

HEALTH EDUCATION PACING GUIDELINES

GRADE LEVEL: K-5

Assessments: Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes		21 st Century Skills	Technology
Opening Day Procedures	Sept.- 1 Day	N/A			
Pre-Tests	Sept. 2 Days	N/A			
Unit 1: Personal Growth	Sept.-4 Weeks	2.1.2. A.1: Explain what being "well" means and identify self-care practices that support wellness. 2.1.2. A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness. 2.1.2. E.3: Explain healthy ways of coping with common stressful situations experienced by children.		9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an Understanding of the nature and impact of technology, engineering, technological
Unit 2: Social & Emotional Health	Oct.-4 Weeks	2.1.2. E.1: Identify basic social and emotional needs of all people. 2.1.2. E.2: Determine possible causes of conflict between		9.1	8.1 & 8.2

Unit 3: Communications, Decision Making, & Character Ed.	Nov.-4 Weeks	2.2.2. A 1. Express needs, wants, and feelings in health- and safety-related situations. 2.2.2. B.1. Explain what a decision is and why it is advantageous to think before acting. 2.2.2. B.2. Relate decision-making by self and others to one's health. 2.2.2. B.3. Determine ways parents, peers, technology, culture, and the media influence health decisions. 2.2.2. C.1. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	9.1	8.1 & 8.2
Unit 4: Medicines, Drugs, & Addiction	Dec./Jan. 8 Weeks	2.3.2. A.1. Explain what medicines are and when some types of medicines are used. 2.3.2. A.2. Explain why medicines should be administered as directed. 2.3.2. B.1. Identify ways that drugs can be abused. 2.3.2. B.2. Explain effects of tobacco use on personal hygiene, health, and safety. 2.3.2. B.3. Explain why tobacco smoke is harmful to nonsmokers. 2.3.2. B.4. Identify products that contain alcohol. 2.3.2. B.5. List substances that should never be inhaled and explain why. 2.3.2. C.1. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2. C.2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.	9.1	8.1 & 8.2
Unit 5: Nutrition	Feb./Mar.- 4 Weeks	2.1.2. B.1: Explain why some foods are healthier to eat than others. 2.1.2. B.2: Explain how foods in the food pyramid differ in	9.1	8.1 & 8.2
Unit 6: Human Sexuality & Relationships	April.-4 Weeks	2.4.2. A.1. Compare and contrast different kinds of families locally and globally. 2.4.2. A.2. Distinguish the roles and responsibilities of different family members. 2.4.2. A.3. Determine the factors that contribute to healthy relationships. 2.4.2. B.1. Compare and contrast the physical differences and similarities of the genders. 2.4.2. C.1. Explain the factors that contribute to a mother	9.1	8.1 & 8.2
Unit 7: Diseases & Health Conditions	May.-4 Weeks	2.1.2. C.1: Summarize symptoms of common diseases and health conditions. 2.1.2. C.2: Summarize strategies to prevent the spread of common diseases and health conditions. 2.1.2. C.3: Determine how personal feelings can affect one's wellness. 2.2.2. E.1. Determine where to access home, school,	9.1	8.1 & 8.2
Unit 8: Safety	June.-4 Weeks	2.1.2. D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.2. D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. 2.1.2. D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.	9.1	8.1 & 8.2

HEALTH EDUCATION PACING GUIDELINES

GRADE LEVEL: 6

Assessments can be found in the Health and Wellness Book, Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				
Unit 1: Personal Growth & Development	2-3 Days	2.1.6. A.1: Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6. A.2: Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6. A.3: Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world,

Unit 2: Nutrition	2-3 Days	<p>2.1.6. B.1: Determine factors that influence food choices and eating patterns.</p> <p>2.1.6. B.2: Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6. B.3: Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6. B.4: Compare and contrast nutritional information on similar food products in order to make informed choices.</p>	9.1	8.1 & 8.2
Unit 3: Disease & Health Conditions	2-3 Days	<p>2.1.6. C.1: Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6. C.2: Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>2.1.6. C.3: Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p>	9.1	8.1 & 8.2
Unit 4: Wellness: Safety	2-4 Days	<p>2.1.6. D.1: Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>2.1.6. D.2: Explain what to do if abuse is suspected or occurs.</p> <p>2.1.6. D.3: Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>2.1.6. D.4: Assess when to use basic first-aid procedures.</p>	9.1	8.1 & 8.2
Unit 5: Decision Making & Goal Setting	1-2 Days	<p>2.2.6. B.1: Use effective decision-making strategies.</p> <p>2.2.6. B.2: Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6. B.3: Determine how conflicting interests may influence one's decisions.</p> <p>2.2.6. B.4: Apply personal health data and information to support achievement of one's short- and long-term health goals.</p>	9.1	8.1 & 8.2
Unit 6: Character Development	1-2 Days	<p>2.2.6. C.1: Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6. C.2: Predict situations that may challenge an individual's core ethical values.</p> <p>2.2.6. C.3: Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>	9.1	8.1 & 8.2

Unit 7: Advocacy & Service	1 Day	2.2.6. D.1: Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. 2.2.6. D.2: Develop a position about a health issue in order to inform peers.	9.1	8.1 & 8.2
Unit 8: Health Services & Information	1-2 Days	2.2.6. E.1: Determine the validity and reliability of different types of health resources. 2.2.6. E.2: Distinguish health issues that warrant support from trusted adults or health professionals.	9.1	8.1 & 8.2
Unit 9: Interpersonal Communication	2-3 Days	2.2.6. A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6. A.2: Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	9.1	8.1 & 8.2
Unit 10: Medicines	2-3 Days	2.3.6. A.1: Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements. 2.3.6. A.2: Compare information found on over-the-counter and prescription medicines.	9.1	8.1 & 8.2
Unit 11: Relationships	3-4 Days	2.4.6. A.1: Compare and contrast how families may change over time. 2.4.6. A.2: Analyze the characteristics of healthy friendships and other relationships. 2.4.6. A.3: Examine the types of relationships adolescents may experience. 2.4.6. A.4: Demonstrate successful resolution of a problem(s) among friends and in other relationships. 2.4.6. A.5: Compare and contrast the role of dating and dating behaviors in adolescence.	9.1	8.1 & 8.2
Unit 12: Pregnancy & Parenting	5-6 Days	2.4.6. C.1: Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. 2.4.6. C.2: Identify the signs and symptoms of pregnancy. 2.4.6. C.3: Identify prenatal practices that support a healthy pregnancy	9.1	8.1 & 8.2

Unit 13: Drugs & Medicines	5-6 Days	<p>2.3.6. B.1: Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6. B.2: Relate tobacco use and the incidence of disease.</p> <p>2.3.6. B.3: Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p> <p>2.3.6. B.4: Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <p>2.3.6. B.5: Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p>	9.1	8.1 & 8.2
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HEALTH EDUCATION PACING GUIDELINES

GRADE LEVEL: 7&8

Assessments can be found in the Health and Wellness Book, Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				
Unit 1: Personal Growth & Development	2-3 Days	2.1.8. A.1: Assess and apply health data to enhance each dimension of personal wellness. 2.1.8. A.2: Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. 2.1.8. A.3: Relate advances in technology to maintaining and improving personal health. 2.1.8. A.4: Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world,

Unit 2: Nutrition	2-3 Days	<p>2.1.8. B.1: Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8. B.2: Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8. B.3: Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>2.1.8. B.4: Analyze the nutritional values of new products and supplements.</p>	9.1	8.1 & 8.2
Unit 3: Disease & Health Conditions	4 Days	<p>2.1.8.C.1: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8. C.2: Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.8. C.3: Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p>	9.1	8.1 & 8.2
Unit 4: Social & Emotional Health	4 Days	<p>2.1.8. E.1: Analyze how <u>personal assets</u>, <u>resiliency</u>, and <u>protective factors</u> support healthy social and emotional health.</p> <p>2.1.8. E.2: Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8. E.3: Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8. E.4: Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>	9.1	8.1 & 8.2
Unit 5: Interpersonal Communications	2-3 Days	<p>2.2.8. A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.8. A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p>	9.1	8.1 & 8.2

Unit 6: Alcohol, Tobacco & Other Drugs	10 Days	<p>2.3.8. B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8. B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8. B.3 Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8. B.4 Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8. B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8. B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p> <p>2.3.8. B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>2.3.8. B.8 Analyze health risks associated with injected drug use.</p>	9.1	8.1 & 8.2
Unit 7: Relationships	2-4 Days	<p>2.4.8. A.1 Predict how changes within a family can impact family members.</p> <p>2.4.8. A.2 Explain how the family unit impacts character development.</p> <p>2.4.8. A.3 Explain when the services of professionals are needed to intervene in relationships.</p> <p>2.4.8. A.4 Differentiate between affection, love, commitment, and sexual attraction.</p> <p>2.4.8. A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>2.4.8. A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p>	9.1	8.1 & 8.2

Unit 8: Sexuality	5-6 Days	<p>2.4.8. B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</p> <p>2.4.8. B.2 determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.8. B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>2.4.8. B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, <u>STIs</u>, and unintended pregnancy.</p>	9.1	8.1 & 8.2
Unit 9: Pregnancy & Parenting	3-4 Days	<p>2.4.8. C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>2.4.8. C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.</p> <p>2.4.8. C.3 Determine effective strategies and resources to assist with parenting.</p> <p>2.4.8. C.4 Predict short- and long-term impacts of teen pregnancy.</p> <p>2.4.8. C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p>	9.1	8.1 & 8.2
Unit 10: Dependency/Addiction	5-6 Days	<p>2.3.8. C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p> <p>2.3.8. C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>	9.1	8.1 & 8.2

HEALTH EDUCATION PACING GUIDELINES

GRADE LEVEL: 9

Assessments can be found in the Health and Wellness Book, Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				
Unit 1: Personal Growth & Development	2-3 Days	2.1.12. A.1. Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12. A.2. Debate social and ethical implications of the availability and use of technology and medical advances to support wellness.	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world,

Unit 2: Character Development	1 Day	2.2.12. C.1. Analyze current issues facing the disability community and make recommendations to address those issues. 2.2.12. C.2. Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community. 2.2.12. C.3. Analyze current issues facing the disability community and make recommendations to address those issues.	9.1	8.1 & 8.2
Unit 3: Making & Goal Setting	1 Day	2.2.12. B.1. Predict the short and long term consequences of good and poor decision-making on oneself, friends, family, and others. 2.1.12. B.2. Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	9.1	8.1 & 8.2
Unit 4: Disease & Health Conditions	3 Days	2.1.12. C.1. Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies. 2.1.12. C.2. Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions. 2.1.12. C.3 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	9.1	8.1 & 8.2
Unit 5: Nutrition	2 Days	2.1.12. B.1. Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12. B.2. Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12. B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.	9.1	8.1 & 8.2
Unit 6: Safety	3 Days	2.1.12. D.1. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. 2.1.12. D.2. Explain ways to protect against abuse and all forms of assault and what to do if assaulted. 2.1.12. D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	9.1	8.1 & 8.2

Unit 7: Drugs & Medicines	2 Days	2.3.12. A.1. Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. 2.3.12. A.2. Summarize the criteria for evaluating the effectiveness of a medicine. 2.3.12. A3 Relate personal abuse of prescription and over-the-counter medicines to wellness.	9.1	8.1 & 8.2
Unit 8: Dependency/Addiction & Treatments	2 Days	2.3.12. C.1. Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. 2.3.12. C.2. Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free. 2.3.12. C.3 Predict the societal impact of substance abuse on the individual, family, and community.	9.1	8.1 & 8.2
Unit 9: Alcohol, Tobacco & Other Drugs	2 Days	2.3.12. B.1. Compare and contrast the incidence of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. 2.3.12. B.2. Debate the various legal and financial consequences of the use, sale, and possession of illegal substances. 2.3.12. B.3 Correlate increased alcohol use with challenges that may occur at various life stages. 2.3.12. B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. 2.3.12. B.5. Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.	9.1	8.1 & 8.2

Unit 10: Pregnancy & Parenting	3 Days	<p>2.4.12. C.1. Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality</p> <p>2.4.12. C.2. Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities. 2.4.12. C.3 Evaluate the methods and resources available to confirm pregnancy.</p> <p>2.4.12. C.4. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</p> <p>2.4.12. C.5. Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p> <p>2.4.12. C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.</p> <p>2.4.12. C.7 Analyze factors that affect the decision to become a parent.</p>	9.1	8.1 & 8.2
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Unit 11: Relationships	2 Days	<p>2.4.12. A.1. Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</p> <p>2.4.12. A.2. Compare and contrast the current and historical role of life commitments, such as marriage.</p> <p>2.4.12. A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p> <p>2.4.12. A.4. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>2.4.12. A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).</p>	9.1	8.1 & 8.2
Unit 12: Sexuality	2 Days	<p>2.4.12. B.1. Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>2.4.12. B.2. Evaluate information that supports abstinence from sexual activity using reliable research data.</p> <p>2.4.12. B.3 Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</p> <p>2.4.12. B.4. Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>2.4.12. B.5. Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g. Breast/testicular exams, Pap smear, HPV vaccine).</p>	9.1	8.1 & 8.2

**HEALTH EDUCATION
PACING GUIDELINES**

GRADE LEVEL: 10

Assessments can be found in the NJ Drivers Education Manual, Teacher Made Assessments, and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				

Unit 1: Safety	3 Weeks	<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>B. Decision-Making and Goal Setting</p> <p>2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>2.2.12. B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.</p> <p>2.1.12. D.1. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12. D.2. Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p> <p>2.1.12. D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters</p> <p>2.1.12. D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>D. Advocacy and Service</p> <p>2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, National, or global health issue, including but not limited to, organ/tissue donation.</p>	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world,</p>
Unit 2: Alcohol Abuse & Prevention	2 Weeks	2.1.12. D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	9.1	8.1 & 8.2
Unit 3: Basics of Driving	2 Weeks	2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, National, or global health issue, including but not limited to, organ/tissue donation.	9.1	8.1 & 8.2

Unit 4: Laws of Driving	3 Weeks	2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters 2.1.12. D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).	9.1	8.1 & 8.2
Unit 5: Drugs & Alcohol	2 Weeks	2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.	9.1	8.1 & 8.2

HEALTH EDUCATION PACING GUIDELINES

GRADE LEVEL: 11

Assessments can be found in the Health and Wellness Book, Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				

1: Safety	4 Weeks	<p>A. Personal Growth and Development</p> <p>2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12. A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>B. Nutrition</p> <p>2.1.12. B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12. B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>2.1.12. B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p> <p>C. Diseases and Health Conditions</p> <p>2.1.12. C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.</p> <p>2.1.12. C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.12. C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</p> <p>2.1.12. C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>D. Safety</p> <p>2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12. D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p> <p>2.1.12. D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12. D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p> <p>2.1.12. D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p>	<p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world,</p>
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Unit 2: First Aid & Treatment	4 Weeks	<p>A. Personal Growth and Development</p> <p>2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12. A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>B. Nutrition</p> <p>2.1.12. B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12. B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>2.1.12. B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p> <p>C. Diseases and Health Conditions</p> <p>2.1.12. C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.</p> <p>2.1.12. C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.12. C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</p> <p>2.1.12. C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>D. Safety</p> <p>2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12. D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p>	9.1	8.1 & 8.2
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Unit 3: CPR/AED & Rescue Breathing	4 Weeks	<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>A. Personal Growth and Development</p> <p>2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12. A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>D. Safety</p> <p>2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12. D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p> <p>2.1.12. D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12. D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p> <p>2.1.12. D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>2.1.12. D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p>	9.1	8.1 & 8.2
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Unit 4: Drugs, Alcohol & Drugs Enhancer Prevention	4 Weeks	<p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Medicines</p> <p>2.3.12. A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>2.3.12. A.2 Summarize the criteria for evaluating the effectiveness of a medicine.</p> <p>2.3.12. A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.</p> <p>B. Alcohol, Tobacco, and Other Drugs</p> <p>2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p>2.3.12. B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12. B.3 Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>2.3.12. B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>2.3.12. B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p> <p>C. Dependency/Addiction and Treatment</p> <p>2.3.12. C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p>2.3.12. C.2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.</p> <p>2.3.12. C.3 Predict the societal impact of substance abuse on the individual, family, and community.</p>	9.1	8.1 & 8.2
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HEALTH EDUCATION PACING GUIDELINES

GRADE LEVEL: 12

Assessments can be found in the Health and Wellness Book, Teacher Made Assessments and District Assessment Binder.

Unit & Topic	Timelines	NJCCC and Desired Outcomes	21 st Century Skills	Technology
Opening Day Procedures				
Opening Day Pre- Tests				
Unit 1: Pregnancy & Parenting	3 Days	2.4.12. C.1. Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality. 2.4.12. C.2. Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities. 2.4.12. C.3 Evaluate the methods and resources available to confirm pregnancy. 2.4.12. C.4. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination. 2.4.12. C.5. Evaluate parenting strategies used at various stages of child development based on valid sources of information. 2.4.12. C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting. 2.4.12. C.7 Analyze factors that affect the decision to become a parent.	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world,

Unit 2: Sexuality		<p>2.4.12. A.1. Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</p> <p>2.4.12. A.2. Compare and contrast the current and historical role of life commitments, such as marriage.</p> <p>2.4.12. A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p> <p>2.4.12. A.4. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>2.4.12. A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).</p>	9.1	8.1 & 8.2
Unit 2 A: Sexuality		<p>2.4.12. B.1. Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>2.4.12. B.2. Evaluate information that supports abstinence form sexual activity using reliable research data.</p> <p>2.4.12. B.3 Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</p> <p>2.4.12. B.4. Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>2.4.12. B.5. Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g. Breast/testicular exams, Pap smear, HPV vaccine).</p>	9.1	8.1 & 8.2
Unit 3: Advocacy & Service		2.2.12. D.1. Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue including but not limited to, organ/tissue donation.	9.1	8.1 & 8.2
Unit 4: Health Services & Careers		<p>2.2.12. E.1. Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>2.2.12. E2. Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</p>	9.1	8.1 & 8.2
Unit 5: Medicines		<p>2.3.12. A.1. Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>2.3.12. A.2. Summarize the criteria for evaluating the effectiveness of a medicine.</p> <p>2.3.12. A3 Relate personal abuse of prescription and over-the-counter medicines to wellness.</p>	9.1	8.1 & 8.2

Unit 6: Dependency/Addiction & Treatment		<p>2.3.12. C.1. Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p>2.3.12. C.2. Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.</p> <p>2.3.12. C.3 Predict the societal impact of substance abuse on the individual, family, and community.</p>	9.1	8.1 & 8.2
Unit 7: Alcohol, Tobacco & Other Drugs		<p>2.3.12. B.1. Compare and contrast the incidence of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p>2.3.12. B.2. Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12. B.3 Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>2.3.12. B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>2.3.12. B.5. Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p>	9.1	8.1 & 8.2