transmission does. ● Compare the advantages and disadvantages of manual transmissions. 	

Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications ● “Under the Hood” Drawing Project 	
Equipment Needed:	Textbooks, Inter-write board, Drive Right Videos.
Teacher Resources:	Drive Right textbook, Drive Right study companion, Drive Right videos
Formative Assessments	
<ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work 	

Topics	
Topics	Time Frame (hours/days)
Controls, Devices and Instruments	2 days
Getting Ready to Drive	2 days
Starting, Stopping, Steering and Targeting	1 day
Driving with a Manual Transmission	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #4 – Performing Basic Vehicle Maneuver
Target Course/Grade Level:	Driver Education
Unit Summary	
<p>This unit discusses methods drivers can use to accurately and safely perform maneuvers such as changing lanes, turning, stopping, backing, and parking. Students will learn about when to check rear view and outside mirrors, as well as steps for safely backing a vehicle. Students will also learn what factors to consider before making a turnabout and methods for how to turn around safely. This unit will also discuss the advantages and disadvantages of different parking maneuvers and how to perform each parking maneuver.</p>	

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
- 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.

Unit Essential Questions

- When should the rearview and outside mirrors be checked?
- What is a convex mirror and how can it be used?
- Why is backing a high-risk maneuver?
- How can I safely back a vehicle?
- When do I use signal lights?
- How do I make left and right turns?
- What are the methods for making turnabouts?
- When should I use turnabouts?
- What is angle, perpendicular, and parallel parking?
- How and when do I use angle, perpendicular, or parallel parking?

Unit Enduring Understandings

- Three mirrors that come as standard equipment in a car are the inside rearview mirror, the outside mirrors, and convex mirrors.
- There are many procedures to follow for backing, backing straight, and backing left or right.
- The most common way of communicating with other drivers is by using signals.
- There are many procedures to follow for entering traffic flows, making right and left turns, lane changes, and turning the vehicle.
- The 3 basic ways to park are angle, perpendicular, and parallel.

Unit Learning Targets

Student will...

- Explain when the rearview and outside mirror should be checked.
- Explain what a convex mirror is and how it can be used to eliminate blind-spot areas.
- Explain why backing is a high-risk maneuver, and how to minimize the risk.
- List the steps for safely backing a vehicle.
- Explain situations and timing for communications using signal lights.
- Explain how to make left and right turns.
- Explain three methods for making a turnabout, and state which is the safest.
- Explain the factors to consider in deciding which type of turnabout to use.
- List advantages and disadvantages of angle, perpendicular, and parallel parking.
- Describe how to perform each parking maneuver.
- Explain the differences among the three parking maneuvers.

Evidence of Learning

Summative Assessment

- Tests

- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Topics	
Topics	Time Frame (hours/days)
Mirror Usage and Backing Procures	1 day
Basic Driving Maneuvers	2 days
Parking Maneuvers	2 days
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #5 – Managing Risk with the SIPDE Process
Target Course/Grade Level:	Driver Education
Unit Summary	
<p>This unit discusses how learning and using the SIPDE Process helps new drivers become responsible, low-risk drivers. Students will learn about the factors that contribute to higher degrees of risk while driving. Students will also revisit the steps of the SIPDE Process, as well as the Zone Control System and how the two systems work together. In this unit, students will learn about the eight steps of an orderly visual search pattern and how knowledge and experience contribute to making accurate predictions. Students will also learn about the three essential decisions involved in the SIPDE Process as well as the most important actions to take to avoid conflict. Students will learn about the selective use of the SIPDE Process and are reassured that it takes time to learn and use the process effectively.</p>	

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 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.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
- 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.

Unit Essential Questions

- What are the three factors that contribute to the degree of risk you face when driving?
- What are the five steps in the SIPDE Process?
- What are the three steps in the Zone Control System?
- What does it mean to identify as it relates to the SIPDE Process?
- What are the eight steps of an orderly visual search pattern?
- How do knowledge and experience help you make an accurate decision?
- What are the three decisions you must make when applying the SIPDE Process?
- What are three different lane positions available to you within your lane?
- What are the three most important actions you can take to avoid conflict?
- What is meant by selective use of the SIPDE Process?
- Why does the SIPDE Process take time to learn?

Unit Enduring Understandings

- The three factors that contribute to the degree of risk you face while driving are driver-contributed factors, vehicle-contributed factors, and roadway-and environment contributed factors.
- The SIPDE process is an organized system of seeing, thinking and responding.
- SIPDE represents the five steps for safe driving: scan, identify, predict, decide and execute.
- The Zone Control System is an organized method for managing 6 zones of space surrounding your vehicle.
- The Zone Control System includes the following steps: 1. See a zone change. 2. Check other zones. 3. Create time and space.

Unit Learning Targets

Student will...

- Describe three factors that contribute to the degree of risk you face when driving.
- Name the five steps in the SIPDE Process and explain how SIPDE helps you to be a low-risk driver.

- Explain the three steps in the Zone Control System and how they contribute to low-risk driving.
- Explain what it means to identify as it relates to the SIPDE Process.
- Identify the positions of each of the six zones of the Zone Control System.
- Identify the eight steps of an orderly visual search pattern.
- Explain how knowledge and experience help you make accurate predictions.
- Name the three decisions you must make when applying the SIPDE Process.
- Describe three different lane positions available to you within your lane.
- List the three most important actions you can take to avoid conflict.
- Describe what is meant by selective use of the SIPDE Process.
- Explain why the SIPDE Process takes time to learn and use.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Topics	
Topics	Time Frame (hours/days)
The SIPDE Process	1 day
Identify and Predict	2 days
Decide and Execute	2 days
Using the SIPDE Process	1 day
Review	1 day
Test	1 day

Unit Overview

Content Area:	Health
Unit Title:	Unit #6 – Effects of Driver Condition

Target Course/Grade Level: Driver Education	
Unit Summary <p>This unit discusses how physical, mental, and emotional conditions affect driving ability. Students will learn to recognize and manage limitations. Student to learn how emotions affect driving, specifically on the concepts of aggressive driving and road rage. This unit provides methods for managing emotions to ensure driving competence. Students will also learn how physical senses are involved in driving by addressing sensory limitations and distractions. Lastly, students will learn to recognize and compensate for temporary and permanent physical limitations that affect driving abilities with emphasis on how to combat drowsiness and fatigue.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). ● 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. 	
Unit Essential Questions <ul style="list-style-type: none"> ● How do emotions affect your ability to drive? ● How do passengers help or hinder a driver? ● What influence does emotions have on your willingness to accept risk? ● How can you manage your emotions while driving? ● What is visual acuity and your field of vision? ● What are the factors that can affect and limit your vision? ● How do your senses help you drive? ● What is the importance of managing sensory distractions? ● What can you do to combat fatigue? ● How do medicines, carbon monoxide, and smoking affect a driver? ● How do drivers who have permanent disabilities compensate? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● There are mental and physical effects of emotions on your driving ability. ● Aggressive driving is driving without regard for others' safety. ● Road rage is driving with the intent to harm others. ● Sorrow, depression, and anxiety are other emotions that can adversely affect driving. ● Your emotions have a big influence on the amount of risk you are willing to take. ● Drivers should learn how to cope with and manage emotions. ● Visual acuity is the ability to see things clearly. ● Your field of vision is all the area that you can see around you while you are looking straight ahead.

	<ul style="list-style-type: none"> ● There are three types of vision: central vision, peripheral vision, and fringe vision. ● Visual factors that may affect driving include: color blindness, depth perception, night vision, and glare. ● Sensory distractions include: audio and cell phone. ● Temporary and permanent disabilities may affect your driving. ● Chronic illness may affect your driving.
--	---

Unit Learning Targets

Student will...

- Describe how emotions can affect your ability to drive.
- Explain how passengers can help or hinder a driver.
- Describe the influence emotions have on your willingness to accept risk.
- Explain how you can manage your emotions while driving.
- Define visual acuity and the parts of your field of vision.
- Describe factors that can affect and limit vision.
- Explain how your senses help you drive.
- Describe the importance of managing sensory distractions.
- Describe what you can do to combat fatigue.
- Explain how medicines, carbon monoxide, and smoking affect a driver.
- Describe what driver who have permanent disabilities can do to compensate.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Topics

Topics	Time Frame (hours/days)
Emotions and Driving	1 day
Physical Senses and Driving	2 days
Physical Limitations	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #7 – Alcohol, Other Drugs, and Driving
Target Course/Grade Level:	Driver Education
<p>Unit Summary</p> <p>This unit discusses the effect alcohol and other drugs have on driving safely. Students will learn how alcohol affects the mental and physical abilities needed for driving safely, as well as other alcohol facts. Students will learn how different drugs, including over-the-counter and prescription medicine, affect a driver. Students will also learn the effects of combining alcohol with drugs. In this unit, students will also learn about laws and procedures concerning the use of alcohol and driving, including implied consent and zero tolerance. Lastly, students will learn about positive and negative peer pressure, as well as the steps needed to make responsible decisions in response to peer pressure.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). ● 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. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does alcohol affect the mental and physical abilities needed for driving safely? ● What is blood-alcohol concentration (BAC) ● What factors affect blood-alcohol concentration? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Alcohol has many effects on the central nervous system, judgment and reasoning, vision, and reflexes. ● Blood-alcohol concentration (BAC) is the amount of alcohol detected in a person’s bloodstream.

<ul style="list-style-type: none"> ● What are the myths and truths about the use of alcohol? ● What is the difference between over-the-counter medicine and prescription medicine? ● How do depressants, stimulants and hallucinogenic drugs affect a driver? ● What are the effects of combining alcohol with other drugs? ● What is meant by the implied consent law? ● What are zero tolerance levels of impairment? ● What actions should a driver take when stopped by a police officer? ● How do peer influences and peer pressure affect a person's decision about drinking and driving? ● What are five steps involved in making a responsible decision? ● What is the meaning of peer education? ● Why should peers share the responsibility of preventing friends from drinking and driving? ● What are five different ways to say no to peer pressure? 	<ul style="list-style-type: none"> ● A designated driver decides not to drink in order to stay sober so that he can drive without impairments. ● Over-the-counter medicines, prescription medicines, depressants, stimulants, and hallucinogens affect a driver's ability. ● Driving while intoxicated (DWI) and Driving under the influence (DUI) area terms to describe drivers who are convicted of operating a vehicle above the legal limit. ● Chemical testing and field sobriety testing are used to evaluate a person suspected of DWI or DUI.
---	--

Unit Learning Targets

Students will...

- Explain how alcohol affects the mental and physical abilities needed for driving safely.
- Define blood-alcohol concentration (BAC)
- List and explain the factors that affect blood-alcohol concentration.
- Compare myths and truths about the use of alcohol.
- Explain the difference between over-the-counter medicine and prescription medicine.
- Explain how depressants, stimulants, and hallucinogenic drugs affect a driver.
- Describe the effects of combining alcohol with other drugs.
- Explain what is meant by the implied consent law.
- Describe zero tolerance levels of impairment and how impairment can be detected and measured.
- Explain what actions a driver should take when stopped by a police officer.
- Describe how peer influences and peer pressure might affect a person's decision about drinking and driving.
- List five steps involved in making a responsible decision.
- Explain the meaning of peer education.

- Explain why everyone should share the responsibility of preventing friends from drinking and driving.
- Identify five different ways to say no to peer pressure.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work
- Checking concepts
- Lesson Summaries

Topics	
Topics	Time Frame (hours/days)
Effects of Alcohol on Driving Safely	1 day
Other Kinds of Drugs and Driving	2 days
Traffic Laws Governing the Use of Alcohol	2 days
Coping with Peer Pressure	1 day
Review	1 day
Test	1 day

Unit Overview

Content Area: Health

Unit Title: Unit #8 – Managing Distractions

Target Course/Grade Level: Driver Education

Unit Summary

This unit discusses how to manage distractions that take focus away from the driving task. Students will learn about the difference between driver inattention and distracted driving. Students will also learn four categories of driving distractions. In this unit, students will learn about the five categories of inside-the-vehicle distractions and how a driver can reduce

distractions inside the vehicle. Finally, students will learn about types of outside-the-vehicle distractions and how they differ from distractions inside the vehicle.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
- 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.

Unit Essential Questions

- What differentiates distracted driving from inattentive driving?
- What steps and actions can drivers take to avoid driving inattentively or being distracted?
- What categories are associated with inside-the-vehicle distractions?
- What steps or actions can a driver do to reduce distractions inside their vehicle?
- How does hands-free technology help drivers from becoming distracted?
- What are the four categories of outside-the-vehicle distractions?
- What might cause the driver of a vehicle to become a distraction to others?

Unit Enduring Understandings

- Driver inattention takes place when a driver’s focus and attention are not on the driving task for any reason.
- Almost every driving distraction can be labeled as a cognitive, visual, auditory, or biomechanical distraction.
- Using a cell phone can divert a driver’s mental and visual attention from the driving task.
- Drivers can minimize distractions within their vehicles by following a few simple steps.
- Outside-the-vehicle distractions are usually related to people, animals, objects, or events.
- Drivers usually have very little control over outside-the-vehicle distractions.

Unit Learning Targets

Student will...

- Describe what is meant by driver inattention.
- Identify how distracted driving differs from inattentive driving.
- List the four categories of driving distractions.
- Describe what drivers can do to avoid driver inattention and distraction.
- Identify five different categories of inside-the-vehicle distractions.
- Explain why cell phone usage while driving can be distracting.
- Describe how a driver can reduce inside-the-vehicle distractions.
- Identify the categories of outside-the-vehicle distractions.
- Explain how outside-the-vehicle distractions differ from distractions inside the vehicle.
- Describe how the driver can avoid outside-the-vehicle distractions.

<ul style="list-style-type: none"> ● Explain ways a driver can avoid becoming a distraction to others.
Evidence of Learning
Summative Assessment <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications Equipment Needed: Textbooks, Inter-write board, Drive Right Videos. Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work ● Checking concepts ● Lesson summaries

Topics	
Topics	Time Frame (hours/days)
Driver Inattention and Distractions	1 day
Distractions Inside the Vehicle	2 days
Distractions Outside the Vehicle	2 days
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #9 – Negotiating Intersections
Target Course/Grade Level:	Driver Education
Unit Summary	
<p>This unit discusses the skills needed to approach, enter and exit different types of intersections safely. These skills involved proper searching techniques, judgements of time, space, and distance; and yielding the right of way. Students will learn how to identify, search, and enter an intersection. Students will also learn to approach and negotiate an intersection at the proper times and distances. In this unit, students will learn about yielding the right of way in various situations and judging gaps, the amount of space and time needed to enter traffic safely. Students will also learn the correct procedures for negotiating and entering</p>	

intersections controlled by signs or traffic lights. Students also learn about unprotected left turns and turns on red. Students will learn the correct procedures for approaching and negotiating an uncontrolled intersection, as well as how to identify who has the right of way. Students will also learn how to distinguish between passive and active railroad crossings and to proceed safely at railroad tracks. Lastly, students will learn the correct procedures for driving through roundabouts and how roundabouts benefit drivers and pedestrians.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
- 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.

Unit Essential Questions

- What factors make intersections particularly dangerous?
- What actions should you take if you arrive at an intersection before a vehicle on your left arrives?
- What are the three locations at an intersection where drivers must come to a full stop?
- What should you predict when approaching an uncontrolled intersection?
- In what direction should you check before you cross railroad tracks?
- What lane should you be in to travel straight through an intersection?

Unit Enduring Understandings

- Identifying intersections early will prepare you to merge with traffic or go straight through safely.
- You must yield the right of way at Stop and Yield signs, at uncontrolled intersections, and as you enter roadways from alleys and driveways. Emergency vehicles always have the right of way.
- Controlled intersections are regulated by traffic lights or Stop or Yield signs.
- Uncontrolled intersections do not have traffic signs, signals, or markings to manage traffic.
- As you approach an uncontrolled intersection, use the SIPDE Process.
- Expect a train at all crossings and check for multiple track signs. Obey all active crossing controls. At passive crossings, look carefully, listen, and be prepared to stop.
- At a roundabout, drivers can make a right or left turn, continue straight ahead, or complete a U-turn.

Unit Learning Targets

Student will...

- Explain how to identify an intersection
- Describe the actions to take as you approach an intersection.
- Describe what to do when you have a closed front zone at an intersection.
- Identify the correct way to enter an intersection.
- Define right of way.
- Describe situations in which the driver must yield the right of way.
- Predict how long it takes to cross and join traffic.
- Describe the correct procedure for entering an intersection controlled by signs.
- Describe the correct action to take at green, yellow and red traffic lights.
- Explain the procedures for making unprotected and protected left turns and for turning on red.
- Describe how to identify an uncontrolled intersection.
- Identify the actions to take as you approach an uncontrolled intersection.
- Describe some line-of-sight or path-of-travel restrictions you may encounter at intersections.
- Identify who has the right of way at uncontrolled intersections.
- Distinguish between passive and active railroad crossings.
- Identify the correct actions to be taken at railroad crossing.
- Identify how roundabouts benefit drivers and pedestrians.
- Compare the flow of traffic through a traffic circle to that of an intersection with a signal.
- Describe the correct procedures for driving through roundabouts.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work
- Checking concepts
- Lesson summaries

Topics	
Topics	Time Frame (hours/days)
Searching Intersections	1 day
Determining Right of Way and Judging Gaps	2 days
Controlled Intersections	1 day
Uncontrolled Intersections	1 day
Railroad Crossing	1 day
Roundabouts	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #10 – Driving in Adverse Conditions
Target Course/Grade Level:	Driver Education
Unit Summary	
<p>This unit teaches students techniques for safely managing the effects of hazardous weather on driving conditions. Students will learn how to properly handle a variety of situations with reduced visibility and lessons on night driving and proper use of high-beam and low-beam headlights. Students will also learn how to identify and properly handle a variety of reduced-traction situations. Students will also discuss techniques including hydroplaning, correcting skid situation, and controlled braking. Lastly, students will learn precautions for driving in extreme winds and temperatures and be able to identify extreme weather conditions that may require them to stop driving.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). ● 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. 	
Unit Essential Questions	Unit Enduring Understandings

<ul style="list-style-type: none"> ● How do you apply the SIPDE Process to manage risks in bad weather? ● What can you do to help others see you at dawn and dusk? ● What special driving techniques can you use for night driving? ● What happens to traction during rain and snow? ● What steps can you take to avoid hydroplaning? ● How do you correct an understeer skid in a front-wheel-drive vehicle? ● How do you use controlled braking in a vehicle without ABS? ● How can you control your vehicle in windy conditions? ● What precautions can you take for driving in extremely hot or cold weather? ● What should you do to maintain vehicle control during winter driving? 	<ul style="list-style-type: none"> ● When visibility is poor, slow down, allow extra space, and actively scan and search. ● Proper use of high- and low-beam headlights helps drivers see better and prevents blinding by oncoming drivers. ● Driving with your headlights on helps others see you, especially at dawn and dusk. ● Whenever the road surface is wet or snow-covered, traction is reduced. ● When a vehicle's tires rise on top of standing water, the tires lose traction and the vehicle does not respond to steering. ● Understeer and oversteer conditions, if not quickly corrected, can put a vehicle out of control. ● Strong side winds can cause your vehicle to shift lane positions. ● Extreme temperatures place demands on a vehicle's heating and cooling systems. ● Snow can adversely affect a driver's vision and a vehicle's traction.
---	--

Unit Learning Targets

Student will...

- Describe how to use the SIPDE Process to manage risks in situations involving poor visibility.
- Explain what you can do to help others see you at dawn and dusk.
- Describe the special techniques you can use for night driving.
- Explain the correct procedure to use at night when encountering an oncoming driver who fails to use low-beam headlights.
- Describe what happens to traction during rain and snow.
- Identify the steps to take to avoid hydroplaning.
- Describe how to correct an understeer skid situation.
- Explain how to use the controlled-braking technique.
- Explain how to maintain control of your vehicle in windy conditions.
- List precautions for driving in extremely hot or cold weather.
- Describe what to do to maintain vehicle control during winter driving.

Evidence of Learning

Summative Assessment

- Tests

- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work
- Checking concepts
- Lesson summaries

Topics	
Topics	Time Frame (hours/days)
Reduced Visibility	2 days
Reduced Traction	2 days
Other Adverse Weather Conditions	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #11 – Handling Emergencies
Target Course/Grade Level:	Driver Education
Unit Summary	
<p>This unit discusses how to handle emergency conditions, including situations caused by vehicle malfunction and driver error. Students will learn how to react to common vehicle malfunctions including tire, brake, steering, and engine failure. Students will learn about how to get back on the road when two or more wheels are off the road, as well as when to use an emergency swerve. Students will also learn how to react to situations involving roadway hazards such as potholes, deep water and sharp curves. In this unit, students will learn how to avoid and reduce vehicle damage caused by various types of collisions and what immediate and follow-up steps to take if a collision occurs. Lastly, students will learn about financial liability and factors that affect the cost of insurance.</p>	

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
- 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.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker. The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Unit Essential Questions

- How do you respond to a tire blowout?
- How can you compensate for steering failure?
- Why might it be better to swerve around a stopped car in front of you than to brake?
- What is the best way to avoid a pothole while staying in your lane?
- What is the first rule to remember when trying to reduce the effects of a collision?

Unit Enduring Understandings

- Engine failures include a flooded engine, an overheated engine, and an engine blowout.
- A total brake failure is, and needs to be treated as an extreme emergency.
- Rain, sleet, fog, and headlights that fail cause loss of forward vision.
- Driving completely or partially off-road is a dangerous situation.
- Knowing how to safely stop or swerve around a car ahead can avoid a crash.

<ul style="list-style-type: none"> ● What is the first step to take if you are in a crash? ● What is the most important type of car insurance? ● What are four factors that can change insurance premium? 	<ul style="list-style-type: none"> ● Normal roadway problems like potholes or debris in the road can cause damage to your car. ● Driving in water can create dangerous conditions you need to avoid. ● If a collision happens, taking immediate action can help reduce the consequences. ● Every state has a financial responsibility law that drivers must follow. ● There are different types of auto insurance.
--	---

Unit Learning Targets

Student will...

- List actions to take if a tire fails
- List the proper steps to follow if the brakes fail.
- Describe what to do in case of engine or steering failure.
- Explain what to do in case of loss of forward vision and vehicle fires.
- Explain how to get back on the road if four wheels are off the road.
- List the steps necessary to return to the road when two wheels are off the road.
- Explain when to use an emergency swerve.
- Describe how to reduce vehicle damage caused by potholes.
- Explain what to do if you enter a curve too fast.
- Tell how to escape from a vehicle that is sinking in water.
- Explain how to avoid or minimize head-on, side-impact, and rear-end collisions.
- List the immediate steps and the follow-up steps to take if a collision occurs.
- Explain financial responsibility law.
- List three factors that affect the cost of insurance.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

- Checking concepts
- Lesson Summaries

Topics	
Topics	Time Frame (hours/days)
Vehicle Malfunctions	2 days
Driver Errors	2 days
Roadway Hazards	1 day
Collisions	1 day
Insurance	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #12 – Planning Your Travel
Target Course/Grade Level:	Driver Education
<p>Unit Summary</p> <p>This unit discusses important details drivers should consider before taking long trips or driving in their communities. Students will learn how vehicles affect the environment, as well as how drivers can reduce the effects driving has on the environment. Students will also learn how to prepare for and what questions to ask before making short trips. In this unit, students will learn how to prepare for long-distance travel and how maps and GPS help drivers find their destination. Lastly, students will learn how maneuvering special vehicles differs from maneuvering passenger vehicles and the special equipment needed when pulling a trailer.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why do owners of older cars have to be concerned about environmental concerns? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Air pollutants, such as CFCs from automobile air conditioners, are eroding the ozone layer.

<ul style="list-style-type: none"> ● How does an on-board diagnostic system help protect the environment? ● What effect does driving with a cold engine have on fuel efficiency? ● Why is it important to do a routine check of tire pressure, coolant level, and windshield-washer fluid when you fill your fuel tank? ● How can you use a map's legend to plan your travel? ● What is a GPS receiver and how can it help you find a destination? ● How can the Internet help you with trip planning? ● Why is vehicle preparation important? ● How is driving a special vehicle different from driving a passenger vehicle? ● Why is it important to distribute weight in a trailer? ● What systems do you need to check before pulling a trailer? 	<ul style="list-style-type: none"> ● Before driving, consider whether the trip is necessary and whether or not you have enough time. ● Know your route and destination before heading on a trip. ● Using satellites, the GPS can pinpoint your exact location on Earth. ● Maps are an essential component of any long-distance trip. ● Before any long trip, check brakes, exhaust, steering, engine, and accessory systems. ● Special vehicles have a limited range of visibility to the side and behind the vehicle. ● When driving a special vehicle, increase your following distances to four or more seconds. ● In order to drive an RV with a trailer safely you must know how to attach and load the trailer.
--	---

Unit Learning Targets

Student will...

- Describe how vehicles affect the ozone layer and the environment.
- Explain how drivers can reduce the effects of driving on the environment.
- Identify two questions you should ask yourself before making a short trip.
- Describe two things you can do to simplify a short trip.
- Explain how a GPS receiver can help you find your destination.
- Explain how to use the index and legend on a map.
- List the steps necessary to prepare your vehicle for a long trip.
- List ways to prepare yourself for long-distance travel.
- Explain how maneuvering a special vehicle is different from maneuvering a passenger vehicle.
- Describe the special equipment needed when pulling a trailer.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications
- Road Trip Project

Equipment Needed: Textbooks, Inter-write board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos
Formative Assessments
<ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work ● Checking Concepts ● Lesson Summaries

TOPics	
Topics	Time Frame (hours/days)
Environmental Concerns	1 day
Local Travel	2 days
Long-Distance Travel	2 days
Special Vehicles and Trailers	1 day
Review	1 day
Test	1 day

10th Grade Health Units:
<u>21st Century Themes and Skills:</u>
9.2.4.A.1
9.2.4.A.2
9.2.4.A.4
CPR1
CPR2
CPR3
CPR4
CPR5
CPR8
CPR10
CPR11
<u>Technology:</u>
8.1.8.D.1
8.1.8.D.5
8.2.2.B.1
<u>Interdisciplinary Connections:</u>
Science: LS1A

2.3A
2.3B
2.1A
2.1D
2.2E
2.3B
2.4B
2.4C
Science: LS1C
2.1B
Social Studies:
2.2A
2.1E
2.2E
2.4A
Language Arts Literacy
CCSS ELA-Literacy.CCRA.W.4
CCSS ELA-Literacy.CCRA.W.6
CCSS ELA-Literacy.CCRA.W.8
CCSS ELA-Literacy.CCRA.W.9
CCSS ELA-Literacy.CCRA.W.10
NJLSA.R.1
NJLSA.R.2
NJLSA.R.3
Math Practices 1 and 2
WIDA English Language Development Standard I

Health 11 – Health Education

Course Description:

First Aid is a one semester course required for all 11th 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. The content and activities included in this course will prepare participants to recognize emergencies and make appropriate decisions regarding care. The course also provides information on prevention of injury and illness, with a

focus on personal safety. Students will be given the opportunity to earn American Red Cross Certification.

Suggested Course Sequence:

- Unit 1: Before Giving Care: 2 weeks
- Unit 2: Cardiac Emergencies and CPR: 2 weeks
- Unit 3: AED: 1 week
- Unit 4: Breathing Emergencies: 2 weeks
- Unit 5: Sudden Illnesses: 1 week
- Unit 6: Environmental Emergencies: 1 week
- Unit 7: Soft Tissue Injuries: 2 weeks
- Unit 8: Injuries to Muscle, Bones and Joints: 1 week
- Unit 9: Special Situations and Circumstances: 1 week
- Unit 10: Asthma: ½ week
- Unit 11: Anaphylaxis and Epinephrine Auto-Injectors: ½ week
- Unit 12: Injury Prevention: 2 weeks
- Unit 13: Emergency Preparedness: 2 weeks
- Unit 14: Fire Safety: 2 weeks

Unit Overview	
Content Area:	Health
Unit Title:	Unit #1 – Before Giving Care and Checking an Injured or Ill Person
Target Course/Grade Level:	Grade 11
Unit Summary	
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.	
21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration	
Learning Targets	
<ul style="list-style-type: none"> ● 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.
- 2.3.12.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).

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

<p>Unit Essential Questions</p> <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? 	<p>Unit Enduring Understandings</p> <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.
--	---

<p>Unit Learning Targets</p> <p><i>Student will...</i></p> <ul style="list-style-type: none"> ● Describe how to recognize an emergency ● Describe how to prioritize care for injuries and sudden illnesses ● Describe the purpose of the Good Samaritan laws ● Identify the difference between expressed and implied consent

- Explain how to reduce the risk of disease transmission when giving care
- Explain when to move an injured or ill person from a dangerous situation
- Describe how to minimize the effects of shock
- Demonstrate how to check an unconscious person for life-threatening conditions

Evidence of Learning

Summative Assessment (1 day)

- Written quiz

Equipment Needed: Textbooks, inter-write board

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
 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

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child’s teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian’s rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent’s Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child’s teacher to request an opt out option.

Topics	Time Frame (hours/days)
Your Role in EMS/Recognizing Emergencies	1/2 day
Deciding to Act	1 day
Activating EMS	1/2 day
Prevention of Disease Transmission	1 day

Taking Action	1 day
Rescues	1 day
Checking a Conscious Person	1 day
Shock	1 day
Checking an Unconscious Person	1 day
Special Situations with CPR	1 day
Incident Stress	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #2 – Cardiac Emergencies and CPR
Target Course/Grade Level:	Grade 11
Unit Summary	
<p>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</p>	
<p>21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 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. ● 2.3.12.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). 	
<p>CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.</p>	
<p>Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:</p>	

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Unit Essential Questions

- 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

- Recognizing life-threatening condition is essential to a victim’s survival.
- Even though there is heredity connection for heart disease, people can actively work to prevent it through an active, healthy lifestyle.

Unit Learning Targets

Student will...

- Recognize the signals of cardiac emergency
- Identify the links in the Chain of Survival
- Describe how to care for a heart attack
- List the causes of cardiac arrest
- Explain the role of CPR in cardiac arrest
- Demonstrate how to perform CPR

Evidence of Learning

Summative Assessment (3 days)

- CPR skills Test
- Written Test

Equipment Needed: Manikins, alcohol, gauze, breathing barriers

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
 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

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Anatomy of the heart	1 day
Heart Attack	1 day
Coronary Heart Disease	1 day
Cardiac Arrest	1 day
Adult CPR	1 day
Child CPR	1 day
Infant CPR	1 day
Advance Directives	1 day
CPR Skill Testing	1 day

Unit Overview

Content Area:	Health
Unit Title:	Unit #3 – AED
Target Course/Grade Level:	Grade 11
Unit Summary	

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

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

Standard 2.1 Personal and Mental Health

- 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.
- 2.3.12.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).

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective

<p>or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).</p>	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is it important to know and practice AED skills? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Knowing how and when to use an AED could save a person's life.
<p>Unit Learning Targets</p> <p><i>Student will...</i></p> <ul style="list-style-type: none"> ● Explain what defibrillation is ● Explain how defibrillation works ● Identify precautions to take when using an AED on a person in sudden cardiac arrest ● Demonstrate how to use an AED 	
<p>Evidence of Learning</p>	
<p>Summative Assessment (day)</p> <ul style="list-style-type: none"> ● AED Skills test ● Written test <p>Equipment Needed: AED's, manikins, alcohol, gauze, breathing barriers</p> <p>Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross 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>Formative Assessments</p> <ul style="list-style-type: none"> ● Class discussions ● Student demonstrations ● Group Work ● Teacher Observation ● Class work 	

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and

guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Heart's Electrical System	1/3 day
AED and Adults	1/3 day
AED – Children and Infants	1/3 day
Special AED Situations	1 day
AED Skills Practice	1 day
AED Skills Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #4 – Breathing Emergencies
Target Course/Grade Level:	Grade 11
Unit Summary	
<p>This unit explains the various types of breathing injuries, such as choking, 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.</p>	
<p>21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 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. ● 2.3.12.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). 	

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

<p>Unit Essential Questions</p> <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? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Being able to recognize and properly treat for breathing emergencies could save a life.
--	--

<p>Unit Learning Targets</p> <p><i>Student will...</i></p> <ul style="list-style-type: none"> ● Recognize the signals of a breathing emergency ● Identify conditions that cause respiratory distress and arrest ● Describe the care for a person in respiratory distress and arrest ● Demonstrate how to care for a person who is choking ● Discuss signs and care for allergic reactions

Evidence of Learning

<p>Summative Assessment (1 day)</p> <ul style="list-style-type: none"> ● Written Test <p>Equipment Needed:</p> <p>Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator’s Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American</p>

Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross
Formative Assessments <ul style="list-style-type: none"> ● Class discussions ● Student demonstrations ● Group Work ● Teacher Observation ● Class work

Suggested Activities	
<p><i>Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.</i></p>	
Topics	Time Frame (hours/days)
Respiratory Distress and Arrest	½ day
Asthma, COPD, Emphysema	½ day
Bronchitis, Croup, Hyperventilation	1 day
Allergic Reaction & Epiglottitis	1 day
Choking	1 day
Special Situations with Choking	1 day
Conscious Choking Adult and Child	1 day
Conscious Choking Infant	1 day
Unconscious Choking Adult and Child	1 day
Unconscious Choking Infant	1 day
Choking Skills Test	1 day

Unit Overview

Content Area:	Health
Unit Title:	Unit #5 – Sudden Illnesses
Target Course/Grade Level:	Grade 11
Unit Summary	
<p>This unit focuses on various types of sudden illnesses. Students will learn how to recognize signals of fainting, seizures, stroke, diabetic emergencies, allergic reactions, poisoning and substance abuse. During this unit we will learn how to care for specific illnesses, even if the exact cause is not known.</p>	
<p>21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 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. ● 2.3.12.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). <p>CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.</p> <p>Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:</p> <ul style="list-style-type: none"> ● Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults. ● Fully address myths and misunderstandings regarding organ and tissue donation. ● Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf. 	

- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Unit Essential Questions

- Why is it important to treat injuries in a timely manner as well as take all injuries seriously?
- How can knowing the causes of sudden illnesses help avoid them coming in the first place?

Unit Enduring Understandings

- Injuries that initially appear minor can often be more serious.
- Illnesses can happen anytime, one must be knowledgeable and aware of the potential symptoms.

Unit Learning Targets

Student will...

- Identify the signals of common illnesses
- Describe how to care for common sudden illnesses
- Describe how to care for someone who is having a seizure
- Analyze signs, risk factors and care for a stroke
- Discuss warning signs, types and care for a diabetic emergency
- Discover causes, signs and care for allergic reaction
- Identify signals, care for and types of poisoning.

Evidence of Learning

Summative Assessment (1 day)

- Written Test

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
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

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
General Sudden Illness	½ day
Fainting and Seizures	½ day
Stroke	1 day
Diabetic Emergencies	1 day
Allergic Reactions	1 day
Poisoning	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #6 – Environmental Emergencies
Target Course/Grade Level:	Grade 11
Unit Summary	
This unit introduces various environmental emergencies including heat and cold related emergencies, bites, stings, and poisonous plants. Students will also learn how to avoid being struck by lightning.	
21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration	
Learning Targets	
Standard 2.1 Personal and Mental Health	
<ul style="list-style-type: none"> ● 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.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.
- 2.3.12.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).

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the factors that will determine whether or not a person 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Students will understand how to treat heat related emergencies and bites and stings.
---	---

<p>should be moved when you need to apply first aid procedures?</p> <ul style="list-style-type: none"> ● How do you prepare for a weather emergency? 	<ul style="list-style-type: none"> ● Students will understand the severity of making the proper decision in moving and transporting an injured person.
<p>Unit Learning Targets</p> <p><i>Student will...</i></p> <ul style="list-style-type: none"> ● Identify the signals of heat-related and cold-related emergencies ● Describe how to care for heat-related and cold-related emergencies ● Investigate how to prevent heat related emergencies ● Discuss the impact of, signals and care for heat related emergencies ● Explain how to prevent getting bug bites and demonstrate how to remove a tick ● Explain how to prevent and care for lightning injuries ● Discuss care for animal and snake bites ● Identify the common poisonous plants and explain how to treat it's effects 	
<p>Evidence of Learning</p>	
<p>Summative Assessment (1 day)</p> <ul style="list-style-type: none"> ● Quiz <p>Equipment Needed:</p> <p>Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross 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>Formative Assessments</p> <ul style="list-style-type: none"> ● Class discussions ● Student demonstrations ● Group Work ● Teacher Observation ● Class work 	

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely

held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Heat Related Illnesses	1 day
Cold Related Illnesses	1 day
Bites & Stings	½ day
Lyme Disease	½ day
West Nile Virus	1/3 day
Spider and Snake Bites	1/3 day
Animal Bites & Marine Life	1/3 day
Poisonous Plants	1 day
Lightning	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #7 – Soft Tissue Injuries
Target Course/Grade Level:	Grade 11
Unit Summary	
This unit teaches soft tissue injuries, including closed wounds, open wounds, and burns. We will explore the differences between major and minor wounds and between different types of burns.	
21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration	
Learning Targets	
<ul style="list-style-type: none"> ● 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. 	

<ul style="list-style-type: none"> ● 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). 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the proper steps for controlling a bleeding emergency? ● How do you determine if the victim is exhibiting signs of shock? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Students will be able to understand that wounds and bleeding are common injuries that must be handled with a sense of urgency. ● Shock is a life-threatening emergency that can occur with any type of injury or illness.
<p>Unit Learning Targets</p> <p><i>Student will...</i></p> <ul style="list-style-type: none"> ● Identify signals of various soft tissue and musculoskeletal injuries ● Demonstrate how to care for various soft tissue and musculoskeletal injuries ● Demonstrate how to control external bleeding ● Investigate how to prevent infections ● Categorize types of burns and discuss how to care for various burns ● Explain how to care for severed body parts, embedded objects, nose, mouth, and tooth injuries ● Discuss signals and care for chest and abdominal injuries 	
<p>Evidence of Learning</p>	
<p>Summative Assessment (3 days)</p> <ul style="list-style-type: none"> ● Written Quiz ● Skill Tests <p>Equipment Needed:</p> <p>Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross 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>Formative Assessments</p> <ul style="list-style-type: none"> ● Class discussions ● Student demonstrations ● Group Work ● Teacher Observation ● Class work 	

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Closed Wounds	1 day
Open Wounds	1 day
Preventing Infection	1 day
Bandaging	1 day
Tourniquets	1 day
Burns	1 day
Chemical & Electrical Burns	1 day
Special Wounds	1 day
Chest and Abdominal Wounds	1 day
Fun in the Sun	1 day

Unit Overview

Content Area:	Health
Unit Title:	Unit #8 – Injuries to Muscle, Bones and Joints
Target Course/Grade Level:	Grade 11
Unit Summary	
In this unit we will explore the signals of muscle, bone and joint injuries and how to care for these injuries. We will also learn how to recognize and treat head, neck and spinal injuries	
21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration	
Learning Targets	

- 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.
- 2.3.12.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).

Unit Essential Questions

- How do you determine proper treatment for a musculoskeletal injury?
- What are the basic first aid procedures for people sustaining a head, neck or back injury?
- How do you determine whether or not to transport the victim?

Unit Enduring Understandings

- Understanding how to treat musculoskeletal injury could have a major impact on the severity of the injury and the rehabilitation process.

Unit Learning Targets

Student will...

- Categorize types of musculoskeletal injuries
- Identify signals of head, neck and spinal injuries
- Demonstrate how to care for muscle, bone or joint injuries
- Demonstrate how to care for head, neck and spinal injuries
- Demonstrate how to splint a muscle, bone or joint injuries
- Investigate risk factors, prevention and care of osteoporosis
- Demonstrate how to splint an injury
- Assess the state's concussion rules, by analyzing current data
- Discuss signs and care for chest and pelvic injuries

Evidence of Learning

Summative Assessment (2 days)

- Written Quiz
- Skills Test

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
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

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Fractures, Dislocations, & Sprains	1 day
Osteoporosis	½ day
RICE	½ day
Splinting an injury	1 day
Head, Neck and Spinal Injuries	½ day
Concussions	1 day
Chest and Pelvic Injuries	½ day

Unit Overview

Content Area:	Health
Unit Title:	Unit #9 – Special Situations and Circumstances
Target Course/Grade Level:	Grade 11
Unit Summary	

In this unit the students will explore ways to recognize and respond to special situations, such as helping children and people with disabilities, and childhood illnesses. This information will help students better understand the nature of the emergency and how to give appropriate and effective care.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

- 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.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.
- 2.3.12.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).

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.

- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Unit Essential Questions

- How do I know when to seek professional care when a child is sick?
- How can I prevent my child from getting SIDS?
- How can I better help children and disabled people?

Unit Enduring Understandings

- Proper preparation, knowledge and good communication will enable a first aider to effectively treat an injured person.

Unit Learning Targets

Student will...

- Explain how to communicate with children in an emergency effectively
- Compare and contrast the five age groups of children and their needs
- Describe the signals and care for common childhood illnesses
- Discuss types, causes and care for fever
- Demonstrate how to take a temperature and comprehend when to call 9-1-1 or seek professional medical care
- Explain causes and care for meningitis
- Investigate the causes of SIDS
- Describe how to care for common injuries and illnesses in older adults
- Discuss how to assist an injured person with a physical or mental impairment

Evidence of Learning

Summative Assessment (1 day)

- Written Test
-

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
 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

Formative Assessments

- Class discussions

- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Communication with Children and Parents	½ day
Common Childhood Illnesses	1 day
Fevers	1 day
Meningitis & SIDS	½ day
Helping the Elderly	½ day
Common Injuries in Older Adults	1 day
People & Disabilities	½ day

Unit Overview

Content Area:	Health
Unit Title:	Unit #10 – Anaphylaxis and Epinephrine Auto-Injectors
Target Course/Grade Level:	Grade 11
Unit Summary	
In this unit students will discuss how to identify the signals of anaphylaxis. They will also learn what care to give to a person in anaphylactic shock, which may include helping the person use an epinephrine auto-injector.	
21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration	

Learning Targets

- 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.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.
- 2.3.12.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).

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective

or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). ate. Instruction shall be adapted to the understanding of students at different grade levels.

Unit Essential Questions

- How do you keep yourself from danger, when participating in recreational activities?
- Who is more susceptible to accidents?
- How can learning first aid leads to a happy, healthy and successful lifestyle now and in the future?

Unit Enduring Understandings

- Learning first aid will allow an individual to take responsibility for their own choices, which is an essential step for developing and maintaining a healthy lifestyle.

Unit Learning Targets

Student will...

- Identify the signals and common allergens of anaphylaxis
- Describe what care to give to a person in anaphylactic shock
- Demonstrate how to help a person administer epinephrine auto-injector

Evidence of Learning

Summative Assessment (1 day)

Equipment Needed: Practice epinephrine auto-injector

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
 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

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child’s teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian’s rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent’s Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part

of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Allergic Reaction	1 day
Assisting with an epinephrine auto-injector	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #11 – Injury Prevention
Target Course/Grade Level:	Grade 11
Unit Summary	
Being that accidents are the leading cause of injury and deaths, students will investigate how to create a safer environment for themselves and family members.	
21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration	
Learning Targets	
<ul style="list-style-type: none"> ● 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.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. 	

- 2.3.12.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).

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do you keep yourself from danger, when participating in recreational activities? ● Who is more susceptible to accidents? ● How can learning first aid leads to a happy, healthy and successful lifestyle now and in the future? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Learning first aid will allow an individual to take responsibility for their own choices, which is an essential step for developing and maintaining a healthy lifestyle.
--	---

<p>Unit Learning Targets</p> <p><i>Student will...</i></p> <ul style="list-style-type: none"> ● Investigate home and school accident statistics ● Assess how students and their families can identify safety hazards in their environments ● Identify safe behavior in many situations and environments ● Discuss where warning labels in home or at school might be helpful ● Understand their responsibilities for staying safe

Evidence of Learning

Summative Assessment (1 day)

- Written quiz

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
 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

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child’s teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian’s rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent’s Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child’s teacher to request an opt out option.

Topics	Time Frame (hours/days)
Research Accident Statistics	2 days
Identify hazards in the Home and School	2 days
Warning Labels	2 days
Responsibilities for Staying Safe	2 days
Vacation Safety	2 days

Unit Overview

Content Area:	Health
Unit Title:	Unit #12 – Emergency Preparedness
Target Course/Grade Level:	Grade 11

Unit Summary

The most important element in protecting yourself is knowing what to do before, during and after a disaster. Students will learn how to prepare for natural disasters such as hurricanes, tornadoes, floods, fires and earthquakes.

21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration

Learning Targets

- 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.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.
- 2.3.12.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).

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.

- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Unit Essential Questions

- What can I do to prepare for a natural disaster?
- Can you actually prepare for a power outage?

Unit Enduring Understandings

- Families can have a positive impact on the effect of disasters.
- Knowing how to respond in an emergency is essential to staying safe.

Unit Learning Targets

Student will...

- Learn that students and their families know what actions can be taken during a natural disaster to minimize injuries
- Understand the importance of being prepared in case of an emergency
- Discuss how to respond to a Watch, Warning, or Emergency
- Investigate ways people and their communities recover after a disaster, and become stronger and better prepared
- Discuss MPHS’s emergency safety drills
- Research how to prepare and deal with power outages

Evidence of Learning

Summative Assessment (1 day)

- Written quiz

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
 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

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Hurricanes, tornadoes, earth-quakes, and flood safety	1 day
Preparing for an Emergency	1 day
Emergency/First Aid Kits	2 days
Power Outages	2 days
Recovery from Disasters	1 day
Watch, Warning, Emergency	1 day
GLHS Emergency Safety Drills	2 days

Unit Overview

Content Area:	Health
Unit Title:	Unit #13 – Fire Safety
Target Course/Grade Level:	Grade 11
Unit Summary	
In this unit students will learn that fire safety in the home and school is essential. Students will be taught to prevent fires and what to do in case of a fire.	
21st century themes: Problem solving, critical thinking, creativity, innovation and collaboration	
Learning Targets	

- 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.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.
- 2.3.12.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).

Accident and Fire Prevention (N.J.S.A. 18A:6-2) Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

Unit Essential Questions

- How can I prevent fires?
- What should I do if a fire occurs?

Unit Enduring Understandings

- Being educated in fire safety, protecting your property, and developing a fire safety plan will reduce one’s chances from being injured by a fire.

Unit Learning Targets

Student will...

- Develop a fire safety plan for home
- Help students evaluate the ways their families use fire and the safety of their homes from fire hazards
- Discuss fire safety in hotels
- Investigate product warning labels and fire safety

Evidence of Learning

Summative Assessment (1 day)

- Home Safety Plan

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross
 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

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child’s teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian’s rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent’s Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child’s teacher to request an opt out option.

Topics	Time Frame (hours/days)
Checklist	2 days
Fire Safety Plan	3 days
Home Inspection	1 day
Product Warning Labels	1 day
Protecting Your Property	2 days

11th Grade Health Units:**21st Century Themes and Skills:**

- 9.2.4.A.1
- 9.2.4.A.2
- 9.2.4.A.4

CPR1
CPR2
CPR3
CPR4
CPR5
CPR8
CPR10
CPR11

Technology:

8.1.8.D.1
8.1.8.D.5
8.2.2.B.1

Interdisciplinary Connections:

Science: LS1A

2.3A

2.3B

2.1A

2.1D

2.2E

2.3B

2.4B

2.4C

Science: LS1C

2.1B

Social Studies:

2.2A

2.1E

2.2E

2.4A

Language Arts Literacy

CCSS ELA-Literacy.CCRA.W.4

CCSS ELA-Literacy.CCRA.W.6

CCSS ELA-Literacy.CCRA.W.8

CCSS ELA-Literacy.CCRA.W.9

CCSS ELA-Literacy.CCRA.W.10

NJSLSA.R.1

NJSLSA.R.2

NJSLSA.R.3

Math Practices 1 and 2

Health 12th Grade

Course Description:

This course is designed to prepare students for the next phase of their lives- college, work force, armed forces and other endeavors. The students will be empowered by providing learning experiences that encourage conscious decision making into the ideology of sexuality and relationships. This unit includes discussion of abstinence and aids in developing the attitudes, values and skills that are critical for making responsible decisions regarding sexuality throughout life. This unit also encourages positive attitudes about one’s own sexuality and how it is essential to making self-enhancing decisions about one’s own behaviors. This unit provides opportunities for students to examine personal decisions within historical social and ethical contexts and promotes their development into sexually healthy adults. Topics include birth control methods, pregnancy and childbirth, sexually transmitted infections, infectious disease- communicable and non-communicable diseases, sexuality and safe sexual practices, violence in relationships and organ and tissue donation.

Suggested Course Sequence:

- Unit 1: Birth Control Methods
- Unit 2: Pregnancy and Childbirth
- Unit 3: Sexually Transmitted Infections
- Unit 4: Infectious Diseases- communicable and non-communicable diseases
- Unit 5: Advanced Sexuality, Gender understanding and LGTQ Communities
- Unit 6: Violence in Relationships
- Unit 7: Organ and tissue donation

Unit Overview	
Content Area:	Health
Unit Title:	Unit #1- Birth Control Methods
Target Course/Grade Level:	Health 12th
Unit Summary	
This unit will help students learn the facts about birth control methods. Students will be able to identify different birth control methods. The types of birth control methods discussed are: abstinence; oral contraceptives; vaginal ring; injectable contraceptives; skin patch; barrier	

methods; intrauterine devices; fertility awareness methods; sterilization methods and unreliable methods. Students will be able to state facts about each birth control method: how they work; instructions for correct use; effectiveness; side effects; and cost. Abstinence from sex is discussed as the most effective birth control method.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 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.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.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).

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of

acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are birth control methods? ● What are the different types of birth control methods? ● What is abstinence from sex? ● What are the different types of oral contraceptive pills? ● What is an injectable progestin? ● How does the vaginal ring work? ● How does a skin patch work? ● What are spermicides? ● What are diaphragms and cervical caps? ● How do male and female condoms work? ● What is an intrauterine device? ● How does the basal body temperature method work? ● What are the calendar method and mucus method? ● What are sterilization methods available for men and women? ● How do I determine if my birth control method is reliable? 	<ul style="list-style-type: none"> ● Birth control methods are ways to alter the conditions necessary for conception or pregnancy to occur. ● The types of birth control methods are: abstinence; oral contraceptives; vaginal ring; injectable contraceptives; skin patch; barrier methods; intrauterine devices; fertility awareness methods; sterilization methods; and unreliable methods. ● You must know how each birth control method works, instruction for correct use, effectiveness. Side effects, who should use it or not, and the cost. ● Abstinence from sex is the only birth control method that is 100%.. ● The combination pill, the progestin-only pill, and the extended cycle pills are oral contraceptives. ● The vaginal ring is placed in the vagina each month to prevent pregnancy. ● Injectable progestin is a shot of synthetic progesterone that is given every 3 months. ● The skin patch is a soft, thin, plastic patch that is worn on the skin to prevent pregnancy. ● Spermicides contain chemicals that kill sperm. ● The diaphragm and cervical caps fit over the cervix to prevent sperm from entering the uterus. ● The male condom and female condoms are barrier methods. ● The IUD is a small device that fits into the uterus to prevent pregnancy. ● The basal body temperature method, the calendar method, and the mucus

	methods are all methods used to predict when ovulation will occur.
--	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explain that learning facts about birth control methods help you prepare for adulthood, when you might choose to marry and plan a family. ● Identify kinds of birth control methods. ● State facts about different birth control methods: how they work; instructions for correct use; effectiveness; other benefits from correct use; side effects; who should not use; and cost ● Explain why abstinence from sex is the most effective method of birth control.
--

Evidence of Learning
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications <p>Equipment Needed: Textbooks, Inter-write board</p> <p>Teacher Resource: Advocates for Youth Lesson Planning Guide</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work
Suggested Activities
<p><i>Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.</i></p>

Topics	Time Frame (hours/days)
About Birth Control Methods	1 day
Abstinence	1 day
Oral Contraceptives	1 day
Vaginal Ring and Barrier Methods	1 day
Skin Patch and Barrier Methods	1 day
IUDs and Fertility Awareness Methods	1 day
Sterilization and Unreliable Methods	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #2- Pregnancy and Childbirth
Target Course/Grade Level:	Health 12th
Unit Summary	
<p>The unit will discuss lifestyle habits that potential parents should adopt before trying to have a baby. Students will be able to explain the process of fertilization and conception. Students will also be able to explain how a baby's sex and inherited traits are determined. This unit will discuss the development of the embryo and fetus and the effects of pregnancy on the mother and father to be. The students will discuss the risks associated with teen pregnancy and how birth defects are determined. Childbirth preparation and pain management will be discussed, as well as the postpartum period including breastfeeding and parental bonding.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 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.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 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).

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12.

N.J.S.A. 18A:35-4.19-20- Also known as the "AIDS Prevention Act of 1999", requires sex education programs to stress abstinence.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Lifestyle habits are important to adopt before trying to have a baby? 	<ul style="list-style-type: none"> ● A pregnant woman should have a healthy diet, use medicines

<ul style="list-style-type: none"> ● What is fertilization? ● What are reproductive technologies? ● How are pregnancy and estimated due date determined? ● How is a baby's sex and inherited traits determined? ● How important is prenatal care? ● How does the embryo and fetus develop? ● What are the effects of pregnancy on the mother and father to be? ● What are the risk behaviors and risk situations for HIV transmission? ● What is the progression of HIV infection and AIDS? ● What is an opportunistic infection? ● How can I reduce the risk of HIV infection? ● What are the typical conditions that may occur during pregnancy? ● How are birth defects detected? ● What are the risks associated with teen pregnancy? ● How does the mother prepare for childbirth and pain management? ● What happens during each of the three stages of labor? ● What is breastfeeding? ● What is parental bonding? 	<p>responsibly, live a drug free lifestyle, and participate in physical activity and fitness.</p> <ul style="list-style-type: none"> ● Fertilization is the union of a sperm and ovum. ● There are many ways to increase fertility and the probability of conception. ● Assisted reproductive technologies include intrauterine insemination and in vitro fertilization. ● There are many ways to detect pregnancy. ● Prenatal care should begin as soon as conception has occurred. ● An ultrasound is a diagnostic technique that uses sound waves to create images of the developing baby. ● There are three trimesters of pregnancy. ● There are many atypical conditions that may develop during pregnancy including pseudocyesis, ectopic pregnancy, multiple births, miscarriage, and premature birth. ● Amniocentesis and CVS are screening tools for determining birth defects. ● Teenage pregnancy is risky for many reasons. ● There are many ways to prepare for childbirth. ● There are pain management options during labor. ● There are 3 stages of labor. ● Breastfeeding facilitates the bonding between mother and child. ● Bonding is a process in which people develop a feeling of closeness
---	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Discuss lifestyle habits that potential parents should adopt before trying to have a baby. ● Explain fertilization.

- Discuss male and female infertility.
- Discuss assisted reproductive technologies.
- Explain how pregnancy and estimated due date are determined.
- Explain how a baby’s sex and inherited traits are determined.
- Discuss the importance of prenatal care.
- Describe the development of the embryo and fetus.
- Discuss the effects of pregnancy on the mother to be and the father to be.
- Identify atypical conditions that may occur during pregnancy.
- Discuss childbirth preparation and pain management.
- Discuss what happens during each of the three stages of labor.
- Discuss the postpartum period including breastfeeding and parental bonding.

Evidence of Learning

- Summative Assessment:**
- Tests
 - Activities
 - Skills
 - Applications

Equipment Needed: Textbooks, Inter-write board
Teacher Resource: Advocates for Youth Lesson Planning Guide

- Formative Assessments**
- Teacher observation
 - Written responses
 - Class discussions
 - Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child’s teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian’s rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent’s Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child’s teacher to request an opt out option.

Topics	Time Frame (hours/days)
--------	-------------------------

About Pregnancy and Childbirth	1 day
Lifestyle Habits of Potential Parents	1 day
The Process of Conception	1 day
Assisted Reproductive Technologies	1 day
Pregnancy	1 day
Prenatal Care and Effects of Pregnancy	1 day
Atypical Conditions During Pregnancy and Birth Defects	1 day
Childbirth Preparation and Stages of Labor	1 day
Postpartum Period	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #3- Sexually Transmitted Infections
Target Course/Grade Level:	Health 12th
Unit Summary	
<p>The unit will focus on risk behaviors and risk situations for transmission of Sexually Transmitted Infections (STIs). Students will discuss the cause, transmission, symptoms, diagnosis, and treatment for common STIs. Students will also learn ways to reduce the risk of infection with STIs. Lastly, students will outline resistance skills to resist pressure to engage in risk behaviors and the risk situations for infections with STIs.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources. 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. ● 2.1.12.PP.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.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 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).

N.J.S.A. 18A:35-4.19-20- Also known as the “AIDS Prevention Act of 1999”, requires sex education programs to stress abstinence.

Unit Essential Questions

- What are the risk behaviors and risk situations for transmission of STIs?
- What are the causes of STIs?
- How are STIs transmitted?
- What are the symptoms of STIs?
- How can I reduce the risk of infection with STIs?
- What are the resistance skills to use to resist pressure to engage in the risk behaviors and risk situations for infections with STIs?

Unit Enduring Understandings

- About 15 million Americans become infected with a sexually transmitted infection each year.
- About 1/3/ of STIs occur in adolescents.
- About 2/3 of STIs occur in people younger than the age of 25 years of age.
- There are many risk behaviors and risk situations for transmission of STIs.
- The most common sexually transmitted infection are Bacterial

<ul style="list-style-type: none"> ● What are the Universal Precautions for Health Care Workers? ● What is abstinence from sex the most effective method of preventing transmission of STIs? ● What are the risk behaviors and risk situations for HIV transmission? ● What is the progression of HIV infection and AIDS? ● What is an opportunistic infection? ● How can I reduce the risk of HIV infection? 	<p>Vaginosis, Candidiasis, Trichomoniasis, Chlamydia, Gonorrhea, Nongonococcal Urethritis, Syphilis, Herpes, Human Papillomavirus, Pediculosis and Viral Hepatitis.</p> <ul style="list-style-type: none"> ● There are many ways to avoid infection with STIs. ● Universal precautions are steps taken to prevent the spread of disease by treating all blood and body fluids as if they contain a disease. ● Abstinence from sex is choosing not to be sexually active. ● HIV is a pathogen that destroys infection-fighting cells in the body and is the virus that causes AIDS.
---	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and discuss risk behaviors and risk situations for transmission of STIs. ● Discuss the cause, transmission, symptoms, diagnosis, and treatment of common STIs. ● Discuss ways to reduce the risk of infection with STIs. ● Identify resistance skills to use resist pressure to engage in risk behaviors and risk situations for infections with STIs. ● Explain how the immune system responds to pathogens other than HIV. ● Explain how the immune system responds to HIV. ● Identify and discuss risk behaviors and risk situations for HIV transmission. ● Identify ways HIV is not transmitted. ● Discuss tests used to determine HIV status. ● Explain the progression of HIV infection and AIDS, including the opportunistic infections that might develop. ● Discuss treatment for HIV infection. ● Discuss resistance skills to use to resist pressure to engage in risk behaviors and risk situations for HIV infection.
--

<p>Evidence of Learning</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications <p>Equipment Needed: Textbooks, Inter-write board</p>

Teacher Resource: Advocates for Youth Lesson Planning Guide	
Formative Assessments	
<ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work 	
Suggested Activities	
<p><i>Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.</i></p>	
Topics	Time Frame (hours/days)
About Sexually Transmitted Infections	1 day
Transmission of STIs	1 day
Bacterial Vaginosis and Candidiasis	1 day
Trichomoniasis and Chlamydia?	1 day
Gonorrhea and Nongonococcal Urethritis	1 day
Syphilis and Herpes	1 day
HPV, Pediculosis and Viral Hepatitis	1 day
Reducing the Risk of Infection with STIs	1 day
HIV/AIDS	1 day
Abstinence	1 day
Review	1 day
Test	1 day
Unit Overview	
Content Area:	Health
Unit Title:	Unit #4- Infectious Diseases- communicable and non-communicable

Target Course/Grade Level: Health 12th

Unit Summary

The unit will focus on the story of diseases in this country and the difference between communicable and non-communicable diseases. Discussion about the changing patterns of diseases and advancements in health. The prevention of diseases and how an epidemic can occur in the 21st century. Microorganisms- pathogens will be explored and their role in the spread of diseases.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

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

N.J.S.A. 18A:35-4.19-20- Also known as the “AIDS Prevention Act of 1999”, requires sex education programs to stress abstinence.

N.J.S.A. 18A:35-5.1- Lyme Disease Prevention requires the development of Lyme disease curriculum guidelines.

Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.

CPI#	Cumulative Progress Indicator (CPI)
2.4.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.4.12.B.1	Predict the possible long-term consequences of good and poor decision-making on oneself, friends, family, and others.
21.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies
2.1.12.C.3	Develop strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are the essential practices we need to follow in order to prevent communicable diseases? ● Many noncommunicable diseases are also preventable. ● What can we do to reduce the risks for these diseases? ● What are the causes of communicable and non-communicable diseases? 	<ul style="list-style-type: none"> ● Students are able to prevent/treat spreading diseases. ● Students know how noncommunicable diseases can be treated/cured. ● Students can teach their class about a disease. ● Students are able to determine the possible methods to prevent disease and the spread of diseases methods. ● Students are able to determine the differences between communicable and non-communicable diseases.

Unit Learning Targets
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and discuss communicable and non-communicable diseases. ● Discuss the cause, symptoms, diagnosis, and treatment of Cardiovascular Disease, Hypertension, Stroke, Cancer and other non-communicable diseases. ● Identify the terms: Infection, Virus, Bacteria, Vector, Epidemic, and Pandemic. ● Explain how the immune system responds to different disease infections. ● Discuss resistance to possible cures and new medical research endeavors..

Evidence of Learning
<p>Summative Assessment Tests</p> <ul style="list-style-type: none"> ● Activities ● Skills ● Applications

Equipment Needed: Textbooks, Inter-write board

Teacher Resource: Advocates for Youth Lesson Planning Guide

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
About Communicable Diseases	30-40 minutes
About Non-Communicable Diseases	1
About Cardiovascular Disease, Stroke, Diabetes, Hypertension and Cancer	2 days
Bacteria, virus and other antibodies	30-40 minutes
The World Health Organization and research studies on diseases	1 day
Immune system	1 day
Cures and prevention	1 day

Unit Overview

Content Area:	Health
Unit Title:	Unit #5- Advanced Sexuality, Gender understanding and LGTQ Communities?
Target Course/Grade Level:	Health 12th
Unit Summary	

The purpose of this unit is to define sexuality, learn what it is, and how it affects our behavior. The students will become more comfortable talking and asking questions about sexuality and gender understanding. The understanding about different possible lifestyle choices and the Lesbian, Gay, Transgender and other communities. Students will be able to discuss how feelings and relationships change during human development. Students will be able to review and dispel myths about safe sexual practices for all. Lastly, this unit will review, define and discuss sexual orientation.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Learning Targets

- 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.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age

and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Dating Violence Education (N.J.S.A. 18A: 35-4.23a) Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district’s implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Domestic Violence Education (N.J.S.A. 18A:35-4.23) Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

N.J.S.A. 18A:35-4.19-20- Also known as the “AIDS Prevention Act of 1999”, requires sex education programs to stress abstinence.

Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.

Unit Essential Questions

- What is sexuality?
- What are the circles of sexuality?
- What are some of the emotions that accompany adolescence?
- What are the facts and myths related to sexuality and reproduction?
- What are the good health and hygiene practices?
- What are the issues faced by lesbian, gay, bisexual, transgender people and how can I promote tolerance of all sexual orientations?
- What are the safe sex practices for the lesbian, gay, bisexual, transgender people and what are the best practices.

Unit Enduring Understandings

- Sexuality is an important part of who a person is and what he or she will become.
- Sexuality includes all the feelings, thoughts and behaviors of being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.
- The circles of sexuality include: sensuality, sexualization, intimacy, sexual identity and sexual health and reproduction.
- The CDC research indicates the best practices are to allow and use protection for all sexual actions.

Unit Learning Targets

Students will...

- Define sexuality as more than genital sexual activity.
- Define human sexuality and how it affects our behavior.
- Discuss how feelings and relationships change during sexual development.
- Define sexual activity.
- Identify structures and organs of the male and female reproductive systems.
- Define sexual orientation.
- Define safe sexual practices for all sexual orientation.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board

Teacher Resource: Advocates for Youth Lesson Planning Guide

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Suggested Activities

Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health,

family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.

Topics	Time Frame (hours/days)
Review of Sexuality	1 day
The Circles of Human Sexuality	1 day
Picturing Sexuality and The Matthew Shepard Story	1-3 days
Feelings, Fears and Frustrations	1 day
Fact or Fiction with safe sex practices?	1 day
Health and Hygiene	1 day
Introduction to Sexual Orientation	1 day
Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #6- Violence in Relationships
Target Course/Grade Level:	Health 12th
Unit Summary	
<p>The purpose of this unit is to have students learn when, where, and why violent acts are most likely to occur. Students will understand the relationship between anger and violence. Students will learn that anger and violence. Students will learn that angry feelings do not have to result in violent behavior. In this unit, students will identify appropriate responses to anger, learn to negotiate compromise in conflict situations, and explore options to avoid violent or abusive situations. Lastly, students will learn what date rape is, when it can occur, and how to prevent it.</p>	
<p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
<ul style="list-style-type: none"> ● 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.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
- 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.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.
- 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.

Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Dating Violence Education (N.J.S.A. 18A: 35-4.23a) Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence

education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Unit Essential Questions

- What is a harmful relationship?
- What is a violent relationship?
- How can I practice protective factors to reduce the risk of violence?
- How can I practice protective factors to reduce the risk of violence?
- What are the steps I can take to prevent and/or resolve harmful relationship?
- What are the types of abusive relationships?
- What is the relationship between anger and violence?
- What are appropriate responses to anger?
- How can I negotiate compromise in conflict situations?
- What is date rape, when can it occur and how can I prevent it?
- What are recovery strategies for victims of violence?

Unit Enduring Understandings

- A harmful relationship destroys self-respect, interferes with productivity and health, and included addictions and/or violence.
- A violent relationship is a relationship in which one or both persons are harmed physically, mentally, and/or emotionally.
- A perpetrator of violence is a person who commits a violent act.
- A victim of violence is a person who was harmed by violence.
- A survivor of violence has participated in recovery, and has adopted self-protection strategies.
- There are many steps to prevent and/or resolve harmful relationships.
- There are many types of abusive relationships.
- Date rape is forced sexual relations by someone the person knows and may even have a romantic relationship with.

Unit Learning Targets

Students will...

- Identify risk factors for harmful and violent relationships.
- Identify when, where, and why violent acts are most likely to occur.
- Discuss the steps to prevent and/or resolve harmful relationships.
- Discuss four types of abusive relationships: physical; emotional; neglect; and sexual.
- Identify the relationship between anger and violence.
- Explain that angry feelings do not have to result in violence.
- Identify appropriate responses to anger.
- Negotiate compromise in conflict situations.
- Explore options to avoid violent or abusive situations.
- Define date rape, when it can occur, and how to prevent it.
- Discuss recovery strategies for victims of violence.

Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Tests ● Activities ● Skills ● Applications <p>Equipment Needed: Textbooks, Inter-write board</p> <p>Teacher Resource: Advocates for Youth Lesson Planning Guide</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Written responses ● Class discussions ● Class work 	
<p>Suggested Activities</p>	
<p><i>Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.</i></p>	
Topics	Time Frame (hours/days)
Introduction to violence	30-40 minutes
What Do You Know about Violence?	30-40 minutes
Where Does Violence Come From?	35-45 minutes
Way of Handling Anger?	30-40 minutes
Resolving Conflict with Negotiation- Session 1	45-55 minutes
Resolving Conflict with Negotiation- Session 2	45-55 minutes
Dealing with Sexual Abuse and Family Violence	45-55 minutes
Sexual Violence: Rape and Date Rape	45-55 minutes

Review	1 day
Test	1 day

Unit Overview	
Content Area:	Health
Unit Title:	Unit #7 – Organ and Tissue Donation
Target Course/Grade Level:	Review/12th Grade Health
Unit Summary	
<p>This unit provides students with the knowledge and understanding needed to make an informed decision about organ donation. Emphasis is placed on benefits of organ and tissue donation to the health and well-being of society generally, and to individuals whose lives are saved by organ and tissue donation. Myths and misunderstandings regarding organ and tissue donation are discussed. Options available are explained, including the option of designating a decision-maker to make the donation decision on one’s behalf. Students are encouraged to share this information with family, friends, fellow students, and the community.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). <p>Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation be given to students in grades 9 through 12.</p>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are the benefits of organ and tissue donation? ● What are the facts and myths related to organ and tissue donation? ● How does the decision to become an organ or tissue donor affect the lives of others? ● Which organs can be donated? ● Which tissues can be donated? ● How can I sign up to be an organ and tissue donor? 	<ul style="list-style-type: none"> ● Just one donor can save the lives of up to eight of the nearly 4,500 men, women and children who are waiting for a life-saving transplant in NJ. ● There are currently more than 103,000 men, women and children who are on the national waiting list for organ transplants. ● Just one tissue donor can provide up to 50 life-enhancing transplants. ● Organs that can be donated are: the lungs, heart, kidneys, liver, pancreas, and intestines.

	<ul style="list-style-type: none"> • Tissues that can be transplanted are: corneas, bone, tendons, ligaments, skins, saphenous veins, heart valves and fascia lata.
Unit Learning Targets <i>Student will...</i> <ul style="list-style-type: none"> • Understand and describe the benefits of organ and tissue donation. • Differentiate between facts and myths related to organ and tissue donation. • Make an informed decision about becoming an organ and tissue donor. 	
Evidence of Learning	
Summative Assessment (X days) <ul style="list-style-type: none"> • Pretest • Posttest • Worksheets and activities 	
Equipment Needed: NJ High School Heroes Resource Guide Teacher Resources: NJ High School Heroes CD ROM	
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Written responses • Class discussions • Class work 	

Suggested Activities	
<p><i>Note- these are sample lessons the qualified Health and Physical Education Teaching Staff will adjust their teachings and class needs accordingly. Please reach out to your child's teacher (via email- first initial and last name of teacher @bhpsnj.org) for more information. Also the Berkeley Heights Public School District understands the parents/guardian's rights to opt out of any lesson/unit based on the N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience. The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly. Family and Community Engagement. Please email your child's teacher to request an opt out option.</i></p>	
Topics	Time Frame (hours/days)
The Jason Ray Story	1 day
Ray of Hope	1 day
The Wait	1 day

How to Become a Hero

1 day

12th Grade Health Units:

21st Century Themes and Skills:

9.2.4.A.1

9.2.4.A.2

9.2.4.A.4

CPR1

CPR2

CPR3

CPR4

CPR5

CPR8

CPR10

CPR11

Technology:

8.1.8.D.1

8.1.8.D.5

8.2.2.B.1

Interdisciplinary Connections:

Science: LS1A

2.3A

2.3B

2.1A

2.1D

2.2E

2.3B

2.4B

2.4C

Science: LS1C

2.1B

Social Studies:

2.2A

2.1E

2.2E

2.4A

Language Arts Literacy

CCSS ELA-Literacy.CCRA.W.4

CCSS ELA-Literacy.CCRA.W.6

CCSS ELA-Literacy.CCRA.W.8
CCSS ELA-Literacy.CCRA.W.9
CCSS ELA-Literacy.CCRA.W.10
Math Practices 1 and 2
WIDA English Language Development Standard I

SUGGESTED MATERIALS

Health, A Guide to Wellness, Merki, Mary Bronson Ph.D. And Don Merki, Ph.D.
Glencoe, McGraw Hill, NY 2001.

Education In Sexuality, Merki, Mary Bronson Ph.D. And Don Merki, Ph.D. Glencoe, McGraw Hill, NY 1999.

L.E.A.D. Program- Too Good For Drugs Workbook, Mendez Foundation (2018)

Health Matters, Grolier Educational 2002/ Series

Depression/Suicide

Sexuality/Pregnancy

Injuries/Violence

Alcohol and Other Drugs

Environmental Poisoning

HIV/AIDS/STDS

Health Education, Creating Strategies for School and Community Health, Glen Gilbert, Robin Sawyer, July 2000.

Mental Health in Your School: A Guide for Teachers and Others Working in Schools, Y.Mind, July 1996.

Preventing Drunk Driving, Elsie R. Shure, October 1998.

Program Planning for Health Education and Promotion, Mark B. Digman, Patrick A. Carr, June 1992.

Shattering Myths & Mysteries of Alcohol: Insight & Answers to Drinking, Smoking and Drug Use, Raymond U. Harding, Ph.D., January 1998.

Staying Healthy: Personal Safety (The Library of Healthy Living), Alice B. McGinty, March 1999.

American Red Cross Standard First Aid Manual.

State of New Jersey Driver Manual.- Division of Motor Vehicles

Driven Education and Traffic Safety - Prentice Hall, Inc., Englewood Cliffs, NJ.

AAA - 1712 G. Street, Northwest - Washington, D.C. 20006.

Hubcap - Newsletter - State of New Jersey - Division of Motor Vehicle

Making Sense of Abstinence, Planned Parenthood of Greater Northern New Jersey, Inc., 2005

Sex Ed 101, A Collection of Sex Education Lessons, Planned Parenthood of Greater Northern New Jersey, Inc., 2005

When Harry Met Sally

Philadelphia

One Flew Over the Cuckoo's Nest

Sportsmanlike Driving, 9th Edition American Automobile Assoc., Webster Division,

McGraw-Hill. In Motion Magazine, General Motors

Driving the Drunk off the Road, Sandy Golden, 1984.

Here's Looking at You 2000, Teachers Guide for Drug Education, Roberts Fetzmann Assoc.

Considering the Matthew Shepard Story, Teaching Guide, The Matthew Shepard Foundation

RESOURCE AGENCIES FOR INFORMATION

Alanon Alateen Information Services of North Jersey 73 Fullerton
Avenue Montclair, NJ

Alcoholics Anonymous Groups of NJ 1878 Springfield Ave.
Maplewood, NJ

Alcoholics Children of 1 Madison Ave.
East Rutherford, NJ

Alcoholics Family of 73 S. Fullerton Ave.
Montclair, NJ

Alcoholism Information Center 300 North Avenue W.
Westfield, NJ

American Cancer Society Union County Unit 507 Westminster Ave.
Elizabeth, NJ

American Diabetes Association New Jersey Affiliate, Inc.
312 N. Adamsville Rd.
Bridgewater, NJ

American Lung Association of New Jersey 1600 U.S. Hwy. #22 Union, NJ

Arthritis Foundation 15 Prospect Lane Colonia, NJ

Heart Association 1 Bleeker Ave.
Millburn, NJ

Heart Health Institute 1000 Galloping Hill Rd.
Union, NJ

Hemophilia Assoc. of Northern New Jersey 37 W. Prospect St.
East Brunswick, NJ

Leukemia Society of America, Inc.
Central New Jersey Chapter 4 Brunswick Woods Rd East Brunswick, NJ

National Council on Alcoholism North Jersey Area, Inc.
60 S. Fullerton Ave.

Montclair, NJ

The Matthew Shepard Foundation, Casper, Wyoming

New Jersey State - Community Affairs 363 W. State St.
Trenton, NJ

- Division of Aging
- Division of Women

New Jersey State Health Department John Fitch Plaza Trenton, NJ
Health Information

New Jersey State Human Services Department 208 Commerce Place Trenton, NJ

- Children's Services DYFS
- Family Help
- Medicaid
- Children's Services
- AIDS Community Care Alternative
- Commission for the Blind

Red Cross of Easter Union County 203 w. Jersey St.
Elizabeth, NJ

Rutgers Community Health Plan Union Health Center 2124 Morris Ave.
Union, NJ

Union County

- Office of Drug Abuse & Prevention
- Probation Department
- Division of Aging
- Division of Youth Services
- Bureau of Children Shelters
- Family Crisis Intervention

Union County Board of Social Services 317 E. Front St.
Plainfield, NJ

Union County HIV Consortium 208 Congress St Elizabeth, NJ

Union County Community TB Control Services 654 E. Jersey Ave.
Elizabeth, NJ

Union County Mental Health Association 15 Alden St.
Cranford, NJ

U.S. Government (Blue Pages of Telephone Directory) Alcohol, Tobacco & Firearms Bureau
Food and Drug Administration Health & Human Services

Visiting Nurse and Health Services 354 Union Ave. Elizabeth, NJ

DVDs/VIDEOS

THE DANGERS OF SEXTING: What Teens Need to Know - Human Relations Media (2010)

1. Introduction
2. What is Sexting?
3. Consequences
4. Sexting and the Law
5. What You Can Do About Sexting
6. Conclusion

Too Good for Drugs & Violence: High School

1. Teen Brains on Alcohol
2. The Reality of Drinking
3. The Party's Over
4. Sex Has Consequences
5. Graduation Night (separate audio CD)

Film Clips for Character Education: Episode 1: Honesty, Cooperation, Respect (Film clips Spirit of America-)

Film Clips for Character Education: Episode 2: Good sportsmanship, Kindness, Self- Control (Film clips Spirit of America-)

Film Clips for Character Education: Episode 8: Diversity, Equality, Integrity, Freedom, Democracy, Patriotism (Film clips Spirit of America-)

Film Clips for Character Education: Character Counts! : The six pillars of Character - Part 1: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

DVD

- Rudy - Rated PG (1993)
- Remember the Titans - Rated PG (2000)
- Finding Nemo - Rated G (2003)

The Human Body/ Systems at Work - Cambridge Educational "Skeletal System: The Infrastructure"

"Brain & Nervous System - Your Information Superhighway" "Circulatory System - Your Plasmas Pipeline"

"Respiratory System - Intake and Exhaust"

"Digestive System - Your Personal Power Plant"

"Muscular System - The Inner Athlete"

Ford Motor Company Driver Education Series:

It's a Matter of Attitude

On The Streets

Taking Care of It

When the Sun Sets

When the Pavement's Slick

On the Freeway

The Little Thing

Getting Ready for the Prom

Miscellaneous DVDs and Videotapes for Driver Education

"Live for the Drive"

NJ Transit Safety Program

"Drive it Right"

"Teens behind the Wheel"

"Click it or Ticket"

"Be Sensible "Don't drive to distraction"

"Driving Skills for Life"

8. "Teen Driver"

Miscellaneous DVDs and for Junior Health

1. Contagion

2. The Fifth Quarter

3. Outbreak

Teen Health Video Series: Schlessing Media

Peer Pressure Eating Disorders Nutrition and Diet Child Abuse Sexual Harassment Cancer AIDS

Teen Sexuality

STD - Sexually Transmitted Diseases

Sports Medicine

Abusive Relationships

Self Esteem

Eating Disorders

Birth Control

Teen Pregnancy

Puberty

Cholesterol - Made Easy

Cover Balley's - Fit or Fat for the 90's
The Truth About Heart Disease - Heart to Heart
Human Nutrition
The Joy of Stress
Babies Born Drunk
The Problem with Food
Human Machine
Nova - Adventures in Science
American Red Cross/Community CPR
The Human Body
Ultimate Athlete
Muscles In Your Metabolism
Secrets Through The Smoke
The Joy Of Stress
Discovery Channel Series- Body Story. Teen Dreams, Spreading Menace, Out Of Control
Fit Or Fat?
The Universe Within
The Miracle Of Birth
The Human Body
The Incredible Machine
Heart To Heart
The Problem With Food
Steroids, Drugs and Athletes

Frontline Films- Growing up Trans

Humane Health Connection: 5 Videos for Teaching Students About What it Means to be Transgender

The Matthew Shepard, Movie, 2020

INSTRUCTIONAL RESOURCE WEBSITES

www.brainpop.com
www.ericir.svr.edu
www.bbc.co.uk/education/schools
www.cvberbee.com
www.21ct.org
www.eduplace.com
www.education-world.com
www.learner.org/exhibits/garbage
www.ole.net/ole/linkarchive/
www.schoolnotes.com and www.schoolroom.com
www.kichline.com/carrie/page5.html
www.teachnet.com
http://www.worldnotobaccodav.com/about_tufacts.cfm
<http://members.shaw.ca/davidswbquest/resources2.htm>
http://www.psvch.org/public_info/teen.cfm
<http://www.aacap.org/publications/factsfam/noattent.htm>
<http://www.aacap.org/publications/factsfam/violence.htm>
www.toolsforwellness.com <http://www.eduplace.com/nclb/index.html>
<https://teenhealthcare.org/blog/you-asked-it-do-lesbians-get-stis/>
<https://www.cdc.gov/std/life-stages-populations/stdfact-msm.htm>
<https://www.cdc.gov/hiv/basics/prep.html>
<https://www.cdc.gov/std/life-stages-populations/stdfact-msm.htm>
<http://www.tradesexualhealth.com/sexual-health/woman-to-woman.html>
www.dcmp.org
<http://www.nj.gov/education/aps/cccs/chpe/concussions/policy.pdf>
<http://www.njfiresafety.com>
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Additional LGBTQ+ Resources

BOOKS

All American Boys by Jason Reynolds and Brendan Kiely: In this New York Times bestselling novel, two teens—one black, one white—grapple with the repercussions of a single violent act that leaves their school, their community, and, ultimately, the country bitterly divided by racial tension .

Anne Frank: The Diary of a Young Girl by Anne Frank: A book of the writings from the Dutch language diary kept by Anne Frank while she was in hiding for two years with her family during the Nazi occupation of the Netherland

Between the World and Me by Ta-Nehisi Coates: In a profound work that pivots from the biggest questions about American history and ideals to the most intimate concerns of a father for his son, Coates offers a powerful new framework for understanding our nation’s history and current crisis . A stand-alone excerpt from this book can be read on NPR .

Fun Home: A Family Tragicomic by Alison Bechdel: A graphic novel that chronicles the author’s childhood and youth in rural Pennsylvania, United States, focusing on queer sexuality and her complex relationship with her father .

To Survive a Summer by Nick White: A searing debut novel centering around a gay-to-straight conversion camp in Mississippi and a man’s reckoning with the trauma he faced there as a teen .

None of the Above by I .W . Gregorio: A groundbreaking story about a teenage girl who discovers she’s intersex . . . and what happens when her secret is revealed to the entire school . Incredibly compelling and sensitively told, None of the Above is a thought-provoking novel that explores what it means to be a boy, a girl, or something in between .

The House on Mango Street by Sandra Cisneros: a 1984 coming-of-age novel, written in short vignettes, that deal with Esperanza Cordero, a young Latina girl, and her life growing up in Chicago with Chicanos and Puerto Ricans

ONLINE ARTICLES AND ESSAYS

15 public art projects that boldly advocate for social justice, Mashable

Artists As Activists: Pursuing Social Justice, Huffington Post

Hate Crimes Timeline, Human Rights Campaign

How Art Is Helping Heal Boston A Year After The Bombings, wbur .org

The Fierce Courage of Nina Simone, New York Review of Books

The Story Of A Hate Crime, The New Yorker

What A Gay College Student’s Murder Can Teach Us About Hate In America Today, BuzzFeed

CONSIDERING MATTHEW SHEPARD LESSON PLAN PAGE 8

ADDITIONAL RESOURCES ONLINE RESOURCES

LGBT-Inclusive Curriculum at GLSEN, whose mission is to create safe schools for all, regardless of sexual orientation and gender identity/expression . GLSEN is dedicated to fostering a work

environment and designing programs and resources that are inclusive and celebratory of diversity, and sensitive to the role of power and privilege in society .

StoryCorps OutLoud launched in 2014 on the 45th anniversary of the Stonewall Uprising . Dedicated to documenting and sharing stories from lesbian, gay, bisexual, transgender, and queer (LGBTQ) people from across the United States, OutLoud is an extension of our longstanding commitment to preserving LGBTQ stories in a time of profound change in social attitudes about sexuality and gender identity in our country . StoryCorps has a large archive of oral history projects on topics including criminal justice, African-American and Latinx identity, and many more .

Teaching Tolerance, a project of the Southern Poverty Law Center, provides extensive free resources for educators to supplement curriculum, inform their practices, and create civil and inclusive school communities where children are respected, valued and welcome participants . Teaching Tolerance's approach emphasizes social justice, anti-bias and encourages young people to be change agents .

Question Bridge is an innovative project promoting dialogue through a platform that allows participants to represent and redefine their identity . Through their curriculum, students explore the identity and socio-economic issues of a single demographic as a model for understanding the complexity of these issues in any demographic . Students gain skills and analytical tools to help them better negotiate an increasingly interdependent global environment, where creating inclusive communities is critical to closing the global achievement gap .