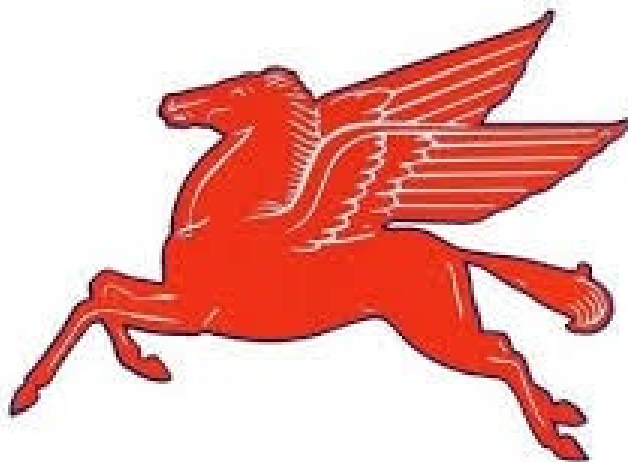


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Health Grade 12

UPDATED 2022

For adoption by all regular education programs
as specified and for adoption or adaptation by all
Special Education Programs in accordance with
Board of Education Policy.

Board Approved: 2022

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Paulsboro Public Schools

Superintendent, Dr. Roy Dawson, III

Board of Education

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Mrs. Theresa Cooper

Mr. Robert Davis

Ms. Kyana Evans

Mr. Joseph Lisa

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Mrs. Christine Lindenmuth, Director of Curriculum, Instruction & Assessment

Mrs. Anisah Coppin,, Business Administrator/Board Secretary

Mrs. Stacey DiMeo, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

(#) GRADE PACING CHART (2022-2023)

TOPIC	# OF DAYS	DATES	COMMENTS
<i>1 – Personal Growth and Development</i>	8		<i>Focus On Understanding / Knowing</i>
<i>2 – Pregnancy & Parenting</i>	10		<i>Focus On Understanding / Knowing</i>
<i>3 – Emotional Health</i>	8		<i>Focus On Understanding / Knowing</i>
<i>4 – Social & Sexual Health</i>	8		<i>Focus On Understanding / Knowing</i>
<i>5 – Community Health Service and Support</i>	6		<i>Focus On Understanding / Knowing</i>

**Focus Standard:
Personal Growth and Development**

<p>NJSLS - HPE</p> <p>HPE.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.</p> <p>HPE.2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>HPE.2.1.12.A.CS1 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p>HPE.2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflict</p> <p>HPE.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>HPE.2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.</p> <p>HPE.2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health</p> <p>Related Interdisciplinary Standards: CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	Critical Knowledge and Skills	
	Concept(s)/Core Idea: Personal Growth and Development	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<p>1. Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p>	<p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	Formative/Summative Assessments	Primary & Supplementary Resources
	<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6 Demonstrate creativity and innovation.
CRP.K-12.CRP12 Work productively in teams while using cultural global competence.
CRP.K-12.CRP3 Attend to personal health and financial well-being.
Tech 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
Tech 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.
Tech. 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*

- *Verbal testing*

504s

- *Preferential seating.*

- *Extended time on tests and assignments.*

- *Reduced homework or classwork.*

- *Verbal, visual, or technology aids.*

- *Modified textbooks or audio-video materials.*

- *Behavior management support.*

- *Adjusted class schedules or grading.*

- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*

- *Simplify instructions*

- *Provide translated assignments*

- *Provide extra time for assignments / assessments*

- *Offer extra resources as needed*

Focus Standard Pregnancy and Parenting

NJSLS - HPE	Critical Knowledge and Skills	
<p>HPE.2.4.12.C.7 Analyze factors that affect the decision to become a parent</p> <p>HPE.2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.</p> <p>HPE.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</p> <p>HPE.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>HPE.2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p> <p>HPE.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, regular STI testing, and HPV vaccine).</p> <p>HPE.2.4.12.C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.</p> <p>HPE.2.4.12.B.1 Predict the possible long-term effects of adolescent sex on future</p>	Concept(s)/Core Idea: Pregnancy & Parenting	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). 2. 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 3. List the major milestones of each trimester of fetal development utilizing medically accurate information. 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). 	<ol style="list-style-type: none"> 1. There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections. 2. There are many decisions to be made related to pregnancy and childbirth that will have long-term impacts. <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>

	Formative/Summative Assessments	Primary & Supplementary Resources
<p>education, on career plans, and on the various dimensions of wellness. HPE.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. HPE.2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data. HPE.2.4.12.C.4 Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination. HPE.2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality. HPE.2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy.</p> <p>Related Interdisciplinary Standards: CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them. CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee. CRP.K-12.CRP6 Demonstrate creativity and innovation. CRP.K-12.CRP12 Work productively in teams while using cultural global competence. CRP.K-12.CRP3 Attend to personal health and financial well-being. Tech 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking)</p>	<p>FORMATIVE: Do now's, exit tickets, classwork, homework, & quizzes</p> <p>SUMMATIVE: Unit tests</p>	<p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

and disclosure, and on dissemination of personal information.
Tech 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.
Tech. 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

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- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or*

grading.

- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

Focus Standard Emotional Health

Focus Standard Emotional Health		
NJSLs - HPE	Critical Knowledge and Skills	
<p>HPE.2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>HPE.2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis. HPE.2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</p> <p>HPE.2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted. HPE.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>HPE.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>HPE.2.1.12.C.CS1 Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</p> <p>HPE.2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>HPE.2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p>	Concept(s)/Core Idea: Emotional Health	
	Students are able to (performance activity):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle 2. Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 	<p>Students will be able to learn self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> <p>Students will be able to independently use their learning to have the knowledge, skills, and decision making to maintain healthy adult relationships</p> <p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	Formative/Summative Assessments	Primary & Supplementary Resources
	<p><i>FORMATIVE:</i> Do now’s, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

HPE.2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

Related Interdisciplinary Standards:

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.
CRP.K-12.CRP11 Use technology to enhance productivity.
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or*

grading.

- *Verbal testing*

504s

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- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

Focus Standard Social and Sexual Health

<p>NJSLS - HPE</p> <p>HPE.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>HPE.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>HPE.2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.</p> <p>HPE.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>HPE.2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p> <p>HPE.2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</p> <p>HPE.2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>HPE.2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent,</p>	Critical Knowledge and Skills	
	Concept(s)/Core Idea: Social & Sexual Health	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 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. Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. 3. Analyze the benefits of abstinence from sexual activity using reliable resources. 4. Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. 5. Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. 6. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media. 	<p>Students will be able feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p> <p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>

warning signs of dating violence).	Formative/Summative Assessments	Primary & Supplementary Resources
<p>Related Interdisciplinary Standards:</p> <p>CRP.K-12.CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP.K-12.CRP11 Use technology to enhance productivity.</p> <p>CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP.K-12.CRP6 Demonstrate creativity and innovation.</p> <p>CRP.K-12.CRP12 Work productively in teams while using cultural global competence.</p> <p>CRP.K-12.CRP3 Attend to personal health and financial well-being.</p> <p>Tech 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>Tech 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.</p> <p>Tech. 8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint</p>	<p><i>FORMATIVE:</i></p> <p>Do now’s, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i></p> <p>Unit tests</p>	<p>Chromebooks</p> <p>Textbooks</p> <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Video clips</p> <p>Diagrams</p> <p>Visual Props</p>

MODIFICATIONS:

Advanced Learner:

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Students with Disabilities:

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English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*

- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

Focus Standard
Community Health Services and Support

<p>NJSLS - HPE] HPE.2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function. HPE.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. HPE.2.4.12.C.7 Analyze factors that affect the decision to become a parent. HPE.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. HPE.2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness. HPE.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. HPE.2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships. HPE.2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts. HPE.2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts. HPE.2.4.12.B.4 Compare and contrast attitudes and beliefs</p>	Critical Knowledge and Skills	
	Concept(s)/Core Idea: Community Health Services & Support	
	Students are able to (performance expectation):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Develop an advocacy plan for a health issue and share this information with others who can benefit. 2. 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). 3. Evaluate the validity of health information, resources, services, in school, home and in the community. 4. Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). 	<p>Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.</p> <p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>

<p>about gender identity, sexual orientation, and gender equity across cultures.</p> <p>HPE.2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>HPE.2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</p> <p>HPE.2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. HPE.2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p> <p>HPE.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, regular STI testing, and HPV vaccine).</p> <p>Related Interdisciplinary Standards:</p> <p>CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP.K-12.CRP6 Demonstrate creativity and innovation.</p> <p>CRP.K-12.CRP12 Work productively in teams while using cultural global competence.</p>	<p>Formative/Summative Assessments</p> <p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p>Primary & Supplementary Resources</p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>
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CRP.K-12.CRP3 Attend to personal health and financial well-being.

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MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

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- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*

<ul style="list-style-type: none">- <i>Provide extra time for assignments / assessments</i>- <i>Offer extra resources as needed</i>		
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