

Cedar Grove School District

Health -Grade 12

Approved by the Cedar Grove Board of Education

February 2017

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Health – Grade 12

This course includes a focus on mental and emotional health and its importance to the development of personal wellness. Stress management, the consequences of poor emotional health, diseases and addictions that affect emotional health, and available emotional health resources are explored.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for
Comprehensive Health and Physical Education**

The standards are located at
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>



Overview of Emotional Health

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

E. Social and Emotional Health

- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

C. Character Development

- 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.

Enduring Understandings

Good emotional health is an integral part of total wellness.
Good decision making skills helps to promote a sense of emotional well-being

Essential Questions

- 1) What is emotional and mental health?
- 2) How can we establish and maintain emotional and mental wellness?

Content

- A. Explore the meaning of mental health and define what it means to be an emotionally healthy person.
- B. Mental health resources
- C. A plan for good decision making

Skills

- A1. Review the health triangle-physical, emotional, and social health. What role does emotional health play in complete wellness.
- A2. Evaluate case studies which exemplify high and low levels of emotional health. Create lists which characterize both the high and low levels of emotional health and the effects it has on personal wellness.
- A3. Complete a personal inventory that is meant to assess your level of emotional health.
- B1. Brainstorm mental health resources available in both school and community.

- C1. Practice implementation of a plan for thoughtfully made decisions and brainstorm all possible solutions to a problem.
- C2. Use the HELP strategy that will provide them with useful questions that will help guide them through the decision making process.
- C3. Work in groups and act out scenario using the six steps for making decisions to understand what it takes to solve problems and make ethical and valuable decisions.

Stage 2: Assessment Evidence

Assessments

Formative: Dramatization

Formative: Dramatization

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative Learning Situations
- Guided Practice
- Differentiated Instruction
- Performance Assessments
- Projects
- Simulation Activities
- Role Playing Situations
- Technology Infusion
- Homework Review
- Test/Exam Review
- Research

Resources

Health Making Life Choices. Sizer-Webb, Whitney, DeBruyne. (2010). The McGraw-Hill Companies, Inc.



Your Changing Emotions

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 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 the social and ethical implications of the availability and use of technology and medical advances to support wellness.

2.2 Integrated Skills

B. Decision-Making and Goal Setting

- 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.

C. Character Development

- 2.2.12.C.1 Analyze the impact of competition on personal character development.
- 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.

Enduring Understandings

An emotionally healthy person effectively handles negative and positive emotions equally well.

Essential Questions

- 1) What are the differences between positive and negative emotions?
- 2) How can you balance and change your emotions to create a lifestyle of wellness?
- 3) What are the consequences of different types of negative emotions and conflicts?

Content

- A. Range of Emotions
- B. Emotions as positive or negative feelings.
- C. Negative Emotions
- D. Dealing with emotions

Skills

- A1. Form groups to compile lists of the many human emotions.
- A2. Compare all the lists to create a complete picture of human feelings.
- B1. Brainstorm scenarios where particular emotions would result and classify as having positive or negative impact on an individual
- C1. Identify through class polls the most common negative emotions.
- C2. Discuss ANGER as a negative emotion and ways to minimize its impact on emotional health.
- C3. Cite instances where rage has impacted people and societies.
- C4. Discuss DEPRESSION as a negative emotion by creating a list of signs and symptoms. Emphasize that threats of self injury should be taken seriously.

- C5. Define grief and suggest ways to help oneself or others cope with it.
Rank the suggested ways according to group consensus.
- D1. Use "feeling faces" to volunteer reactions to situations read aloud by the teacher.
- D2. Analyze variations in people's feelings when in the same situation.
- D3. Propose possible consequences in inability to face emotions and cope in appropriate ways

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative Learning Situations
- Guided Practice
- Differentiated Instruction
- Performance Assessments
- Projects
- Simulation Activities
- Role Playing Situations
- Technology Infusion
- Homework Review
- Test/Exam Review
- Research

Resources

Health Making Life Choices.Sizer-Webb, Whitney, DeBruyne. (2010). The McGraw-Hill Companies, Inc.



Promoting Positive Self-Esteem and Body Image

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 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 the social and ethical implications of the availability and use of technology and medical advances to support wellness.

E. Social and Emotional Health

- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.

2.2 Integrated Skills

B. Decision-Making and Goal Setting

- 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.

C. Character Development

- 2.2.12.C.1 Analyze the impact of competition on personal character development.

Enduring Understandings

Self esteem is a component of self that can fluctuate throughout the life cycle and a person with good self esteem has a great chance to be successful.

Essential Questions

1. What is self-esteem?
2. How does self-esteem play a role in emotional growth, overall health, and behavior?
3. How can one develop self-esteem to achieve personal wellness

Content

- A. Define self esteem and how it relates to emotional health
- B. Strategies for raising/promoting self esteem
- C. The influence of body image on self esteem
- D. Body image and the development of eating disorders
- E. The media and its influence on self esteem and body image

Skills

- A1. Asses their personal self-esteem using an inventory.
- A2. Brainstorm parallels between good self esteem and levels of emotional health. Show relation of positive self esteem and success through success stories and statistics.
- B1. Create examples of things that influence our self esteem and read them aloud to the class.
- B2. Gauge reactions by students holding up colored sheets of paper -Red-Huge, Yellow-Moderate, and Blue-None

- B3. Create what would you do cards with situations attributed to lowering self-esteem. After randomly selecting cards tell what could be done to help elevate self esteem for the individual in the situation.
- B4. Create a list of actions that can bolster your self-esteem and improve your self image.
- C1. Complete a Body Image Rating scale by circling the drawn figure which best matches your body. Put an X in the figure that would most satisfy you.
- C2. Discuss why the two responses are the same or different and how a positive body image contributes to self esteem.
- D1. Discuss how fad diets and eating disorders relates to body image and self esteem.
- D2. Read a story on eating disorders and brainstorm a list of effects that eating disorders (anorexia/bulimia) have on a personal wellness.
- D3. Create a nutrition and physical activity plan/guide that will help them achieve a certain body image and diet that will promote self esteem in a healthy and positive manner.
- E1. Discuss the influence the media plays on body image and whether it promotes a positive or negative message to the media.
- E2. Watch a video on how the media enhances celebrities body images through editing, sculpting, and airbrushing the entire image that fools and brain washes the consumers.

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative Learning Situations
- Guided Practice
- Differentiated Instruction
- Performance Assessments
- Projects
- Simulation Activities
- Role Playing Situations
- Technology Infusion
- Homework Review
- Test/Exam Review
- Research

Resources

*Health Making Life Choices.*Sizer-Webb, Whitney, DeBruyne. (2010). The McGraw-Hill Companies, Inc.



Stress and Stress Management

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

E. Social and Emotional Health

- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

E. Health Services and Information

- 2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

Enduring Understandings

Stress is a part of everyone's daily life.
Stress can have great influence on physical and emotional health
Stress management strategies will differ from person to person.

Essential Questions

1. What is stress and how does it affect personal wellness?
2. How can we demonstrate healthy ways to manage stress?

Content

- A. The nature and causes of stress
- B. The body's response to stress

Skills

- A1. View stress as a factor which influences health, both physical and emotional.

C. Managing stress

- A2. Distinguish between positive and negative stress
- A3. Compile lists of life situations known to cause stress and compare how the list changes as developmental stages change
- B1. Outline the body's stress response.
- B2. Discuss the effect of stress on the immune system
- B3. Research stress related disease processes
- C1. Utilize time management strategies to overcome stressful schedules and start to implement them into one's daily living.
- C2. Practice progressive relaxation or basic meditation exercises as a means of combating stress
- C3. Investigate the role of exercise and fitness in maintaining a healthy stress response
- C4. Explore affiliations with fitness facilities by critiquing cost, membership plans, accessibility and benefits.
- C5. Suggest other stress reduction methods based on personal preference.

Stage 2: Assessment Evidence

Assessments

Formative: Personal Project

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative Learning Situations
- Guided Practice
- Differentiated Instruction
- Performance Assessments
- Projects
- Simulation Activities
- Role Playing Situations
- Technology Infusion
- Homework Review
- Test/Exam Review
- Research

Resources

Health Making Life Choices. Sizer-Webb, Whitney, DeBruyne. (2010). The McGraw-Hill Companies, Inc.



Consequences of Poor Emotional Health

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

C. Diseases and Health Conditions

- 2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

E. Social and Emotional Health

- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

E. Health Services and Information

- 2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

Enduring Understandings

Students will realize the consequences of poor emotional health. There are many types of addictions and diseases that accumulate due to poor emotional health.

Essential Questions

1. What are the major consequences of poor emotional health?
2. What kinds of diseases/addictions can arise with poor emotional health?
3. How can one identify signs, cause, and effects of the addictions associated with poor emotional health?

Content

- A. Adolescent depression and suicide
- B. Addiction
- C. Self Injury

Skills

- A1. Create and analyze a list of symptoms of depression-which may include emotional, physical, and social symptoms.
- A2. Discuss warning signs of depression and suicide, including common precipitating events.

- A3. Review suicide risk factors by identifying and understanding different risk factors and some causes of these risk factors.
- A4. Distinguish between facts and myths that may make preventing suicides harder.
- B1. Understand the different addictions that may arise because of the poor emotional health such as: tobacco, alcohol, drugs, eating disorders, and gambling.
- B2. List the causes and effects of each of these addictions that promote poor emotional health.
- B3. Watch and read stories on the different types of addictions and the negative effects they have on ones life.
 - C1. Learn about the issues of self injury including: signs and symptoms, appropriate peer responses, importance of adult intervention and positive outcomes to help seeking.
 - C2. Determine personal risk for adopting d=self-injurious behaviors.
 - C3. Develop strategies designed to replace self-injurious thoughts and behaviors with more adaptive coping skills.
 - C4. Practice help seeking for oneself, or on behalf of a friend, when facing self injury.
 - C5. Adopt responsible and health conscious attitudes towards self injury and mental health.

Stage 2: Assessment Evidence

Assessments

Formative: Personal Project

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative Learning Situations
- Guided Practice
- Differentiated Instruction
- Performance Assessments
- Projects
- Simulation Activities
- Role Playing Situations
- Technology Infusion
- Homework Review
- Test/Exam Review
- Research

Resources

- Health Making Life Choices.* Sizer-Webb, Whitney, DeBruyne. (2010). The McGraw-Hill Companies, Inc.
- SOS Signs of Suicide High School Program - Implementation Guide and Resources.* Jacobs, Douglas, MD. (2009). Screening for Mental Health, Inc.
- Signs of Self-Injury Program ACT to Prevent Self-Injury.* Jacobs, Walsh, McDade, and Pigeon. (2009). Screening for Mental Health, Inc.



Emotional Health Resources

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 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 the social and ethical implications of the availability and use of technology and medical advances to support wellness.

C. Diseases and Health Conditions

- 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 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

E. Social and Emotional Health

- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

Enduring Understandings

There are many resources such as peer groups, health professionals, counseling, and health lines that are willing to help people gain emotional wellness.

Essential Questions

1. Why may adolescents seek help for dealing with their emotional health?
2. What kind of help (groups, resources, doctors) is there for people seeking to improve or gain emotional wellness.

Content

- A. Reasons for seeking help
- B. Sources of help for those in need
- C. Professionals in the mental and emotional health field

Skills

- A1. Identify an array of reasons that adolescents may seek help for their emotional health including depression, suicidal thoughts, feelings of intense grief or feelings of loss

- A2. Understand that there is no shame in seeking outside help for problems that cannot be conquered alone
- B1. Differentiate between psychotherapy and behavior therapy
- B2. Utilize community resources for emotional health assistance including counseling and help lines.
- B3. Research reliable internet sources.
- C1. Obtain a list of certified and/or accredited mental health professions
- C2. Understand the role of a psychiatrist in giving mental health assistance
- C3. Understand the role of a psychologist in providing mental health services
- C4. Describe the contributions of psychiatric nurses, social workers and counselors to the field of mental health services

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative Learning Situations
- Guided Practice
- Differentiated Instruction
- Performance Assessments
- Projects
- Simulation Activities
- Role Playing Situations
- Technology Infusion
- Homework Review
- Test/Exam Review
- Research

Resources

1. Sizer-Webb, Whitney, DeBruyne. (2010). *Health Making Like Choices*. The McGraw-Hill Companies, Inc.



Mental Illness

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 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 the social and ethical implications of the availability and use of technology and medical advances to support wellness.

C. Diseases and Health Conditions

- 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
- 2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
- 2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

E. Social and Emotional Health

- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

Enduring Understandings

Mental illnesses influence one's functions in a variety of ways and situations.

There are many ways to educate, locate and treat mental disorders that may arise in a life cycle.

Essential Questions

1. How can you identify mental illnesses and ways to conquer or treat these disorders?
2. What treatments are available for people with mental disorders?

Content

- A. Defining mental illness
- B. Identifying mental and emotional problems
- C. Types of mental illness
- D. The mentally ill and society

Skills

- A1. Describe mental illness as disorders of thought, behavior or emotion which influence function
- B1. Compose a list of warning signs of mental illness
- B2. Explain the role that heredity has in mental illness
- C1. Define and propose treatment modalities for anxiety disorders
- C2. Define and propose treatment for mood disorders
- C3. Define and propose treatment of personality disorders
- C4. Locate accurate information on specific disorders

- D1. Educate themselves and others about the challenge of providing for the mentally ill in the community
- D2. Understand the effect of mental illness on family and friends

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

- Lecture
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- Cooperative Learning Situations
- Guided Practice
- Differentiated Instruction
- Performance Assessments
- Projects
- Simulation Activities
- Role Playing Situations
- Technology Infusion
- Homework Review
- Test/Exam Review
- Research

Resources

*Health: Making Life Choices, 2nd Edition.*Sizer-Webb, Frances; Whitney, Elanor; DeBruyne, Linda. McGraw Hill, 2014

Teen Health and Wellness. <http://www.teenhealthandwellness.com>