

HEALTH Education: 12th grade Curriculum Pacing Guide

Updated 2024

Unit 1: Emotional & Mental Health (3-4 weeks)

- Understand what can weaken or strengthen a person's social, emotional, and overall mental health.
- Recognize the symptoms of mental, emotional and behavioral disorders that are commonly diagnosed in the community.
- Understand that using stress management techniques will improve one's total health and prevent destructive decisions (self harm/suicide).
- Understand that to achieve optimal health, one must have good mental/emotional, social, and physical health.

Learning Objectives: *Students will be able to ...*

- Identify different types of stress and stressors.
- Identify the six influences on health to determine how each can have a positive or negative effect on a person's overall well-being.
- Identify different types of mental health disorders.
- Evaluate daily stressors that their generation faces.
- Identify the difference between a healthy and unhealthy relationship.
- Compare/contrast the various forms of dating violence and harassment
- Analyze positive and negative health messages delivered through media and technology to see their impact on an individual.
- Identify ways in which climate change affects one's mental health.
- Identify the impact of mental health disorders on one's daily life, including personal relationships and capabilities for achievement.
- Identify the difference between a healthy and unhealthy relationship.
- Compare/contrast the various forms of dating violence and harassment.
- Research local resources in which they can receive stress management techniques in the local community.
- Debate mental health disorders and the importance of making more people aware of the symptoms.
- Create brochures about the different mental health disorders.
- Research techniques for managing different types of stressors.
- Analyze the impact physical health has on social and emotional well-being.
- Evaluate the impact of stress management strategies on personal well-being, including on self-perceptions and on relationships with others.
- Identify personal stressors and discuss how they have handled them in past experiences.
- Demonstrate understanding of the six influences on health to determine how each can have a positive or negative effect on a person's overall well-being.
- Research local resources in which they can receive stress management techniques in the local community.
- Design a stress management plan.
- Create a daily routine to achieve optimal health.

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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. (2.1.12.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)*
- *Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. (2.1.12.EH.1)*
- *Analyze factors that influence the emotional and social impact of mental health illness on the family. (2.1.12.EH.2)*
- *Describe strategies to appropriately respond to stressors in a variety of situations (2.1.12.EH.3)*
- *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.EH.4)*
- *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. (2.1.12.CHSS.9)*

Unit 2: Reproductive Health & Parenting (3-4 weeks)

- **There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.**
- **There are many decisions to be made related to pregnancy and childbirth that will have short and long term impacts.**
- **Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.**
- **Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.**

Learning Objectives: *Students will be able to ...*

- Identify the structure and understand the function of the male/female reproductive system.
- Research the different methods of contraception.
- Understand and evaluate the effectiveness of methods for preventing pregnancy (including abstinence, as well as birth control devices, prescriptions, and medications).
- Identify characteristics of resources that can be trusted, including people in positions to offer support.
- Demonstrate understanding of risks associated with behaviors and attitudes regarding sexual health.
- Demonstrate understanding of multiple perspectives on birth control, including obstacles that exist for various groups.
- Evaluate sources of information in research on effectiveness of contraceptive methods and services.
- Create a personal list of preferred choices of methods for preventing contraception.
- Identify the stages of pregnancy and birth.
- Demonstrate understanding of the emotional, physical, and financial responsibilities of parenting.
- Identify options for unplanned pregnancy.
- Identify different avenues to receive medical care of diagnosis of diseases or cancers.

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- Demonstrate understanding of multiple perspectives on the pregnancy experience.
- Evaluate the impact of obstacles faced by multiple groups in society regarding access to medical care and mental support during pregnancy.
- Identify causes of various birth defects and complications.
- Evaluate management skills and knowledge that are critical to effectively caring for a child.
- Research and demonstrate understanding the impact child rearing has on parents, particularly young parents, in terms of finances and overall health (including social, emotional, and physical well-being).
- Research and demonstrate understanding of responsibilities and skills associated with various stages of a child's life.
- Evaluate the effect of the body's physical needs and the impact of adolescent hormones on decision-making.
- Research different types of sexually transmitted infections.
- Research different avenues to receive medical care of diagnosis of diseases or cancers.
- Understand and evaluate the effectiveness of methods for preventing Sexually transmitted diseases or infections (including abstinence, condoms, dental dams).
- Research and evaluate efforts of community and global resources for preventing and managing diseases.
- Identify characteristics of resources that can be trusted, including people in positions to offer support.
- Demonstrate understanding of risks associated with behaviors and attitudes regarding sexual health.
- Describe a plan for preventing disease and infections.
- Demonstrate understanding for how to seek treatment from professionals and care for common diseases, infections, and health conditions.
- Identify characteristics of resources that can be trusted, including people in positions to offer support.
- Research the Safe Haven Law and how to access its services regarding unwanted pregnancies.
- Research resources for accessing pregnancy support, birth control, adoption, and child care.

NJSLS Standards:

- *Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams) (2.1.12.PP.1)*
- *Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. (2.1.12.PP.2)*
- *Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. (2.1.12.PP.3)*
- *List the major milestones of each trimester of fetal development utilizing medically accurate information. (2.1.12.PP.4)*
- *Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). (2.1.12.PP.5)*
- *Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.(2.1.12.PP.6)*
- *Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. (2.1.12.PP.7)*
- *Assess the skills needed to be an effective parent. (2.1.12.PP.8)*
- *Evaluate parenting strategies used at various stages of child development based on reliable sources of information (2.1.12.PP.9)*

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- *Describe the human sexual response cycle, including the role of hormones and pleasure. (2.1.12.SSH.8)*
- *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.1)*
- *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.3)*
- *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.5)*
- *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.4)*
- *Explain the purpose of the Safe Haven Law and identify locations in your community. (2.1.12.CHSS.3)*
- *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.4)*
- *Evaluate the validity of health information, resources, services, in school, home and in the community. (2.1.12.CHSS.6)*

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Unit 3: Social & Sexual Health (3-4 weeks)

- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
- How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.
- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- There are many factors that influence how we feel about ourselves and the decisions that we make.

Learning Objectives: *Students will be able to ...*

- Identify age of consent and demonstrate understanding of consent laws.
- Demonstrate understanding of state and local laws regarding domestic violence.
- Identify the characteristics of biological sex and sexual identity.
- Identify domestic violence hotlines and evaluate the value of resources.
- Examine how important tolerance and respect are when discussing current debates about gender and sex.
- Evaluate the effects of perceptions and stereotypes regarding gender identity and sexual orientation.
- Demonstrate understanding of various gender identities and sexual orientations.
- Evaluate the influence of various social media platforms.
- Evaluate how policies may positively or negatively impact one's safety and mental health in regard to sexual identity and orientation.
- Demonstrate understanding of the variety of ways in which one's environment (including family, culture, and friends) influences a person's feeling of safety, ability to engage in healthy relationships, and potential for leading a successful, fulfilling life.
- Identify and evaluate the impact of language in real-life scenarios involving communication of perspectives.
- Practice use of specific language to communicate needs and perspectives.
- Evaluate common language that can negatively or positively impact relationships.
- Analyze examples of manipulative language and tactics that endanger one's life, particularly in regard to sexual exploitation.
- Demonstrate understanding of common reasons for human vulnerability to manipulation.
- Demonstrate understanding of common methods for manipulation that leads to unhealthy relationships and personal behaviors.
- Develop skills to resist sexting and improper cell phone use.
- Evaluate impact of sexting, including possible consequences on relationships, personal reputation, and mental health.

NJSLS Standards:

- *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.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, dating violence, and gender-based violence. (2.3.12.PS.6)*
- *Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. (2.3.12.PS.7)*

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- *Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. (2.1.12.SSH.1)*
- *Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. (2.1.12.SSH.2)*
- *Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. (2.1.12.SSH.3)*
- *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 the boundaries of others as they relate to intimacy and sexual behavior. (2.1.12.SSH.5)*
- *Analyze the personal and societal that could keep someone from leaving an unhealthy relationship. (2.1.12.SSH.9)*