

# Health Grade 12 COVER

Content Area: **Sample Content Area**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **10 weeks**  
Status: **Not Published**

## **Title Page, Table of Contents, Statement of purpose**

---

### 12TH GRADE HEALTH

1.25 CREDITS

1/4 YEAR (1 MARKING PERIOD)

### TABLE OF CONTENTS

Unit 10: Managing Stress and Anxiety

Unit 20: Mental and Emotional Problems

Unit 30: Skills for a Healthy Relationship

Unit 40: Family Relationships

Unit 50: Medicine and Drugs

### Statement of Purpose

The purpose of Grade 12 Health is to expose students to real world challenges that they will currently be facing as well as challenges that they will be encountering in the near future. It's important because students have the opportunity to grow, learn and develop as healthy individuals. As a result of this curriculum, students will learn concepts, skills, and strategies about relationships, dealing with stress and anxiety, mental illness/suicide, alcohol, medicines and drugs. These topics will help students to deal with their health challenges effectively in their future.

Our Health Educational program is designed to mesh in-class instruction with actual hands-on orientation in activities driven to apply concepts and ideas to health and wellness activities. Not only will students to be able to learn through these hands-on activities the

‘how’ students will also learn the ‘why’ behind such health and wellness activities. This explanation and instruction of health and wellness issues is designed to allow our students to develop a broader understanding of their physical, emotional and mental wellness while, at the same time, provide them with practical knowledge and skills in order to take control of their own health and wellness.

### **Summary of the Course**

Grade 12 Health is a required quarterly course designed for seniors. The course provides students with the skills needed to make decisions that will impact life today and in the future. The course will provide the students all necessary knowledge through five instructional units. The units will focus on relationships, dealing with stress and anxiety, mental illness/suicide, alcohol, medicines and drugs. Teachers are encouraged to use multiple forms of assessment to ensure students have acquired the necessary skills and benchmarks required by the NJCCCS. Summative assessments should be done at the end of each lesson and unit. They can include lesson and chapter quizzes, portfolios, projects, and any other form of assessment that the teacher sees fit. Formative assessments should also be used throughout each lesson to check for understanding and gauge student skill levels. In order to address a wide variety of student skill levels, teachers should differentiate instruction to appropriately challenge all students in the class. Finally, modifications should be made that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans). In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

# Unit 1: Managing Stress and Anxiety

Content Area: **Sample Content Area**  
Course(s):  
Time Period: **Sample Time Period**  
Length: **Sample Length**  
Status: **Not Published**

## Summary of the Unit

---

The managing stress and anxiety unit discusses stress, anxiety and depression, and helps students understand how they can become resilient individuals. Stress, the reaction of the body and mind to everyday challenges and demands, is a natural part of life. It can have a positive or negative effects. Excessive or prolonged stress has a detrimental effect on physical, mental/emotional, and social health. The ability to identify personal stressors, and manage responses to unavoidable stressors can help individuals protect all aspects of their health. Anxiety - feelings of unease and worry - should be managed in healthy ways. Depression is a prolonged feeling of helplessness, hopelessness, and sadness. Teens with persistent anxiety or depression can benefit from professional help. Resiliency, the ability to adapt effectively and recover from difficulty, disappointment, or crisis, throughout the life span can be identified and developed.

## Enduring Understandings

---

Students will examine causes of stress.

Analyze how stress can affect physical, mental/emotional, & social health.

The unit will teach students to identify personal causes of stress.

Identify symptoms of anxiety & depression.

Students will analyze how being resilient through life's changes can help one's own mental health.

## Essential Questions

---

What causes stress?

How can stress be managed?

How will the trait of being resilient help one be successful dealing with life's changes?

## Summative Assessment and/or Summative Criteria

---

Class participation

Homework, reading assignments and preliminary exercises

Written tests and quizzes

Performance tests

Instructor assigned and student initiated projects

Cooperative activities

Skills application

## Resources

---

[www.health.glencoe.com](http://www.health.glencoe.com)

Glencoe Heath Textbook

Chrome Books

Handouts

[www.youtube.com](http://www.youtube.com) (approved by Sayreville K 12)

<https://kidshealth.org/>

<https://classroom.kidshealth.org/classroom/>

<https://everfi.com/k-12/>

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p><b>3 Days</b> <b>Effects of Stress</b></p>	<p>Examine causes of stress</p> <p>Analyze how stress can affect physical, mental/emotional &amp; social health</p> <p>Discuss how substance abuse harms mental/emotional health</p>	<p>Review chapter power point tying to prior knowledge.</p> <p>Introducing vocabulary (Workbook - Guided Reading Activity 27)</p> <p>Cooperative Learning Activity. Tension Tamers. (Textbook. pg. 201)</p>	<p>Do Nows.</p> <p>Google Chrome book blog</p> <p>Students will create a chart and analyze how stress can affect physical, mental/emotional and social health</p> <p>Key points worksheet.</p> <p>Students will work together and discuss ways to deal with their stressors</p> <p>Stress quiz</p> <p>Have the students work in groups to learn, practice and evaluate these activities designed to relieve tension.</p>	<p>HE.9-12.2.1.12.E</p> <p>H.1</p> <p>HE.9-12.2.1.12.E</p> <p>H.2</p> <p>HE.9-12.2.1.12.E</p> <p>H.3</p> <p>HE.9-12.2.1.12.E</p> <p>H.4</p>

<p><b>3 Days Managing Stress</b></p>	<p>Identify personal causes of stress</p> <p>Demonstrate refusal strategies for avoiding some stressful situations.</p> <p>Develop strategies for managing stress</p> <p>Examine how healthful behaviors help reduce stress.</p>	<p>Chapter PowerPoint Chap. 8 Vocabulary Activity (Workbook. Concept Map Activity 28) Complete tech projects time management assignment to learn about ways to manage times using graphs. (Textbook, page 206) What is your strategy? (Workbook - Guided Reading 28) Stress Management video - <a href="https://www.youtube.com/watch?v=3Nf2Pzcketg">https://www.youtube.com/watch?v=3Nf2Pzcketg</a> Stretches for stress relief video. <a href="https://www.youtube.com/watch?v=6ijg6tpyxXg">https://www.youtube.com/watch?v=6ijg6tpyxXg</a> Health minute. Sweat your stress away activity. (Textbook, page 208)</p>	<p>Students will come up and lead the Do Now discussions.</p> <p>Stressor Identification activity Lesson Quiz</p> <p>Have students write a sentence or two whether you think time management in an effective way to manage and reduce stress and have them explain their position.</p> <p>Assign students to interview someone in each of the following age groups: 13-18, 19-25, 26-35, 36-55 and 56 and older. Ask them to find out what each person's greatest stressors are and what they do to manage stress.</p> <p>Write a reaction to the video that discusses the benefits of it's key points.</p> <p>Thinking critically questions 4 &amp; 5. (Textbook, page 209)</p>	<p>HE.9-12.2.1.12.E H.1 HE.9-12.2.1.12.E H.2 HE.9-12.2.1.12.E H.3 HE.9-12.2.1.12.E H.4</p>
--	--	--	--	--

<p><b>2 Days Anxiety &amp; Teen Depression</b></p>	<p>Identify symptoms of anxiety &amp; depression.</p> <p>Develop strategies from coping with anxiety and depression.</p> <p>Identify warning signs of major depression that should prompt individuals to seek professional help</p>	<p>Chapter PowerPoint</p> <p>How are you going to put your strategies into action? (Textbook. Critical Thinking-211)</p> <p>Health Minute. Overcoming Social Anxiety assignment. (Textbook. page 211)</p> <p>Applying Health Skills 29 from glencoe health workbook. Guided Reading 29 from glencoe health workbook. Teen Depression warning signs video. <a href="https://www.youtube.com/watch?v=5q7BwQeOZsU">https://www.youtube.com/watch?v=5q7BwQeOZsU</a></p>	<p>Students will come up and lead the Do Now discussions.</p> <p>Create a poster anxiety and teen depression.</p> <p>Students will create a Multi-Media Presentation to explain. Lesson Quiz</p> <p>Class discussion</p> <p>Students will divide a sheet of paper into 3 columns. Head one column Family, one Friends, and one School. In each column, list how anxiety could affect your relationships and responsibilities.</p>	<p>HE.9-12.2.1.12.E H.1 HE.9-12.2.1.12.E H.2 HE.9-12.2.1.12.E H.3 HE.9-12.2.1.12.E H.4</p>
<p><b>2 Days Being a Resilient Teen</b></p>	<p>Explain what it means to be resilient</p> <p>Develop strategies to promote resiliency throughout the life span</p>	<p>Chapter PowerPoint, (Workbook. Concept Map 30, Guided Reading 30) (Workbook. Chapter 8 Study Guide)</p> <p>Quick Start activity. List five difficult events that a teen may experience. (Textbook. page 214)</p> <p>Resilient video - <a href="https://www.youtube.com/watch?v=RJKbr8VvvyY">https://www.youtube.com/watch?v=RJKbr8VvvyY</a></p>	<p>Students will come up and lead Do Now discussions. Stress Chap. Test Lesson Quiz</p> <p>Brainstorm factors that might help the teens bounce back from such events and write a few sentences explaining how these factors would help someone get through difficult times.</p> <p>Have the students work in groups to define resiliency in their own words and to list steps teens can take to strengthen their own resiliency.</p>	<p>HE.9-12.2.1.12.E H.1 HE.9-12.2.1.12.E H.2 HE.9-12.2.1.12.E H.3 HE.9-12.2.1.12.E H.4</p>

HE.9-12.2.1.12.EH.1

Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

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

HE.9-12.2.1.12.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).

HE.9-12.2.1.12.EH.3

Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

HE.9-12.2.1.12.EH.2

Analyze factors that influence the emotional and social impact of mental health illness on the family.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

### **Suggested Technological Innovations/Use**

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Cross Curricular/21st Century Connections**

---

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation



# Unit 2: Mental and Emotional Health

Content Area: **Sample Content Area**  
Course(s):  
Time Period: **3rd Marking Period**  
Length:  
Status: **Published**

## Summary of the Unit

---

Mental and emotional health describes common mental disorders and identifies the warning signs of suicide. The chapter also discusses sources of help for mental and emotional health and describes the process of dealing with grief.

## Enduring Understandings

---

Students will be able to distinguish types of mental disorders  
Recognize risk factors and warning signs of suicide  
Relate the importance of early detection & warning signs that prompt people to seek mental health care  
Identify & describe mental health services  
Analyze ways in which people cope with emotional loss

## Essential Questions

---

Why don't people suffering from mental illnesses often not get the help they need?  
What are the warning signs of suicide and what should one do if they know someone may be contemplating suicide?  
What are the most effective ways to treat mental illnesses?

## Summative Assessment and/or Summative Criteria

---

Class participation  
Homework, reading assignments and preliminary exercises  
Written tests and quizzes  
Performance tests  
Instructor assigned and student initiated projects  
Cooperative activities  
Skills application

## Resources

---

[www.health.glencoe.com](http://www.health.glencoe.com)  
Glencoe Heath Textbook  
Chrome Books  
Handouts  
[www.youtube.com](http://www.youtube.com) (approved by Sayreville K 12)  
<https://kidshealth.org/>  
<https://classroom.kidshealth.org/classroom/>  
<https://everfi.com/k-12/>

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p><b>3 Days Mental Disorders.</b></p>	<p>Distinguish types of mental disorders</p> <p>Identify situations requiring professional mental health services.</p> <p>Identify &amp; describe the types of mental disorders that affect our society.</p>	<p>Define mental disorder. Question and Answer discussion. (Textbook. pg. 225)</p> <p>Mental illness video - <a href="https://www.youtube.com/watch?v=squqwaTuxo">https://www.youtube.com/watch?v=squqwaTuxo</a></p> <p>Myth and Reality discussion. (textbook pg. 228)</p>	<p>Help students discuss why people with mental disorders are sometimes reluctant to seek treatment or discuss their problems.</p> <p>Divide the class into 4 groups, and assign each group one of the 4 types of anxiety disorder.</p> <p>Students will answer the health minute, improving attitudes about mental health.</p>	<p>HE.9-12.2.1.12.EH.1</p> <p>HE.9-12.2.1.12.PF.1</p> <p>HE.9-12.2.1.12.EH.4</p> <p>HE.9-12.2.1.12.CH SS.1</p>
<p><b>2 Days Suicide Prevention</b></p>	<p>Identify the warning signs of suicide</p> <p>Analyze strategies for preventing suicides</p> <p>Develop strategies for coping with depressions</p>	<p>Chapter PowerPoint tying to prior knowledge.</p> <p>Critical Thinking &amp; Guided Reading 32 (workbook)</p> <p>Cooperative Learning activity. Find a partner to complete the assignment. (Textbook pg. 231)</p> <p>Complete the CLUES did you know assignment. (Textbook pg. 232)</p>	<p>Have the students lead the class in Do Now discussions.</p> <p>Group activity.</p> <p>Students will work in groups to discuss the warning signs.</p> <p>Applying Health Skills 32 (workbook)</p> <p>Each group will take turns coming up and leading a discussion regarding the resources they discovered.</p> <p>Create a diagram that portrays the benefits of CLUES assignment.</p>	<p>HE.9-12.2.1.12.EH.2</p> <p>HE.9-12.2.1.12.PG D.1</p> <p>HE.9-12.2.1.12.CH SS.2</p> <p>HE.9-12.2.1.12.EH.4</p>

<p><b>3 Days Getting Help</b></p>	<p>Relate the importance of early detection &amp; warning signs that prompt people to seek mental health care.</p> <p>Identify &amp; describe mental health services</p>	<p>Chapter PowerPoint &amp; Introducing Vocabulary. Cooperative Learning Activity -236 (Workbook) Guided Reading - 33 (Workbook) Thinking Critically Questions 4 &amp; 5 (Textbook)</p>	<p>Have the students lead the class in Do Now discussions.</p> <p>Students will create a multi-Media presentation about why some people may find it difficult to seek help for mental and emotional issues.</p> <p>The students will take turns coming to the front of the class and leading a discussion regarding those 2 questions as quiz grade.</p>	<p>HE.9-12.2.1.12.EH.1</p>
<p><b>2 Days Understanding Death and Grief</b></p>	<p>Describe the different kinds of emotional loss</p> <p>Identify the stages of the grieving process.</p> <p>Discuss the ways in which people cope with emotional loss</p>	<p>Chapter PowerPoint Guided Reading - 34 (Workbook) Chap. 9 Study Guide (Workbook) The five stages of grieving and loss video. <a href="https://www.youtube.com/watch?v=Q2BJsOQypuw">https://www.youtube.com/watch?v=Q2BJsOQypuw</a> Thinking Critically questions 4 &amp; 5. (Textbook pg. 241)</p>	<p>Have the students lead the class in Do Now discussions.</p> <p>Health Minute: Breaking Up discussion. (Textbook pg. 239)</p> <p>Divide class into 5 small groups and have them identify behaviors they might see in someone in their assigned stage.</p> <p>The students will take turns coming to the front of the class and leading a discussion regarding those 2 questions as a test grade</p>	<p>HE.9-12.2.1.12.EH.2 HE.9-12.2.1.12.PF.1</p>

HE.9-12.2.1.12.EH.1

Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HE.9-12.2.2.12.PF.1

Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

HE.9-12.2.1.12.CHSS.1

Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

HE.9-12.2.1.12.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).

HE.9-12.2.1.12.EH.3

Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

HE.9-12.2.1.12.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.
HE.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
HE.9-12.2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
HE.9-12.2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

### **Suggested Technological Innovations/Use**

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and

	technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

### **Cross Curricular/21st Century Connections**

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

# Unit 3: Skills for a Health Relationship

Content Area: **Sample Content Area**  
Course(s):  
Time Period: **Sample Time Period**  
Length: **Sample Length**  
Status: **Published**

## Summary of the Unit

---

This unit discusses the skills needed to build healthy relationships. These skills include communication, cooperation, compromise and conflict resolution.

## Enduring Understandings

---

- Students will be able to distinguish healthy relationship between two people and work on maintaining them.
- Students will be able to recognize peer pressure can have a positive or negative influence on a person's actions and behaviors
- Students will understand how to approach all type of adolescent relationships with respect and understanding about their feeling fosters a positive atmosphere.
- Students will be able to Identify & describe the defining and developing strategies against different types of dating violence.

## Essential Questions

---

In what different ways do friends contribute to your life?

In what ways can peer pressure be both positive and negative?

What are strategies you can use for maintaining a safe and healthy dating relationship?

## Summative Assessment and/or Summative Criteria

---

Class participation

Homework, reading assignments and preliminary exercises

Written tests and quizzes

Performance tests

Instructor assigned and student initiated projects

Cooperative activities

Skills application

## Resources

---

[www.health.glencoe.com](http://www.health.glencoe.com)

Glencoe Heath Textbook

Chrome Books

Handouts

[www.youtube.com](http://www.youtube.com) (approved by Sayreville K 12)

<https://kidshealth.org/>

<https://classroom.kidshealth.org/classroom/>

<https://everfi.com/k-12/>

## Topic/Selection & Instructional Activities Chart

Topic/Selection on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p><b>3 Days</b></p> <p><b>Safe and Healthy Relationships</b></p>	<p>Evaluate the positive and negative effects of peers/friends on physical, mental/emotional, and social health.</p> <p>Demonstrate strategies for communicating needs, wants, and emotions in healthy ways.</p> <p>Identify the qualities and character traits that promote healthy relationships with peers, family and friends.</p>	<p>Have the students complete their Do Nows. Quick Start Activity. (Textbook pg. 248)</p> <p>Review chapter power point.</p> <p>Have the students complete their Do Nows. Q &amp; A activity (Textbook pg. 251)</p> <p>Guided Reading 35 (Workbook)</p> <p>Have the students complete their Do Nows at the beginning of each class period.</p> <p>Real Life Application. (Textbook pg. 253)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now question.</p> <p>Volunteers will share healthy relationship characteristics.</p> <p>The students will take turns coming to the front and leading a discussion from each Do Now question.</p> <p>Q &amp; A activity discussion.</p> <p>Lesson Quiz 35 (Workbook)</p> <p>The students will take turns coming to the front and leading a discussion from each Do Now question.</p> <p>Put students into groups to discuss and then explain their paragraph to the class. Test grade.</p>	<p>HE.9-12.2.1.12.EH.1</p> <p>HE.9-12.2.1.12.SSH.9</p> <p>HE.9-12.2.1.12.SSH.4</p> <p>HE.9-12.2.1.12.PDG.1</p>

<p><b>3 Days Communicating Effectively</b></p>	<p>Classify forms of communication and apply criteria for using passive, aggressive, or assertive communication</p> <p>Demonstrate communication skills needed to build and maintain healthy relationships with family, friends, peers and others.</p> <p>Apply communication skills that demonstrate consideration and respect for self, family, friends and others.</p>	<p>Have the students complete their Do Nows. Have the students complete their Do Nows. Think fast, Talk smart. Communication techniques video <a href="https://www.youtube.com/watch?v=HANw168huqA">https://www.youtube.com/watch?v=HANw168huqA</a> Have the students complete their Do Nows. Hands On Health Activity. (Textbook pg. 258) Have the students complete their Do Nows. Reteaching activity 36 (workbook)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now question.</p> <p>Have the students write an essay about the benefits of good communication.</p> <p>The students will come to the front and leading a Do Now discussion.</p> <p>Have the students share their demonstrating empathy findings with each other.</p> <p>The students will come to the front and leading a Do Now discussion.</p> <p>Class discussion regarding the reteaching activity 36.</p>	<p>HE.9-12.2.1.12.EH.1 HE.9-12.2.1.12.SSH.9 HE.9-12.2.1.12.SSH.4 HE.9-12.2.1.12.PDG.1</p>
<p><b>3 Days Resolving Conflicts</b></p>	<p>Analyze the causes of conflicts and analyze the relationship between the use of refusal skills and the avoidance of unsafe situations.</p> <p>Demonstrate healthful strategies for resolving conflicts and evaluate the effectiveness of conflict-resolution techniques in various situations.</p>	<p>Have the students complete their Do Nows. Chapter PowerPoint Have the students complete the key points worksheet. Resolving conflict video <a href="https://www.youtube.com/watch?v=r4xPwhcnS-Q">https://www.youtube.com/watch?v=r4xPwhcnS-Q</a> Thinking Critically questions 4 &amp; 5 (Textbook pg. 267)</p>	<p>The students will come to the front and leading a Do Now discussion. The students will lead a class discussion regarding the key points worksheet. Have the students create a google slides presentation regarding the importance of being able to resolve conflicts.</p>	<p>HE.9-12.2.1.12.EH.1 HE.9-12.2.1.12.SSH.9 HE.9-12.2.1.12.SSH.4 HE.9-12.2.1.12.PDG.1</p>

HE.9-12.2.1.12.EH.1

Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HE.9-12.2.1.12.SSH.5

Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

HE.9-12.2.1.12.SSH.9

Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.



HE.9-12.2.1.12.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).
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.

Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.

Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies including websites with various language options.

Collaborate with after-school programs or clubs to extend learning opportunities.

## **Suggested Technological Innovations/Use**

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.

TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

### **Cross Curricular/21st Century Connections**

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

# Unit 4: Family Relationships

Content Area: **Sample Content Area**  
Course(s):  
Time Period: **Sample Time Period**  
Length: **Sample Length**  
Status: **Published**

## Summary of the Unit

---

This unit explores the area of family relationships. The chapter emphasizes the importance of strengthening relationships and seeking support during times of crisis.

## Enduring Understandings

---

Students will know that the family is the basic unit of society.

Students will be able to recognize that a family is responsible for the physical, mental/emotional, and social health of its members.

Students will understand that changes in family structure, such as divorce, can cause stress in families.

Students will realize that the breakdown of a family system can result in violence and that domestic violence can involve emotional, physical, or sexual abuse.

Students will know that professional health services are available to assist members of families facing crises.

## Essential Questions

---

How do members of your family contribute to your physical, mental/emotional, and social health?

What are the main types of stress that can affect families?

In what healthy ways might families cope with crisis?

What health resources are available for families facing crisis?

## Summative Assessment and/or Summative Criteria

---

Class participation

Homework, reading assignments and preliminary exercises

Written tests and quizzes

Performance tests

Instructor assigned and student initiated projects

Cooperative activities

Skills application

## Resources

---

- [www.health.glencoe.com](http://www.health.glencoe.com)
- Glencoe Health Textbook
- Chrome Books
- Handouts
- [www.youtube.com](http://www.youtube.com) (approved by sayreville k12)
- <https://kidshealth.org/>
- <https://classroom.kidshealth.org/classroom/>
- <https://everfi.com/k-12/>

## Topic/Selection & Instructional Activities Chart

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<b>2 Days</b> <b>The Role of the Family</b>	<p>Evaluate the effects of family relationships on physical, mental/emotional, and social health.</p> <p>Describe the roles of parents, grandparents, and other family members in promoting a healthy family.</p> <p>Analyze the dynamics of family roles and responsibilities relating to health behavior.</p>	<p>Have the students complete their Do Nows at the beginning of each class period.</p> <p>Review Chapter PowerPoint.</p> <p>How to strengthen family relationships video - <a href="https://www.youtube.com/watch?v=c5tuaUFyQrE">https://www.youtube.com/watch?v=c5tuaUFyQrE</a></p> <p>Have the students complete a key points worksheet.</p> <p>Have the students work on Guided Reading Activity 38 (workbook)</p> <p>Health online Activity (Textbook pg. 278)</p> <p>Thinking Critically questions 4 &amp; 5 (Textbook pg. 279)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>The students will write a reflection regarding the video.</p> <p>Have the students write a short paragraph explaining which communication technique is most effective and why.</p> <p>Questions 4 &amp; 5 responses, quiz grade.</p> <p>Class discussion about the importance of individuals assuming responsibility for one another in maintaining a healthy family.</p>	<p>HE.9-12.2.1.12.CH SS.1</p> <p>HE.9-12.2.1.12.EH .4</p> <p>HE.9-12.2.1.12.EH .2</p> <p>HE.9-12.2.1.12.CH SS.6</p> <p>HE.9-12.2.1.12.CH SS.2</p>
<b>3 Days</b> <b>Change and the Family</b>	<p>Evaluate positive and negative effects of family relationships on physical and emotional health.</p> <p>Discuss how significant family events impact health and examine issues related to death and grieving.</p>	<p>Have the students complete their Do Nows.</p> <p>Have the students complete a key points worksheet.</p> <p>Concept Mapping Activity 39 (workbook)</p> <p>Service Learning Activity (textbook pg. 281)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>The students will create a public service announcement about changing family structures and then present to the class. Quiz Grade</p>	<p>HE.9-12.2.1.12.CH SS.1</p> <p>HE.9-12.2.1.12.EH .4</p> <p>HE.9-12.2.1.12.EH .2</p> <p>HE.9-12.2.1.12.CH SS.6</p> <p>HE.9-12.2.1.12.CH SS.2</p>

<p><b>2 Days Dealing with Family Crises</b></p>	<p>Analyze the importance of healthy strategies that prevent emotional, physical and sexual abuse.</p> <p>Evaluate and apply strategies for avoiding violence within the family.</p> <p>Discuss the importance of seeking advice and help in breaking the cycle of violence.</p>	<p>Have the students complete their Do Nows. Review chapter PowerPoint Dealing with crisis <a href="https://www.youtube.com/watch?v=k2oDeOmNqbA">https://www.youtube.com/watch?v=k2oDeOmNqbA</a> Q &amp; A activity. What are the elements of a safety plan against abuse? (textbook pg. 287) Figure 11.2 class discussion about breaking the cycle of violence. (textbook pg. 289) Reteaching Activity 40 (workbook)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have the students create google slide about the abusive situation safety plans.</p> <p>Reviewing Facts and Vocabulary question 3. Have students elaborate their findings. (textbook pg. 2900 Chapter test</p>	<p>HE.9-12.2.1.12.CHSS.1 HE.9-12.2.1.12.EH.4 HE.9-12.2.1.12.EH.2 HE.9-12.2.1.12.CHSS.6 HE.9-12.2.1.12.CHSS.2</p>
<p><b>1 Day Community Support Systems</b></p>	<p>Demonstrate knowledge about personal and family health concerns.</p> <p>Identify family situations requiring professional health services. Evaluate appropriate and effective conflict resolution techniques.</p>	<p>Have the students complete their Do Nows. Quick Start activity. (textbook pg. 291) Health Minute Activity. Calling a Hot Line for Help. (textbook pg. 292) Thinking Critically question 4. (textbook pg. 295)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have volunteers share their responses and lead a discussion about helping troubled families.</p> <p>Have the students create help hotline posters to be put up in the hallways.</p> <p>The students will get into groups based on each example and discuss amongst themselves and then share their findings with the class.</p>	<p>HE.9-12.2.1.12.CHSS.1 HE.9-12.2.1.12.EH.4 HE.9-12.2.1.12.EH.2 HE.9-12.2.1.12.CHSS.6 HE.9-12.2.1.12.CHSS.2</p>

HE.9-12.2.1.12.CHSS.1

Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

HE.9-12.2.1.12.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).

HE.9-12.2.1.12.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.

HE.9-12.2.1.12.EH.2

Analyze factors that influence the emotional and social impact of mental health illness on the family.

HE.9-12.2.1.12.CHSS.6

Evaluate the validity of health information, resources, services, in school, home and in the community.

HE.9-12.2.1.12.CHSS.2

Develop an advocacy plan for a health issue and share this information with others who can benefit.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

## **Suggested Technological Innovations/Use**

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Cross Curricular/21st Century Connections**

---

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

# Unit 5: Medicines and Drugs

Content Area: **Sample Content Area**  
Course(s):  
Time Period: **Sample Time Period**  
Length: **Sample Length**  
Status: **Published**

## Summary of the Unit

---

Students will analyze drugs including both medicines and illegal drugs. They will consider how to use medicines safely and how to avoid the use of illegal drugs.

## Enduring Understandings

---

Students will understand that medicines are considered in four categories.

Students will realize that misusing medicines and using illegal drugs are high risk behaviors.

Students will comprehend that medicines/supplements, and other drugs have a variety of harmful effects on the human body and influence the ability to make decisions related to personal wellness and the wellness of others.

Students will realize the effects of drugs can have physical, mental, social and legal consequences.

## Essential Questions

---

Why do people choose to use alcohol, tobacco, medicines/supplements, and other drugs when they are aware of the detrimental effects?

How do I make informed decisions in the face of pressures from the media and peers?

How does a person become addicted to drugs?

What are some strategies to prevent the use of drugs or other addictive substances?

## Summative Assessment and/or Summative Criteria

---

Class participation

Homework, reading assignments and preliminary exercises

Written tests and quizzes

Performance tests

Instructor assigned and student initiated projects

Cooperative activities

Skills application

## Resources

---

- [www.health.glencoe.com](http://www.health.glencoe.com)
- Glencoe Health Textbook
- Chrome Books
- Handouts
- [www.youtube.com](http://www.youtube.com) (approved by sayreville k12)
- <https://kidshealth.org/>
- <https://classroom.kidshealth.org/classroom/>
- <https://everfi.com/k-12/>



## Topic/Selection & Instructional Activities Chart

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<b>1 Day The Role of Medicines</b>	<p>Analyze the relationships between medicines, Health promotion, and disease prevention</p> <p>Have students take part in the Health Minute Activity. Safe Medication Use. (Textbook pg. 590)</p>	<p>The students will complete their Do Now.</p> <p>Have students complete Concept Map 83 (workbook)</p> <p>Have students take part in the Health Minute Activity. Safe Medication Use. (Textbook pg. 590)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>Have a few students talk about a topic from the concept map that stood out to them and lead a discussion about it.</p> <p>Put students into four groups and have each group present their guideline for safe medicine use. Quiz grade.</p>	<p>HE.9-12.2.3.12.CHS S.9</p> <p>HE.9-12.2.3.12.DSD T.4</p> <p>HE.9-12.2.3.12.HCH M.2</p>
<b>3 Days Drug Use- A High Risk Behavior</b>	<p>Define substance abuse and recognize the health risks involved</p> <p>Analyze the harmful effects of drugs on the fetus</p> <p>Analyze the harmful effects of drugs</p>	<p>The students will complete their Do Now.</p> <p>Have the students work on guided reading activity 84. (Workbook)</p> <p>Have the students will take part in the Character Check Activity. (Textbook pg. 596)</p> <p>Have the students take part in the Applying Health Skills advocacy project.</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>The students will highlight certain parts of the guided reading activity that they feel are important to discuss as a group.</p> <p>The students will work together in groups to create posters about positive behaviors and actions, which will be shared with elementary schools.</p> <p>The students will work with a partner to create their public service announcement, which will advocate a drug-free lifestyle.</p>	<p>HE.9-12.2.3.12.ATD .1</p> <p>HE.9-12.2.3.12.ATD .3</p> <p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PGD .2</p>

<p><b>2 Days Marijuana, Inhalants, and Steroids</b></p>	<p>Analyze the harmful effects of marijuana, inhalants, steroids and other substances</p> <p>Analyze and apply strategies for avoiding the use of marijuana, inhalants and steroids</p>	<p>The students will complete their Do Now. Have the students use online resources to further explore the health risks of smoking marijuana. (Textbook pg. 599) Have the students take part in the Health Skills Activity. (Textbook pg. 601) Have the students complete reteaching activity 85. (Workbook)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>The students will create a venn diagram to help explain the risks.</p> <p>The students will take turns coming to the front of the class to discuss with the class the successful refusal techniques.</p>	<p>HE.9-12.2.3.12.ATD .1 HE.9-12.2.3.12.ATD .2</p>
<p><b>2 Days Psychoactive Drugs</b></p>	<p>Examine the harmful effects of psychoactive drug use on body systems</p> <p>Analyze and apply strategies for avoiding drugs</p>	<p>The students will complete their Do Now. Have the students complete the concept mapping activity 86. (Workbook) Have the students take part in the Hands-On Health Activity. (Textbook pg. 607)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>The students will meet in groups to read and discuss the information on stimulants. They will then answer the question. (Textbook pg. 605)</p> <p>The students will be presenting the findings in a public service announcement to the class. Test grade</p>	<p>HE.9-12.2.3.12.ATD .3 HE.9-12.2.3.12.PS.1 HE.9-12.2.3.12.PGD .2 HE.9-12.2.3.12.ATD .1 HE.9-12.2.3.12.ATD .2</p>

<p><b>2 Days Living Drug Free</b></p>	<p>Analyze and develop strategies for preventing use of drugs and other addictive substances</p> <p>Analyze the importance of alternatives to drug and substance use</p>	<p>The students will complete their Do Now. Have the students complete the study guide. Have the students watch the Addiction and Recovery video - <a href="https://www.youtube.com/watch?v=2E6vZt_DC5I">https://www.youtube.com/watch?v=2E6vZt_DC5I</a> Have the students take part in the Exploring Issues, Drug Testing: Yes or No? (Textbook pg. 614) Have the students complete the Thinking Critically questions 4 &amp; 5. Textbook pg. 615)</p>	<p>The students will take turns coming to the front and leading a discussion from each Do Now.</p> <p>The students will create a google slide regarding the topic that stood out the most to them.</p> <p>There will be a group discussion regarding the recovery video and the students will write a two paragraph reflection. Quiz grade.</p> <p>Divide the students into two groups and lead a debate regarding both sides of the issue.</p> <p>The students will take lesson quiz 83. (Workbook)</p>	<p>HE.9-12.2.3.12.CHS S.9 HE.9-12.2.3.12.DSD T.4 HE.9-12.2.3.12.HCH M.2</p>
---	--	---	--	---

- |                       |   |
|-----------------------|---|
| HE.9-12.2.3.12.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.   |
| HE.9-12.2.3.12.ATD.3  | Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.   |
| HE.9-12.2.1.12.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.   |
| HE.9-12.2.3.12.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).   |
| HE.9-12.2.3.12.DSDT.4 | Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.  |
| HE.9-12.2.1.12.PGD.2  | Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.   |
| HE.9-12.2.3.12.ATD.1  | Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.   |
| HE.9-12.2.3.12.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). |

## **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

## **Suggested Technological Innovations/Use**

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Cross Curricular/21st Century Connections**

---

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation