



Leonia School District

Health

Grade 11

Course Description

This course will cover a range of topics related to personal health, mental and emotional health, and alcohol, tobacco, and other drugs.

Pacing Guide

Time Frame	Unit Title
3 Weeks (12-15 Days)	Personal Health
3 Weeks (12-15 Days)	Mental/Emotional Health
3 Weeks (12-15 Days)	Alcohol, Tobacco, and other Drugs

Born on:

Board Approved:

Readopted:

Unit 1: Personal Health

Goals/Objectives of Unit:

After reviewing the NJ learning standards, it has been determined that Juniors will need further understanding in physical/social/emotional health, type of abuse and cycle of violence, drugs and alcohol and relationships. This unit will be a progression from the freshman health class. Students need to have a deeper understanding of personal health to create a well rounded lifestyle, aspects of each of these topics will allow for students to develop their own values that make them individuals.

Core Instructional Resources/Materials:

- [Dosomething.org](http://dosomething.org)
- <https://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>
- <https://care.ucmerced.edu/advocacy/violence-against-lgbtq-people>
- <https://www.glaad.org/resources/ally/6>

NJ-Student Learning Standards:

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.

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.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer.).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

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

2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Statutes (page 20): Mental Health (N.J.S.A. 18A:35-4.39), Sexting (N.J.S.A. 18A:35-4.33), Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.), Dating Violence Education (N.J.S.A. 18A: 35-4.23a), Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)

CHPE Practices (page 16): Acting as responsible and contributing member of society, Building and maintaining healthy relationships, Communicating clearly and effectively (verbal and nonverbal), Resolving conflict, Attending to personal health, emotional, social and physical well-being, Engaging in an active lifestyle, Making decisions, Managing-self, Setting goals, Using technology tools responsibly

Unit 2: Mental & Emotional Health

Goals/Objectives of Unit:

After reviewing the NJ learning standards, it has been determined that Juniors will need further understanding of mental health by touching upon developing skills to support a healthy lifestyle, the impact of stressors and developing an action plan to assist individuals with mental health issues, and evaluate methods to diagnose and treat disease and health conditions. This unit is essential for Juniors because of the development of new relationships and other stressors such as SAT's and starting to look into colleges for the future.

Core Instructional Resources/Materials:

- [Dosomething.org](http://dosomething.org)
- <https://www.nami.org/Your-Journey/Identity-and-Cultural-Dimensions/LGBTQ/>
- <https://www.mhanational.org/issues/lgbtq-communities-and-mental-health>
- <https://www.rethink.org/advice-and-information/living-with-mental-illness/wellbeing-physical-health/lgbtplus-mental-health/>

NJ-Student Learning Standards:

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

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

2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.

2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

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

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

2.3.12.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.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

Statutes (page 20): Consent (N.J.S.A. 18A:35), Dating Violence Education (N.J.S.A. 18A: 35-4.23a), Sexting (N.J.S.A. 18A:35-4.33), Mental Health (N.J.S.A. 18A:35-4.39), Suicide Prevention (N.J.S.A. 18A: 6-111), Sexual Assault Prevention (N.J.S.A. 18A:35-4.3), Domestic Violence Education (N.J.S.A. 18A:35-4.23), Bullying Prevention Programs (N.J.S.A. 18A:37- 17), Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)

CHPE Practices (page 16): Acting as responsible and contributing member of society, Building and maintaining healthy relationships, Communicating clearly and effectively (verbal and nonverbal), Resolving conflict, Attending to personal health, emotional, social and physical well-being, Engaging in an active lifestyle, Making decisions, Managing-self, Setting goals, Using technology tools responsibly

Unit 3: Alcohol, Tobacco, and other Drugs

Goals/Objectives of Unit:

After reviewing the NJ learning standards, it has been determined that Juniors will need further understanding of the impact of alcohol and other drugs, analyze personal choices based on values and beliefs and the impact they make on someone's life, and laws and regulations that impact health and unhealthy behaviors in individuals, families, schools and communities.

Core Instructional Resources/Materials:

- [Dosomething.org](http://dosomething.org)
- <https://nida.nih.gov/drug-topics/substance-use-suds-in-lgbtq-populations>
- <https://americanaddictioncenters.org/lgbtqiapk-addiction/why-substance-abuse-is-higher-within-the-lgbtq-community>

NJ-Student Learning Standards:

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

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

- 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
- 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
- 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
- 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
- 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Statutes (page 20): Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

CHPE Practices (page 16): Acting as responsible and contributing member of society, Building and maintaining healthy relationships, Communicating clearly and effectively (verbal and nonverbal), Resolving conflict, Attending to personal health, emotional, social and physical well-being, Engaging in an active lifestyle, Making decisions, Managing-self, Setting goals, Using technology tools responsibly

General Assessments (may include but not limited to):

Possible Summative Assessment:

- Pre/Post Assessments
- Unit tests
- Projects

Optional Daily Assessment:

- Exit ticket/survey (game/web-based: [Kahoot!](#), [Pear Deck](#), [EdPuzzle](#), [Plickers](#), [Quizizz](#), [FlipGrid](#), Google Suite)
- Reflection/self-assessment tool
- Graphic organizers
- Anecdotal notes/teacher observations