Willingboro
Public Schools

"Where Excellence is the Expectation"

Willingboro Public Schools
Grade 12 Health Education

Revised: April 2025

Course Sequence/Table of Contents:

Overview	Content Standards	Core Ideas
Unit 1 **Communicable and Non-Communicable Diseases**	• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). • 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).	• Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks. • Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter. • Public health policies are created to influence health promotion and disease prevention and can have global impact.
Unit 2 **First Aid and Injury Response**	• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and	• Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions. • Public health policies are created to influence health promotion and disease prevention and can have global impact.

Overview	Content Standards	Core Ideas
	health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).	
Unit 3 **Health Consequences**	• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). • 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. • 2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.	• Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks. • State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse. • Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.
Unit 4 **Nutrition**	• 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.	• The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.
Suggested Open Educational Resources	• Society of Health and Physical Educators • 20 SEL Activities for High School	

Unit 1: Communicable and Non-Communicable Diseases	
Overview	
This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.	
Essential Questions	**Enduring Understandings**
● How do the four pathogens spread to cause communicable diseases? ● How does the body defend itself against communicable diseases? ● How are non communicable diseases caused and treated?	● Noncommunicable diseases (NCDs) kill 41 million people each year, equivalent to 71% of all deaths globally. ● Tobacco use, physical inactivity, the harmful use of alcohol and unhealthy diets all increase the risk of dying from a NCD. ● Detection, screening and treatment of NCDs, as well as palliative care, are key components of the response to NCDs. ● Communicable diseases are illnesses that spread from one person to another or from an animal to a person, or from a surface or a food. ● The body's first line of defense consists of various barriers that keep most pathogens out of body tissues: mechanical, chemical, and biological barriers.

Unit 1: Communicable and Non-Communicable Diseases
Content Standards
● 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). ● 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. ● 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). ● 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). ● 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
Core Ideas ● Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks. ● Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter. ● Public health policies are created to influence health promotion and disease prevention and can have global impact.

Student Learning Objectives
Students Will Be Able To: ● Understand that communicable diseases are spread from one person to another. ● Understand how to reduce the risk of illness from bacteria. ● Understand when you have a cold or the flu and how to avoid infecting others. ● Understand how getting vaccines reduces the risk of communicable diseases. ● List the ways that communicable diseases might be spread. ● Name things you can do to stop the spread of communicable diseases. ● Describe how vaccines work. ● Understand the role of regular physical activity in reducing the risk of cardiovascular disease. ● Recognize the factors of heart disease and stroke. ● Understand how drugs and alcohol can have negative effects on your overall health.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
● Extended time ● Preferential seating ● Student restate directions ● Model skills/techniques ● Vocabulary list with definitions ● Graphic organizers ● Sentence starters ● Create structured routine ● Access to computer to complete assignments ● Peer helpers ● Periodically check progress of independent work ● Visual prompts to assist verbal ● Break assignments into smaller tasks ● Provide study guides ● Test only on key concepts ● Change format of test ● Alternate testing area ● Tests read aloud	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time
Gifted and Talented Students		**504 Plan**

• Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	**Computer Science and Design Thinking**
English/Language Arts **Reading** • RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. **Writing** • W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. **Speaking and Listening** • SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full	**Computer Science and Design Thinking Practices** • Fostering an Inclusive Computing and Design Culture • Collaborating Around Computing and Design • Recognizing and Defining Computational Problems • Developing and Using Abstractions • Creating Computational Artifacts • Testing and Refining Computational Artifacts • Communicating About Computing and Design **Computer Science and Design Thinking Standards** • 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. • 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience. **Core Ideas**

range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Language

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems.
- Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community members and employee
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

21st Century Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 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).

Technology Integration

- 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).

Climate Change

Addressed in Units 3 and 4

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: ● Class Discussions ● Group Presentations ● Quizzes/tests ● Worksheets ● Role Play ● Homework	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* ● **Benchmark Assessment** ○ Competency Performance Assessment ■ Assessment #1 ■ Assessment #2 ● **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

Allergies, Heart Disease, Asthma, Diabetes, Arthritis, Physical Challenges, Mental Challenges, Atherosclerosis, Arteriosclerosis, Hypertension, Toxins, Bacteria, Viruses, Respiratory tract, Mucous membranes, Pneumonia, Cirrhosis, Immune System, Antigens, Immunity

Instructional Activities and Unit Materials	District/School Primary and Supplementary Resources
● Common Formative Assessments ● Common District Summative Assessments ● See above Assessment Sections for more information	● How A Jewish Doctor Duped the Nazis & How an Imprisoned Jewish Doctor Invented a Typhus Vaccine in Buchenwald **(Holocaust Law)** ● Lessons on Communicable Disease Prevention K-12 ● Survivors | Lesson Plan: Nature of an Epidemic | PBS LearningMedia ● What to Know About Monkeypox

	• Lori Hunter Describes Impact of HIV/AIDS on South Africa's Environment | EarthSky | PBS LearningMedia **(Diversity, Equity and Inclusion)**
Pacing Guide	
24-25 Grade 12 Health Pacing Guide	

Unit 2: First Aid and Injury Response	
Overview	
This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.	
Essential Questions	**Enduring Understandings**
● What are the components of the EMS? ● What should you look for when checking an emergency scene? ● How can you protect yourself from contracting a disease while providing care? ● How do you provide care for the four life threatening conditions? ● How do well informed choices impact your wellbeing? ● What first aid skills are imperative for survival?	● Health care systems include all available medical services, ways in which individuals pay for medical care, and programs aimed at preventing disease and disability. ● The most important thing an individual can do in an emergency is activate the EMS system. ● By following (BSI) Body Substance Isolation precautions for disease will help prevent individuals from contracting diseases while providing care. ● Recognizing life threatening conditions is essential to a victim's survival. ● First aid skills are necessary components to preventing injury and illness.Identify how to recognize and respond to emergencies. ● Identify and perform basic first aid and CPR skills. ● Identify how to prevent the spread of various diseases when providing care.

Unit 2: First Aid and Injury Response
Content Standards
● 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). ● 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. ● 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). ● 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). **<u>Core Ideas</u>** ● Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions. ● Public health policies are created to influence health promotion and disease prevention and can have global impact.

Student Learning Objectives
Students Will Be Able To: ● Describe and apply proper technique while giving first aid treatment. ● Demonstrate common first aid procedures including caring for head trauma, burns, bleeding, bone, joint and muscle injuries, responding to an emergency, and heat and cold injuries. ● Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. ● Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. ● Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
● Extended time ● Preferential seating ● Student restate directions ● Model skills/techniques ● Vocabulary list with definitions ● Graphic organizers ● Sentence starters ● Create structured routine ● Access to computer to complete assignments ● Peer helpers ● Periodically check progress of independent work ● Visual prompts to assist verbal ● Break assignments into smaller tasks ● Provide study guides ● Test only on key concepts ● Change format of test ● Alternate testing area ● Tests read aloud	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

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● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping	● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
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contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community members and employee
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- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration
- 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).

Climate Change

Addressed in Units 3 and 4
SEL Competencies
• **Self - Awareness** • **Self - Management** • **Social Awareness** • **Responsible Decision Making** • **Relationship Skills**

District/School Formative Assessment Plan	District/School Summative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.
Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:
• Class Discussions
• Group Presentations
• Quizzes/tests
• Worksheets
• Role Play
• Homework
	Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.
	• **Benchmark Assessment**
	  ○ Competency Performance Assessment
	  ■ Assessment #1
	  ■ Assessment #2
	• **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
First Aid, CPR, Shock, Public Health, Personal Safety, Outdoor Safety, Natural Disasters, Emergency Preparedness, Injuries, Fracture, Dislocation, Hematoma, Concussion

Instructional Activities and Unit Materials	District/School Primary and Supplementary Resources
• Common Formative Assessments • Common District Summative Assessments • See above Assessment Sections for more information	• Newsela - After a concussion, when can teens return to the football field? • High School Students Can Save Lives, Too • What is First Aid? • The best first aid kits in 2022 • Diversity in EMS: Improving Equity and Confronting Bias at New Orleans EMS **(Diversity, Equity, and Inclusion)** • Sidelined: Sports Concussions • Bell Ringer: The Invisible Brain Injury • Responding to Injuries

	• TedEd: If We All Knew First-Aid • CPR in Action | A 3D look inside the body • *ACEP First Aid Manual 5th Edition: The Step-by-Step Guide for Everyone* by DK
Pacing Guide	
24-25 Grade 12 Health Pacing Guide	

Unit 3: Health Consequences	
Overview	
This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.	
Essential Questions	**Enduring Understandings**
• What are the physical dangers and effects of extended drug and alcohol abuse? • What is the correlation between drug abuse and the incidence of drug-related injury, illness and death? • What are the legal and financial consequences of drug abuse? • What are the signs of drug abuse and where can people receive treatment?	• Culture, media, and technology have an influence in a person's decisions about personal and community health issues. • Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others. • Practicing positive health behaviors will help prevent disease. • Public health policies are created to influence health promotion and disease prevention and can have global impact. • Drug and alcohol abuse takes a toll on many systems of the body. • Support can come from family members, close friends, therapy, healthcare providers, rehabilitation centers, and groups.

Unit 3: Health Consequences
Content Standards
• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). • 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. • 2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

Unit 3: Health Consequences

Content Standards

Core Ideas

- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
- Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

Student Learning Objectives

Students Will Be Able To:

- Predict the immediate and long-term impact of health decisions on the individual, family and community
- Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
- Summarize the criteria for evaluating the effectiveness of a medicine.
- Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STI's, and unintended pregnancy.
- Understand that practicing positive health behaviors can prevent disease.
- 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
- Identify strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.
- Discuss how culture, media, and technology have an influence on personal/community health issues.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
• Extended time • Preferential seating • Student restate directions • Model skills/techniques • Vocabulary list with definitions • Graphic organizers • Sentence starters • Create structured routine • Access to computer to complete assignments • Peer helpers • Periodically check progress of independent work • Visual prompts to assist verbal • Break assignments into smaller tasks • Provide study guides	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments

• Test only on key concepts • Change format of test • Alternate testing area • Tests read aloud	• Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience	• Provide extra textbooks for home. • Provide Peer Support • Increase one on one time

Gifted and Talented Students	504 Plan
• Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	Computer Science and Design Thinking
English/Language Arts **Reading** • RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. **Writing** • W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. **Speaking and Listening** • SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to	**Computer Science and Design Thinking Practices** • Fostering an Inclusive Computing and Design Culture • Collaborating Around Computing and Design • Recognizing and Defining Computational Problems • Developing and Using Abstractions • Creating Computational Artifacts • Testing and Refining Computational Artifacts • Communicating About Computing and Design **Computer Science and Design Thinking Standards** • 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Language

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

Core Ideas

- Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems.
- Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community members and employee
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

21st Century Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 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).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).

Technology Integration

- 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).
- 9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.

Climate Change

2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* ● **Benchmark Assessment** ○ Competency Performance Assessment ■ Assessment #1

• Class Discussions • Group Presentations • Quizzes/tests • Worksheets • Role Play • Homework	▪ Assessment #2 • **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.
Targeted Academic Vocabulary	
Socio Economic Impact, Infectious Disease, CDC, Epidemiology, Healthcare, Chronic Illness, Lyme Disease, HIV/AIDS, Cancer, STI, Hepatitis, Vaccine, Immunization	

Instructional Activities and Unit Materials	**District/School Primary and Supplementary Resources**
• Common Formative Assessments • Common District Summative Assessments • See above Assessment Sections for more information	• Opinion: The whitewashed history of HIV: A Black teen died of AIDS in 1969 **(Amistad Law & LGBTQ/Disabilities Awareness)** • Case stuns scientists as human gets cancer-like illness from tapeworms • How Does Climate Change Impact Cancer? **(Climate Change)** • Activism to fight AIDS **(LGBTQ/Disabilties Awareness)** • Epidemiologists: Disease Detectives | PBS LearningMedia • teen2teen "Healthy Lifestyles"
Pacing Guide	
24-25 Grade 12 Health Pacing Guide	

Unit 4: Nutrition	
Overview	
This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.	
Essential Questions	**Enduring Understandings**
• How does the body utilize nutrients for daily functions? • How do our serving sizes and standards of diet relate to those of other countries? • How can we break bad habits, and alter our way of eating? • How does the nutritional value of a person's diet affect the body, and that person's overall level of health? • What influences our current diet?	• The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history. • Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.

• What are the different types of nutrients? • What does each nutrient contribute to the body? • How does the Choose My Plate program work?	• The benefits of a healthy eating plan for lifelong wellness • Nutritional labels and how to adjust diets to accommodate nutritional goal.

Unit 4: Nutrition

Content Standards

Performance Expectations

- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
- 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Core Ideas

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

Student Learning Objectives

Students Will Be Able To:

- Analyze how proper nutrition can positively affect the body and quality of life in an individual.
- Understand the classes of nutrients and the role they play in the body.
- Research current trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
- Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- Implement strategies and monitor progress in achieving a personal nutritional health plan.
- Explain strategies for gaining and losing weight.
- Understand problems associated with being overweight and underweight.
- Explain how heredity, activity level, and body composition influence a person's weight.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
• Extended time • Preferential seating • Student restate directions	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors	• Pair visual prompts with verbal presentations

• Model skills/techniques • Vocabulary list with definitions • Graphic organizers • Sentence starters • Create structured routine • Access to computer to complete assignments • Peer helpers • Periodically check progress of independent work • Visual prompts to assist verbal • Break assignments into smaller tasks • Provide study guides • Test only on key concepts • Change format of test • Alternate testing area • Tests read aloud	• Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience	• Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time

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analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

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- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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- Recognizing and Defining Computational Problems
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Targeted Academic Vocabulary
6 Classes of Nutrients, My Plate, Food Labels, Healthy Eating Habits, Fats, Carbohydrates, Protein, Macronutrient, Micronutrients, Sodium, Sugar, Diabetes, Heart Disease, BMI, Body Fat Percentage, Osteoarthritis, Body Composition, Diet, Calorie, Vitamins, Minerals

Instructional Activities and Unit Materials	District/School Primary and Supplementary Resources
● Common Formative Assessments ● Common District Summative Assessments ● See above Assessment Sections for more information	**District-Mandated Resources** **Assessment Resources:** ● **Other Resources:** ● A New Neighborhood Farmers Market **(Diversity, Equity & Inclusion)** ● Newsela - How to deal with stress-eating for comfort in a time of anxiety ● "Trade mitigation" foods are getting delivered to schools free of charge ● Diversity in Dietetics: The Need for Culturally Relevant Nutrition Education **(Diversity, Equity & Inclusion)** ● Climate Change & Nutrition **(Climate Change)** ● Nutrition and Climate Change **(Climate Change)** ● Healthy Highway: A Green Light to Good Health | Move to Include | PBS LearningMedia ● At The Table **(Diversity, Equity & Inclusion)** ● **Book:** *How Food Works: The Facts Visually Explained (How Things Work)* by DK

	• **Book:** *Healthy Eating for Pre Teens and Teens: The Ultimate Guide To Diet Nutrition And Food* by Leslie Beck
Pacing Guide	
24-25 Grade 12 Health Pacing Guide	

Appendix A: Accommodations and Modifications

Appendix A: Accommodations and Modifications: Unit 1

Accomodation:

- Provide visual aids and diagrams illustrating pathogen types, transmission, and immune responses.
- Use simplified language and glossaries for complex scientific terms.
- Allow extra time for reading and processing information.
- Provide audio recordings or read-aloud options for text-heavy materials.
- Offer graphic organizers to help students organize information about diseases and body defenses.
- Use hands-on models or interactive simulations to demonstrate disease spread and immune responses.
- Provide frequent check-ins and clarifications during lessons.
- Allow the use of assistive technology (e.g., speech-to-text, text-to-speech).
- Break down complex concepts into smaller, manageable steps.
- Pair students for peer tutoring or collaborative learning.

Modifications:

- Simplify lesson content by focusing on the most essential concepts related to pathogens and disease.
- Reduce the amount of required reading or replace with summary notes.
- Lower the cognitive demand by providing guided notes or fill-in-the-blank activities.
- Modify assessments to include fewer questions or alternative formats (e.g., oral responses instead of written).
- Use more concrete examples and real-life scenarios instead of abstract explanations.
- Allow alternative project formats such as oral presentations or visual posters instead of written reports.
- Focus on recognition and identification of diseases and pathogens rather than detailed mechanisms.
- Extend deadlines or allow multiple sessions to complete assignments.
- Limit the number of diseases studied in depth.
- Provide scaffolded questions to guide student responses on tests and assignments.

Appendix A: Accommodations and Modification: Unit 2

Accommodations:

- Provide clear, step-by-step visual guides and checklists for emergency procedures.
- Use videos and demonstrations to model EMS components and first aid skills.
- Allow extra time for processing and practicing hands-on skills.
- Provide written and verbal instructions for all activities and assessments.
- Use simplified language and define medical terms before use.
- Offer one-on-one or small group support during skill practice.
- Provide access to peer or adult mentors for role-playing emergency scenarios.
- Use assistive technology such as speech-to-text or video captioning.
- Allow breaks during physically or cognitively demanding activities.
- Offer graphic organizers to help organize information about EMS and emergency steps.

Modifications:

- Reduce the number of emergency scenarios students must learn in detail.
- Simplify explanations and focus on the most critical first aid steps.
- Limit written assignments; allow oral presentations or demonstrations instead.
- Modify assessments by providing multiple-choice or true/false questions instead of open-ended.
- Provide fill-in-the-blank or matching activities to reinforce key concepts.
- Allow use of reference materials during assessments.
- Focus on recognition and awareness rather than mastery of all skills.
- Shorten lessons or split content over more sessions to reduce cognitive load.
- Substitute complex terminology with everyday language.
- Provide structured practice opportunities with frequent feedback to build confidence.

Appendix A: Accommodations and Modification: Unit 3

Accommodations:

- Provide clear, concise written and verbal instructions with visuals to explain complex concepts.
- Use multimedia resources (videos, infographics) to illustrate physical effects and consequences of drug abuse.
- Allow extra time for processing information and completing assignments.
- Provide glossaries of key terms related to drug and alcohol abuse.
- Use graphic organizers or concept maps to help organize information about causes, effects, and treatments.
- Allow students to work in pairs or small groups for discussions and activities.
- Offer alternative formats for content delivery (e.g., audio recordings, captions).

- Provide frequent check-ins and clarifications during lessons.
- Use real-life scenarios and role-plays to engage students and contextualize learning.
- Break lessons into smaller, manageable chunks with summaries to reinforce learning.

Modifications:

- Simplify language in reading materials and assessments to focus on core ideas.
- Reduce the amount of required content by focusing on the most critical physical and legal effects.
- Limit written assignments and allow alternative responses (oral presentations, drawings).
- Modify assessments to include multiple-choice or true/false questions instead of essays.
- Shorten lesson durations or spread lessons over multiple sessions.
- Provide guided notes or fill-in-the-blank worksheets to support understanding.
- Focus on recognition of signs and consequences rather than detailed scientific explanations.
- Provide prompts or sentence starters to assist in discussion or written work.
- Use frequent, low-stakes quizzes to reinforce key concepts rather than high-pressure testing.
- Allow use of reference materials during assessments to support success.

Appendix A: Accommodations and Modification: Unit 4

Accommodations:

- Provide visuals such as food charts, diagrams of MyPlate, and labeled nutrient infographics.
- Offer guided notes, outlines, or graphic organizers for lectures on nutrients and dietary habits.
- Present information through multiple formats (videos, demonstrations, hands-on activities).
- Allow additional processing time for reading food labels, analyzing diets, or completing activities.
- Use real-world examples (local meals, familiar cultural foods) to connect content.
- Offer opportunities for verbal responses or discussions instead of only written work.
- Provide sentence starters or word banks for explaining nutrient functions or dietary comparisons.
- Use small-group or peer-assisted learning for exploring and comparing diets.
- Incorporate manipulatives (like food models or portion plates) to demonstrate serving sizes.
- Give frequent comprehension checks and clarifications to ensure understanding before moving on.

Modifications:

- Simplify the language and depth of reading materials (focus on main nutrient functions rather than advanced biochemistry).
- Reduce the number of nutrients or concepts a student must describe (e.g., focus only on carbohydrates, proteins, and fats instead of all six).
- Limit comparative diet analysis to one other country instead of multiple.
- Shorten assignments (e.g., write about two ways to improve a diet instead of five).

- Provide pre-filled data or examples when analyzing nutritional labels or MyPlate guidelines.
- Allow alternative formats for demonstrating understanding (oral explanation, drawings, or matching activities instead of essays).
- Modify research tasks by providing curated sources instead of having students search independently.
- Use scaffolded activities (e.g., matching nutrients to functions rather than open-ended writing).
- Focus on recognition of healthy habits and key terms rather than detailed cause-and-effect analysis.
- Adjust portion-control lessons to simpler visuals with fewer steps for students who need reduced cognitive load.

Appendix B: Instructional Best Practices and Exemplars:

Appendix B: Instructional Best Practices and Exemplars: Unit 1

Sample Activities:

- **Create a Personal Preventive Health Plan**
  Students outline a customized plan that includes regular health screenings, vaccines, and strategies for disease prevention relevant to their age group.
- **Drug Action Simulation**
  Through a guided role-play or interactive model, students demonstrate how certain medications work in the body (mimicking or blocking cells) and contrast this with the effects of drug abuse.
- **Vaccine and STI Prevention Debate**
  In small groups, students research biomedical prevention methods (like HPV or hepatitis vaccines, PrEP/PEP) and participate in a structured class debate on their benefits and challenges.
- **Emerging Treatments Research Roundtable**
  Students investigate a recent advancement in diagnosing or treating diseases (such as gene editing or artificial organ systems) and present findings in a roundtable discussion with peers.
- **Public Health Campaign Mapping**
  Working collaboratively, students create a visual map or infographic showing how local, state, and international efforts (like vaccination drives or public health laws) aim to prevent and control diseases.

Sample Exemplar:

- A detailed personal health care plan that includes a schedule for self-exams, regular screenings, immunizations, and strategies for disease prevention.
- An illustrated explanation showing how a specific medication interacts with cells in the body, alongside a comparison of harmful effects caused by drug misuse.
- A written evaluation describing the effectiveness of HPV and hepatitis B vaccines in reducing STI transmission and improving community health outcomes.
- A case analysis of a recent medical advancement (such as gene editing for disease treatment) and its potential impact on young adult health.

- A report analyzing how local clinics, state initiatives, and global organizations collaborate to control and prevent diseases through vaccination programs and emerging medical technologies.

Appendix B: Instructional Exemplars and Explanations: Unit 2

Sample Activities:

- Conduct a comparison activity where students research different health services (like local clinics, school programs, or community resources) and discuss accessibility and benefits in small groups.
- Host a guest speaker Q&A session with a health professional (e.g., a nurse, public health worker) to explore the process of evaluating health products and services.
- Create a mock consumer investigation in which students review advertisements or websites for health products and determine their credibility and accreditation.
- Engage in a research roundtable where students present findings on a new diagnostic or treatment method for a disease and share possible implications for young adults.
- Map out public health initiatives by locating and listing local, state, and global programs aimed at disease prevention, then discuss how these efforts impact their community.

Sample Exemplar:

- A student creates a detailed report comparing three local health services (such as clinics, school wellness centers, and community organizations) analyzing cost, accessibility, and accreditation.
- A student successfully evaluates a health-related website, identifying credible sources and explaining why some information is unreliable.
- A student presents a case study on a new treatment method for heart disease, including how it is used in both the United States and another country.
- A student develops a summary poster explaining how local and global vaccination programs work together to reduce the spread of communicable diseases.
- A student writes a reflection describing how evaluating health products and services has influenced their choices in selecting safe and effective resources in their own community.

Appendix B: Instructional Best Practices and Exemplars: Unit 3

Sample Activities:

- Small-group discussion and creation of a sample personal health care plan, including preventative screenings and vaccines that would be appropriate for different ages and risk factors.

- Classroom debate on biomedical approaches to preventing STIs and HIV, where students research and present benefits and potential challenges of methods such as vaccines, PrEP, and PEP.
- Role-play scenarios to identify and respond to different types of abuse, focusing on recognizing warning signs and practicing safe ways to seek help.
- Research project on a local or state public health initiative addressing climate-related health issues, followed by sharing findings through a gallery walk or brief presentation to peers.
- Case-study analysis of a real or hypothetical situation involving dating violence or domestic abuse, where students identify the cycle of violence and outline strategies for intervention or support.

Sample Exemplar:

- A detailed personal wellness portfolio that includes a comprehensive health care plan outlining recommended screenings, vaccinations, and preventive strategies appropriate for young adults.
- A written evaluation comparing multiple biomedical approaches (such as PrEP, PEP, and HPV vaccines) with a reasoned explanation of their benefits and potential challenges.
- An analytical essay describing the different types of abuse and illustrating the cycle of violence through researched examples and recommended interventions.
- A multimedia presentation (such as a slide deck or recorded speech) summarizing how local, state, and international agencies are combating climate-related health issues, with specific examples and evidence.
- A reflective report connecting the knowledge of preventive care, biomedical strategies, and understanding of abuse to personal actions that support individual and community health.

Appendix B: Instructional Best Practices and Exemplars: Unit 4

Sample Activities:

- Conduct a class discussion and case study analysis comparing current eating habits of adolescents in different countries and explore how food marketing influences their choices.
- Create and track a week-long log of personal nutrition and physical activity, then reflect on how it affects weight management goals.
- Participate in a hands-on lab activity where students categorize foods by nutrient class and explain how each contributes to overall health and fitness.
- Develop and practice implementing a personal nutrition improvement plan, monitoring progress and making adjustments over a set period.
- Research and present findings on plant-based and organic food trends and how these choices can reduce risks of chronic diseases.

Sample Exemplar:

- A student compares the marketing of fast food in the United States to marketing strategies in Japan and explains how these influence teen eating habits in each country.

- A student explains, using personal data from a food and activity log, how increasing daily exercise while adjusting calorie intake led to healthier weight maintenance over four weeks.
- A student creates a detailed infographic showing how carbohydrates provide energy, proteins build muscle, fats aid in hormone production, vitamins and minerals support body systems, and water regulates temperature and digestion.
- A student develops a personalized nutrition plan that includes balanced meals and hydration goals, monitors their progress for two weeks, and adjusts portion sizes based on their activity level.
- A student researches and reports how plant-based diets have reduced heart disease risk in certain populations, highlighting specific industries promoting these choices and their documented health impacts.