

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown High School
Health and Physical Education**

**Health Education
*Grade 11***

**Date: February 2020
Prepared by: *BARBARA YOUNG*
Supervisor: Shawn Counard**

Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	11
<u>Units Scope and Sequences</u>	12

Board of Education

Dr. Sandra Alberti, President

Ms. Caryn Shaw, Vice President

Mr. Jack Fairchild

Ms. Alexandria Law

Ms. Katherine Mullin

Ms. Lauren Romano

Dr. Mark Snyder

Mr. Mark Villanueva

Mr. David Weinstein

Administration

Dr. Scott McCartney, Superintendent of Schools

Ms. Carole Butler, Director of Curriculum & Instruction

Dr. David Tate, Director of Special Education

Mr. Jeffrey Arey, Director of Educational Technology

Mr. James Heiser, Business Administrator/Board Secretary

Ms. Debora Belfield, Director of Personnel

Principals

Mr. Andrew Seibel, Moorestown High School

Mr. Matthew Keith, William Allen Middle School

Ms. Susan Powell, Moorestown Upper Elementary School

Ms. Michelle Rowe, George C. Baker School

Mr. Brian Carter, Mary E. Roberts School

Ms. Heather Hackl, South Valley School

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, Language Arts & Media K-12

Ms. Julie Colby, Mathematics K- 12

Mr. Shawn Counard, Athletics, Physical Education/Health K-12

Ms. Kat D'Ambra, Guidance K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Ms. Cynthia Moskalow, Special Education 7 – Post Graduation

Mr. Gavin Quinn, Science K-12

Ms. Roseth Rodriguez, Social Studies & World Languages K – 12

Ms. Patricia Rowe, Arts, Technology, Business K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Course Description and Fundamental Concepts

The focus of the **First Aid and CPR unit** is to help people become more confident in their ability to respond appropriately in the event of an emergency. The main focus of the **HIV/AIDS unit** is to create awareness about the incurable disease HIV/AIDS which attacks the immune system and how the HIV/AIDS infection can be avoided by practicing behaviors that reduce the risk.

The Sexually Transmitted Disease/Infections Unit will focus on the common STD's/STI's, the symptoms or no symptoms they can have and the possible long term effect if they are not treated.

The Disease Unit helps to show how teens can take preventive measures to reduce the risks of diseases that can affect the heart and blood vessels-CardioVascular Disease. The unit will focus on different types of Cancers, provide important cancer education for teens that they need and want to know. Understanding what cancer is and who gets it, cancers that impact teenagers, risk factors for cancer, healthy living and risk reduction, the importance of nutrition and exercise, and how to more effectively communicate with those you care about.

Vaping-E-Cigarettes Unit because we worry about the long-term effects of nicotine on students' developing brains. And the added concerns about marijuana and the legalization of marijuana and how students may now have easier access to the drug, which can be used with easily concealed vape devices. Vaping is harmful to students' bodies and brains. The toxic chemicals and metals in many e-cigarettes, and vaping can cause respiratory issues, and potentially cardiovascular problems, and even seizures. Nicotine is much more concentrated in e-cigarettes than traditional ones.

The Decision Making and Goal Setting Unit is an important unit for young adults. There is a tremendous need for students to become good decision makers. People need to have the ability to make decisions quickly and responsibly...but it is amazing how much is not known about how to make good decisions. Teaching the importance of good decision making helps with Problem solving, Developing good characteristics and values along with other key components. Goal setting is important to long-term success. We all know that it is difficult to get to a desired destination if you don't have a clear definition as to where that destination is. Goals help students to focus on the journey, use their resources and time more efficiently and find motivation during times when they may feel like giving up.

Stress Management Unit will help students understand that a certain level of stress is normal. And positive stress responses from events such as changing schools, meeting new friends to academics and social-emotional health can actually help students learn and grow. But when you are exposed to repeated stressful events without the tools to manage feelings, stress can become emotionally and physically toxic. Social Acceptance is a High school teens top priority, especially to those who don't have an established peer group, worry about making friends and avoiding bullying; Earning good grades and Keeping those grades up to get into college becomes increasingly difficult as classes become more challenging. Preparing for college is an overwhelming task and It takes considerable time and effort to decide which colleges to apply to, complete applications, visit schools, go on interviews, etc. ;Parental pressure is something that happens regardless because parents often put pressure on their high schoolers to excel and get into a good college at the same time teens are trying to establish independence.

New Jersey Student Learning Standards (NJSLS)

2020 Comprehensive Health and Physical Education Standards

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

(ADD ALL SUBJECT/CONTENT STANDARDS TAUGHT IN THIS COURSE)

Unit Addressed	Standard #	Standard Description
FIRST AID/CPR UNIT	2.1.12.CHSS.5 2.1.12.CHSS.6	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). Evaluate the validity of health information, resources, services, in school, home and in the community.
DECISION MAKING/GOAL SETTING	2.1.12.PGD.1 2.1.12.PGD.2 2.3.12.PS.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. Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
STRESS UNIT	2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.1.12.EH.4 2.1.12.CHSS.1 2.1.12.CHSS.9	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. Analyze factors that influence the emotional and social impact of mental health illness on the family. Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health). Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. 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.
HIV/AIDS/SEXUALLY TRANSMITTED DISEASES -INFECTIONS	2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.3 2.3.12.HCDM.1 2.3.12.HCDM.3 :	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). 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. Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. 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). Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
CANCERS, CARDIOVASCULAR DISEASES	2.2.12.N.5 2.3.12.HCDM.4	Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. 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,).

VAPING, E CIGARETTE, OTHER DRUGS Opioids	<i>2.3.12.ATD.1</i>	<i>Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</i>
	<i>2.3.12.ATD.2</i>	<i>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).</i>
	<i>2.3.12.ATD.3</i>	<i>Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</i>
	<i>2.3.12.DSDT.1</i>	<i>Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.</i>
	<i>2.3.12.DSDT.2</i>	<i>Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.</i>
	<i>2.3.12.DSDT.3</i>	<i>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).</i>
	<i>2.3.12.DSDT.4</i>	<i>Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.</i>
	<i>2.3.12.DSDT.5</i>	<i>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).</i>

(ADD UNIT #(s) INTO CHART)

English Companion Standards <i>List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are <u>required</u> in these subject/content areas.</i>		
Unit Addressed	Standard #	Standard Description
FIRST AID/CPR UNIT	<i>NJSLSA.R7</i> <i>NJSLSA.R10</i>	<i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i> <i>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i>
DECISION MAKING/GOAL SETTING	<i>NJSLSA.R4</i> <i>NJSLSA.R6</i>	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
STRESS	<i>NJSLSA.R7</i>	<i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i>
HIV/AID/SEXUALLY TRANSMITTED DISEASES -INFECTIONS	<i>NJSLSA.R6</i>	<i>Assess how point of view or purpose shapes the content and style of a text.</i>
CANCERS, CARDIOVASCULAR DISEASES	<i>NJSLSA.R9</i>	<i>Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>
VAPING, E CIGARETTE, OTHER DRUGS Opioids	<i>NJSLSA.R2</i>	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>

(ADD UNIT #(s) INTO CHART)**Career Awareness, Exploration, Preparation, and Training (Standard 9.2)***List appropriate units below for which standards will be addressed*

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
DECISION MAKING/GOAL SETTING	Career Awareness and Planning There are strategies to improve one's professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth
FIRST AID/CPR UNIT	Critical Thinking and Problem-solving Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.2: <i>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i>
CANCERS, CARDIOVASCULAR DISEASES HIV/AIDS/SEXUALLY TRANSMITTED DISEASES -INFECTIONS	Global and Cultural Awareness Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences	9.4.12.GCA.1: <i>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i>
DECISION MAKING/GOAL SETTING	Information and Media Literacy Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.	9.4.12.IML.1: <i>Compare search browsers and recognize features that allow for filtering of information.</i>
FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS HIV/AIDS-SEXUALLY TRANSMITTED DISEASES/INFECTIONS CANCERS CARDIOVASCULAR DISEASES VAPING/E-CIGS OTHER DRUGS	Technology Literacy Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: <i>Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i>

(ADD UNIT #(s) INTO CHART)

Life Literacies and Key Skills (Standard 9.4)

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS HIV/AID-SEXUALLY TRANSMITTED DISEASES/INFECTIONS CANCERS CARDIOVASCULAR DISEASES VAPING/E-CIGS OTHER DRUGS	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS HIV/AID-SEXUALLY TRANSMITTED DISEASES/INFECTIONS CANCERS CARDIOVASCULAR DISEASES VAPING/E-CIGS OTHER DRUGS	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS CANCERS CARDIOVASCULAR DISEASES VAPING/E-CIGS OTHER DRUGS	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
DECISION MAKING/GOAL SETTING STRESS	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics

<p>DECISION MAKING/GOAL SETTING STRESS</p>	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.</p>	<p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p>
<p>CANCERS CARDIOVASCULAR DISEASES</p>	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>
<p>FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS</p> <p>CANCERS CARDIOVASCULAR DISEASES</p> <p>VAPING/E-CIGS OTHER DRUGS</p>	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>
<p>FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS</p> <p>CANCERS CARDIOVASCULAR DISEASES</p> <p>VAPING/E-CIGS OTHER DRUGS</p>	<p>Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p>
<p>FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS</p> <p>CANCERS CARDIOVASCULAR DISEASES</p> <p>VAPING/E-CIGS OTHER DRUGS</p>	<p>Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>

Other Interdisciplinary Content Standards*List appropriate units below for any other content/standards that may be addressed*

Unit Addressed	Content / Standard #	Standard Description
FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS HIV/AID-SEXUALLY TRANSMITTED DISEASES/INFECTIONS CANCERS CARDIOVASCULAR DISEASES VAPING/E-CIGS OTHER DRUGS	HS-LS4-1	<i>Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]</i>
FIRST AID CPR DECISION MAKING/GOAL SETTING STRESS HIV/AID-SEXUALLY TRANSMITTED DISEASES/INFECTIONS CANCERS CARDIOVASCULAR DISEASES VAPING/E-CIGS OTHER DRUGS	HS-LS4-2	<i>Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. [Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.] [Assessment Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.]</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
FIRST AID CPR UNIT Lesson 1: Before Giving Care and Checking an Injured or Ill Person Lesson 2: Cardiac Emergencies and CPR Lesson 3: AED Lesson 4: Breathing Emergencies Lesson 5: Sudden Illness Lesson 6: Environmental Emergencies Lesson 7: Soft Tissue Injuries Lesson 8: Injuries to Muscles, Bones and Joints Lesson 9: Conclusion/Test/Certification	Month One (~18 days)
DECISION MAKING/GOAL SETTING.STRESS HIV/AID/SEXUALLY TRANSMITTED DISEASES-INFECTIONS	Month Two (~15-20 days)
CANCERS, CARDIOVASCULAR DISEASES VAPIN, E CIGARETTE, OTHER DRUGS Opioids	Month Three (~15-20 days)

[Units Scope and Sequences](#)

Unit Name:First Aid/CPR

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.1.12.CHSS.5, 2.1.12.CHSS.6](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

The American Red Cross First Aid/CPR/AED program helps participants recognize and respond appropriately to cardiac, breathing and first aid emergencies. This unit teaches the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed.

Objectives

Students will be able to...

- 1. Describe** how to recognize an emergency and size up the scene.
- 2. Explain** how to activate and work with the emergency medical services (EMS) system.
- 3. Understand** legal concepts as they apply to lay responders, including consent and the purpose of Good Samaritan laws.
- 4. Identify** how to reduce the risk of disease transmission when giving care.
- 5. Demonstrate** how to check a person who is responsive for life-threatening and non-life-threatening conditions.
- 6. Explain** how to check an injured or ill person who appears to be unresponsive.
- 7. Recognize** the signs and symptoms of a heart attack and describe appropriate first aid care for a person who is showing these signs and symptoms.
- 8. Describe** the links in the Cardiac Chain of Survival.
- 9. Demonstrate** CPR and use of an automated external defibrillator (AED) for a person who is in cardiac arrest.
- 10. Demonstrate** first aid care for a person who is choking.
- 11. Recognize** the signs and symptoms of shock and describe appropriate first aid care for a person who is showing these signs and symptoms.
- 12. Recognize** the signs and symptoms of, and describe appropriate first aid care for, the following sudden illnesses: breathing emergencies, diabetic emergencies, seizures, fainting and stroke.
- 13. Describe** methods used to control external bleeding, including the application of direct pressure.
- 14. Demonstrate** the application of direct pressure to control external bleeding.
- 15. Recognize** the signs and symptoms of, and describe appropriate first aid care for, the following injuries: **burns; muscle, bone and joint injuries; and head, neck and spinal injuries, including concussion.**
- 16. Recognize** the signs and symptoms of, and describe appropriate first aid care for, the following environmental injuries and illnesses: **heat-related illnesses, cold-related illnesses and poisoning.**
- 17. Learn** the proper techniques in order to become certified in both First Aid and CPR.

Unit Name: Decision Making, Goal Setting & Stress Management

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.1.12.PGD.1, 2.1.12.PGD.2, 2.3.12.PS.1 2.1.12.EH.1, 2.1.12.EH.2, 2.1.12.EH.3, 2.1.12.EH.4, 2.1.12.CHSS.1, 2.1.12.CHSS.9](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Students need an opportunity to develop knowledge and skills to help them make appropriate decisions, have the confidence to take risks, and be flexible and adaptable when faced with change and life transitions.

Students also need to establish good work and study habits, to manage their time wisely, and to be able to set short and long range educational and career goals. They will learn the importance of goal setting and begin to set some short and long term goals.

Students need to learn stress management, to encourage mindfulness. We want students to recognize the physiological signs of stress. Learn how to examine ways people cope with stress and distinguish between positive and negative reactions. Review key coping mechanisms for dealing with stress and evaluate which ones they've used before to identify those that could work best for them.

Objectives

Students will be able to...

- 1. Identify** what is important to them and begin setting educational and personal goals.
- 2. Use SMART** Goals are an acronym to help us create realistic goals (Specific, Measurable, Achievable, Relevant, Timely)
- 3. Follow** steps that enable you to make a healthful decision
- 4. Evaluate** effective strategies for dealing with stress.
- 5. Apply** stress-management techniques to manage personal stressors.
- 6. Practice** stress-management techniques.

Unit Name: HIV/AIDS Sexually Transmitted Infections/Diseases

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - [2.1.12.PP.1](#), [2.1.12.PP.2](#), [2.1.12.PP.3](#), [2.3.12.HCDM.1](#), [2.3.12.HCDM.3](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

It is helpful for students to have a basic understanding of the human immune system, how it works, and the concept of germs. Students will comprehend concepts related to HIV and AIDS, including the modes of transmission, concepts related to someone living with HIV or AIDS and demonstrate the ability to protect themselves from infection with HIV by not touching blood and used hypodermic or tattoo needles.

Students will learn about which activities have a higher risk for STI transmission, which activities have a lower risk for STI transmission, and which activities have no risk for STI transmission.

Objectives

Students will be able to...

1. **Define** HIV as a virus that is transmitted through bodily fluids that weakens your immune system.
2. **Identify** at least two ways in which HIV can be transmitted.
3. **Identify** at least two ways in which HIV is not transmitted.
4. **Identify** at least one way to prevent HIV transmission.
5. **Identify** at least one treatment for HIV.
6. **Identify** what “STI” stands for, name at least 3 STIs, and understand the differences among viral, bacterial, and other STIs.
7. **Understand** how STIs are transmitted and how to prevent STIs including abstinence, safer sex techniques and testing.
8. **Become** familiar with the variety of barrier methods that are available to reduce the risk of STIs.

Unit Name: Diseases: Cancers, Cardiovascular Disease

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.2.12.N.5, 2.3.12.HCDM.4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

Research a disease to learn the causes, effects, and prevention methods.

There are many different ways to classify diseases. Your students will become familiar with some classifications of diseases as they watch a video, create disease posters, and take a quiz.

Objectives

Students will be able to...

1. Describe different types of diseases
2. Identify different types of diseases
3. Describe basic information about some common diseases
4. Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
5. Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
6. Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.

Unit Name: E-Cigarettes/Vapes / Understanding the Opioid Epidemic

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - [2.3.12.ATD.1](#), [2.3.12.ATD.2](#), [2.3.12.ATD.3](#), [2.3.12.DSDT.1](#), [2.3.12.DSDT.2](#), [2.3.12.DSDT.3](#), [2.3.12.DSDT.4](#), [2.3.12.DSDT.5](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Electronic cigarettes—which deliver nicotine (a highly addictive drug) without smoking—have emerged in the past decade as a popular alternative to tobacco cigarettes. They may offer benefits to some smokers already addicted to nicotine. However, e-cigarettes also deliver a set of risks and unknowns—especially for teens. In fact, recent research suggests a link between teen use of e-cigarettes and tobacco cigarettes.

America is facing a serious health crisis involving opioid drugs. Deaths involving opioid overdoses have more than quadrupled since 1999.

Objectives

Students will be able to...

1. **Learn** about the history of tobacco messaging and marketing tactics.
2. **Explore** how the e-cigarettes/vape pen industry follows in these footsteps.
3. **Obtain** accurate knowledge about how e-cigarettes/vape pens are made to work.
4. **Understand** the mechanisms by which the products of e-cigarettes/vape pens enter (or are absorbed) into the body.
5. **Obtain** knowledge about the health consequences of using e-cigarettes/vape pens.
6. **Learn** about the negative health effects caused by e-cigarette and vape pen use
7. **Learn** about the effects of nicotine on the body
8. **Learn** about the harmful effects of e-juice flavors
9. **Learn** and practice skills that will allow students to resist e-cigarette/vape pen use.

Please contact content supervisor for any questions.