

# HEALTH Education: 11th grade Curriculum Pacing Guide

Updated 2024

## Unit 1: Safety & First Aid (3 weeks)

- **Understanding circumstances, products, and services will strengthen one's ability to react effectively and efficiently to first aid emergencies.**
- **Reactions to situations can prevent the need for first aid and proactively minimize the traumatic effects when first aid is required.**

Learning Objectives:

Students will be able to

- Identify types of emergencies and circumstances requiring first aid treatments, including life-threatening conditions.
- Recognize a variety of health products and services that are available through the school or community.
- Identify characteristics of emergencies.
- Evaluate how social media and other technology advancements may impact first aid services, including emergency response times.
- Identify how to prevent various types of injuries.
- Identify how common injuries are typically treated.
- Evaluate the best ways to treat particular injuries, considering circumstances or contexts.
- Research how injuries are treated in various contexts and places throughout the world.
- Describe how to prevent the spread of communicable diseases, including Lyme's Disease.

*NJSLS Standards:*

- *Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (eg., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual) (CHSS.5)*
- *Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the US and in other countries (HCDM.4).*
- *Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (HCDM.5)*

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## Unit 2: Healthy Relationships (3 weeks)

- **Recognizing what constitutes abuse empowers individuals to take actions against those who abuse.**
- **Recognizing causes of abuse is important to preventing it and advocating against it.**
- **Understanding legal support and developing personal skills will empower individuals to employ proactive behaviors that help them manage personal relationships.**
- **Creating habits of respectful communications leads to healthier relationships and personal well being.**

Learning Objectives: Students will be able to ...

- Recognize the various types of abuse.
- Exemplify how various types of abuse manifest in different ways through study of common types of abusive relationships.
- Evaluate effects of abuse on one's physical, social, academic, & emotional well being.
- Identify and demonstrate understanding of the signs of an unhealthy relationship.
- Identify common character traits that contribute to an individual's choices when remaining in harmful relationships.
- Evaluate the impact of societal factors that contribute to unhealthy relationships.
- Analyze how new technology may positively or negatively impact feelings of self-worth and affect relationships.
- Describe ways to advocate for those who feel trapped in abusive relationships.
- Recognize the signs of an unhealthy relationship.
- Demonstrate strategies to prevent and manage interpersonal conflicts without harm.
- Demonstrate understanding of the laws as they pertain to consent, harmful sexual behaviors, and intimate or domestic relationships.
- Identify self-help resources and local agencies or programs that offer support for managing unhealthy relationships.
- Demonstrate understanding of the state and federal laws related to intimate relationships and sexual violence.
- Demonstrate the ways to show respect for boundaries in relationships.
- Evaluate scenarios of relationships to develop skills for establishing and sustaining healthy relationships.

*NJSLS Standards:*

- *Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence) 2.1.12.SSH.4*
- *Demonstrate ways to show respect for boundaries of others as they relate to intimacy and sexual behavior 2.1.12.SSH.5*
- *Analyze the state and federal laws related to minors; ability to give and receive sexual consent and their association with sexually explicit behavior 2.1.12.SSH.10*
- *Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence) 2.1.12.PS.5*
- *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, and gender-based violence 2.3.12.PS.6*
- *Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship 2.1.12.SSH.9*

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## Unit 3: Drugs (4 weeks)

- **Because drugs affect the brain, drug abuse has a negative impact on one's physical capacities.**
- **The misuse and abuse of drugs affects one's social relationships, mental well-being, and achievement goals.**
- **Knowledge of one's own personal inclinations, resources, and prevention strategies will empower individuals to effectively manage their own wellness.**
- **Drug abuse affects individuals, groups, and communities, contributing to cultural conflicts and consequences.**
- **Comprehensive understanding of laws and regulations that govern drug use promotes prevention and, thus, positively impacts our culture.**

### Learning Objectives:

- Identify real-life examples that illustrate the impact of drugs on a person's physical abilities.
- Identify ways in which drugs block or imitate brain cells.
- Provide examples of how drugs and medicine can block the actions of certain cells
- Demonstrate understanding of brain development and predict how healthy and unhealthy behaviors will affect the brain by providing examples of impact for people of varying ages.
- Correlate drug use and abuse with incidences of drug-related injuries and deaths.
- Understand and evaluate how drug abuse affects many facets of one's life.
  - Correlate drug use and abuse with poor academic performance, broken personal relationships, and poor sense of self-worth.
  - Correlate how drug use and abuse lead to physical harm, including accidents and tragedies.
  - Evaluate choices of individuals in real-life scenarios to identify effects of those choices on various aspects of one's life.
  - Analyze studies of individuals who abuse drugs and alcohol to determine how their behaviors affected their overall well-being, their inclination to take risks, and the likelihood of their injury.
- Identify personal beliefs and how they correlate to predictors of substance use.
- Evaluate how trauma and daily stressors contribute to drug abuse and misuse.
- Evaluate contexts in scenarios to apply knowledge of strategies that are appropriate responses to various situations.
- Analyze the various resources available for them through the school and community
- Recognize mental health advocacy groups in their community.
- Identify personal resources that would support a healthy lifestyle.
- Research options available to manage addiction, including therapy, medical treatment, community programs, and training.
- Evaluate how access to local and state resources affects the power individuals have to manage addiction, to make healthy choices, and to
- Create a plan for personal practices and describe strategies that can support those who struggle with drug abuse or addiction.
- Evaluate resources available to various groups of people and the impact of access on their health and community culture.
- Demonstrate understanding of drug laws and state regulations that impact those who abuse, misuse, and sell drugs.
- Evaluate the impact of education on the trends in drug abuse and use.

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## NJSLS Standards:

- *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. (PGD.1)*
- *Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 2.1.12.PGD.2*
- *Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness) 2.1.12.EH3*
- *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. 2.1.12.HCDM.2*
- *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.1*
- *Develop an advocacy plan for health issues and share this information with others who can benefit. 2.1.12.CHSS.2*
- *Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (eg., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual) 2.1.12.CHSS.5*
- *Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. 2.3.12.ATD.1*
- *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.2*
- *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.ATD.3*
- *Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness and academic performance. 2.3.12.DSDT.1*
- *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.2*
- *Examine the drug laws, and regulations of the State of New Jersey, other states and the effects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis, CBD products, opioids.) 2.3.12.DSDT.3*
- *Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 2.3.12.DSDT.4*
- *Evaluate the effectiveness of various strategies and skills to 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). 2.3.12.DSDT.5*