

**Randolph Township Schools
Randolph High School
Grade 12 Health Curriculum**

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The twelfth-grade health education program is designed to give students the opportunity to examine the impact that decisions and behaviors can have on lifetime wellness. Students will analyze factors that both support and hinder the achievement of personal health goals throughout the stages of life. Students will examine their personal efforts on preventing and controlling disease and health conditions and will examine the available prevention and treatment options for disease control. The curriculum is also designed to give students the ability to analyze the consequences of commonly abused drugs and the effect that drug abuse has on both the individual and community. Through skills-based activities, students will not only understand the short-term and long-term effects of various drugs, but they will also gain an understanding of dependency, addiction, and the treatment process. Students will be able to discuss the consequences of sexual activity as well as the responsibility of being sexually active. Twelfth graders will examine the importance of early detection, in regard to diseases relating to the reproductive systems. In this course, students will also explain the impacts that decisions and lifestyle choices can have on both the individual and others. Students will gain an understanding of their rights and responsibilities relating to health. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	Social Emotional Health and Wellbeing
2 weeks	II	Alcohol, Nicotine, and Other Drugs
1weeks	III	Dependency, Addiction, and Treatment
3 weeks	IV	Sexuality

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Unit I: Social Emotion Health and Wellbeing

TRANSFER: Students will utilize prevention and treatment strategies in order to limit and control disease and help promote an overall physically healthy lifestyle.		
<p>2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>National Health Education Standards</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.	<ul style="list-style-type: none"> • What can people do to protect themselves from disease and illness? • What is the importance of disease prevention?
	A critical component of a healthy social-emotional development is an individual's ability to regulate his or her own emotions based on their knowledge of self, including but not limited to possible disabilities or sexual orientation.	<ul style="list-style-type: none"> • Why is social emotional health and wellbeing important? • How can one seek help for mental illnesses?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Prevention and treatment strategies exist for various diseases and health conditions.	<p>Examine potential solutions to specific health conditions and diseases.</p> <p>Evaluate resources for managing health conditions and diseases.</p>

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Unit I: Social Emotion Health and Wellbeing

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	Individuals can influence the prevention and control of disease at various levels of public health.	Apply prevention strategies in a community. Examine cause of disease from person to person.
	Individuals can influence the prevention and control of disease at various levels of public health	Apply prevention strategies in a community. Examine cause of disease from person to person.
	Mental illness impacts the family, community, and state.	Analyze how environment and personal health are interrelated.
	Medical and technological advances have a direct effect on the diagnosis and treatment of mental illness.	Understand the impact technology has on multiple illnesses. Appreciate the use of technology in the health field.
	Personal understanding of health concepts can aid in the prevention of diseases and disorders.	Create prevention strategies to avoid illness. Examine influences of mental and physical health.

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Unit I: Social Emotion Health and Wellbeing

	External factors can impact an individual's personal health.	Predict the outcome of extenuating health factors on one's personal health. Evaluate resources to combat illnesses and maintain health regarding personal habits.
	Accessing valid health information, products, and services can help in the prevention and maintenance of diseases and disorders.	Select factors which positively impact health.
	The ability to utilize interpersonal communication skills can help individuals prevent and reduce diseases and disorders and promote personal health.	Compare communication methods which promote individual health. Apply communication skills to reduce health risks and illnesses. Develop prevention strategies to reduce illness between others. Evaluate successful communication methods to enhance personal health.
	Personal health behaviors can help individuals avoid and reduce diseases and disorders.	Develop personal healthcare habits to reduce spread of illness. Implement various strategies to reduce the rate of disease in a community.

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Unit I: Social Emotion Health and Wellbeing

	Advocating for personal, family, and community health is a necessary component of disease prevention and treatment.	Justify the importance of relationships to promote health and prevent the spread of disease. Examine treatment methods for diseases and illnesses.
	Analyze various mental illnesses which impact individuals socially, emotionally, and physically.	Analyze various mental illnesses which impact individuals socially, emotionally, and physically.
	KEY TERMS: disease, lifespan, prevention, treatment, disease control, mental illness, diagnosis, treatment, health status, influences, public health, depression, anxiety, stigma, stress	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Describing Factors Essential in the Prevention of an Infectious Disease • Identifying Health Challenges and Solutions in Various Case Studies • Defending the Stigma of Mental Illnesses • Expanding on the Effects Mental Illness has on Family and Relationships • Describing causes and effects of Mental Illnesses • Identifying treatment options of Mental Illnesses <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Simulate the Spread of an Infectious Disease • Create a Newspaper Article on a Mental Illness • Think, Pair, Share of Technological Advances in Mental Illness Treatment 		

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Unit I: Social Emotion Health and Wellbeing

SUGGESTED TIME ALLOTMENT	3 Weeks
SUPPLEMENTAL UNIT RESOURCES	https://www.cdc.gov (Center for Disease Control) https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards) https://kidshealth.org (Kids Health) https://www.corada.com/links/project-lets-let-s-erase-the-stigma

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Unit II: Alcohol, Nicotine, and other Drugs

TRANSFER: Students will allow their knowledge, of the consequences of commonly abused drugs, to guide them away from risky behavior and towards a healthy lifestyle.		
STANDARDS: NJSLS Comprehensive Health Education 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. 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.	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	There are immediate and long-term consequences of risky behavior associated with substance abuse.	<ul style="list-style-type: none"> • What are the consequences of substance abuse? • How can risky behaviors affect long term and short-term goals?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	Commonly abused substances affect both the individual and community.	Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. Predict the potential short-term and long-term impact of each alternative on self and others. Identify the direct effect does Nicotine have on an individual.

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<p>2.3.12.B.4 Correlate the use of alcohol and other drugs with the 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>National Health Education Standards</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Illegal substances can have both legal and financial consequences.</p>	<p>Analyze how peers influence healthy and unhealthy behaviors.</p>
	<p>Challenges that occur throughout an individual's lifespan, can directly affect their use of alcohol.</p>	<p>Justify how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Examine barriers that can hinder healthy decision making.</p> <p>Evaluate personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p>
	<p>Illegal substances increase the likelihood of risky sexual behaviors and assault.</p>	<p>Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p> <p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p>
	<p>Refusal skills are needed to avoid health risks relating to illegal substances.</p>	<p>Construct refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Formulate the potential short-term and long-term impact of alternative on self and others.</p>

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	Unhealthy relationships may influence the use of illegal substances.	<p>Differentiate between individuals who play a positive role in their life.</p> <p>Contemplate which relationships influence healthy behaviors.</p>
	Refusal skills are needed to avoid health risks relating to addictive substances.	<p>Decipher negotiation tactics when refusing drugs or alcohol.</p> <p>Demonstrate communication methods to aid themselves in a risky situation.</p> <p>Evaluate addiction risk in various types of drugs.</p> <p>Analyze the role Nicotine has in use of illegal and legal substances.</p> <p>Identify illegal and legal drugs which contain nicotine and addictive substances.</p>
	KEY TERMS: incidence, impact, commonly abused substances, tobacco, alcohol, Nicotine, marijuana, inhalants, anabolic steroids, legal consequences, financial consequences, date rape, sexual assault, STI's, unintended pregnancies, injected drug use, HIV/AIDS, hepatitis, addiction,	

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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating an Alcohol Impairment Assessment
- Creating a Nicotine Video PSA
- Presenting Drug Classifications
- Role Playing Refusal Strategies for Drug Use
- Illustrating Substance Abuse Treatments

KEY LEARNING EVENTS AND INSTRUCTION:

- Participate in Learning Stations on Long-term/ Short-Term Consequences of Drug Use
- Simulate Alcohol Impairment Through Alcohol Goggle Activities
- Design Alcohol Related Advertisements

SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	https://www.cdc.gov (Center for Disease Control) https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards) https://kidshealth.org (Kids Health) https://www.fda.gov/home (US Food and Drug Administration)

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Unit III: Dependency, Addiction, and Treatment

TRANSFER: Students will use their knowledge of dependency, addiction, and treatment of drugs to maintain a healthy lifestyle		
STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLS for Comprehensive Health Education 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 Analyze the societal impact of substance abuse on the individual, family, and community.	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	<ul style="list-style-type: none"> • How does someone know when they need drug treatment? • How do relationships affect a substance abuser?
	Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.	<ul style="list-style-type: none"> • Why would someone start using drugs? • How does society affect the use of drugs?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> Drug abuse can increase the risk of injury, illness, and death.	<p style="text-align: center;">SKILLS Students will be able to:</p> Distinguish personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. Question the potential severity of injury or illness if engaging in unhealthy behaviors.
National Health Education Standards Standard 1: Students will comprehend concepts related to health promotion		

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Unit III: Dependency, Addiction, and Treatment

<p>and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		<p>Defend the healthy choice when making decisions.</p> <p>Evaluate the effectiveness of health-related decisions.</p> <p>Determine when professional health services may be required.</p>
	Strategies exist to aid an individual in their effort to stop abusing drugs.	<p>Access valid and reliable health products and services.</p> <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Examine how to ask for and offer assistance to enhance the health of self and others.</p> <p>Examine how the family influences the health of individuals.</p>
	Substance abuse can impact the individual, family, and community	Contrast how the school and community can affect personal health practice and behaviors.

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Unit III: Dependency, Addiction, and Treatment

	Effects of substance abuse occur across various cultures and backgrounds.	Evaluate consequences associated with substance abuse across relationships. Formulate refusal skills to avoid health risk behaviors.
	Substance abuse affects both physical and mental health	Examine the long-term and short-term effects of substance abuse to the body.
	Communication skills are necessary to avoid use of substances within families, friends, and the community.	Demonstrate refusal skills with peers to avoid substance abuse. Create communication methods to avoid substance abuse in relationships.
	KEY TERMS: drug abuse, drug related injury, drug-free, substance abuse, drug dependency, cultural, socioeconomic	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Identify signs of drug abuse • Identify communication methods to avoid substance abuse • Create a public service announcement on the signs of substance abuse • List valid and reliable services for substance abuse 		

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Unit III: Dependency, Addiction, and Treatment

KEY LEARNING EVENTS AND INSTRUCTION:

- Role play refusal skills with peers to avoid substance abuse
- Participate in Learning Stations on Long-term/ Short-Term Consequences of Substance Abuse
- Role play refusal skills to avoid health risk behaviors.
- Design Substance abuse related Advertisements

SUGGESTED TIME ALLOTMENT

2 weeks

SUPPLEMENTAL UNIT RESOURCES

<https://www.cdc.gov> (Center for Disease Control)
<https://www.cdc.gov/healthyschools/sher/standards/index.htm> (National Health Standards)
<https://kidshealth.org> (Kids Health)
<https://www.fda.gov/home> (US Food and Drug Administration)

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Unit IV: Sexuality

TRANSFER: Students will take personal responsibility for making healthy choices, in regards, to sexual health and will create a respectful and supportive environment regarding sexuality.		
STANDARDS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLS Comprehensive Health Education		
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.	The decision to become sexually active affects one's physical, social, and emotional health.	<ul style="list-style-type: none"> • What are the consequences of deciding to be sexually active? • What are key items to discuss when deciding to become sexually active? • How does consent effect an individual becoming sexually active?
2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.	Responsible actions regarding sexual behavior impact the health of oneself and others.	<ul style="list-style-type: none"> • What are some responsibilities of being sexually active? • How would someone know if they are ready to be sexually active? • How does consent directly relate to sexual behavior? • How does sexuality effect one's impact in becoming sexually active?
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.		
2.4.12.B.4 Compare and contrast attitudes and beliefs about gender	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	<ul style="list-style-type: none"> • How can someone exhibit a supportive environment for all sexualities? • What is the importance for a safe and supportive atmosphere toward all?

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Unit IV: Sexuality

<p>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, regular STI testing, and HPV vaccine).</p> <p>National Health Education Standards</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication</p>		<ul style="list-style-type: none"> • What ways can gender biases affect mental health in an individual? • How does an individual create a safe environment for any gender and sexuality?
	<p><u>KNOWLEDGE</u></p> <p>Students will know:</p>	<p>SKILLS</p> <p>Students will be able to:</p>
	Adolescent sex can impact an individual's future.	<p>Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>Examine personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>Formulate the potential severity of injury or illness if engaging in unhealthy behaviors.</p> <p>Question how some health risk behaviors can influence a likelihood of engaging in unhealthy behaviors.</p> <p>Examine boundaries between individuals relating to sexual activity.</p>

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Unit IV: Sexuality

<p>skills to enhance health and avoid or reduce health risks</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		<p>Evaluate the importance in consent during sexual activity.</p>
	<p>Credible resources exist that offer support for sexual abstinence</p>	<p>Evaluate the effectiveness of health-related decisions.</p> <p>Evaluate the validity of health information, products, and services.</p> <p>Use resources from home, school, and community that provide valid health information.</p> <p>Compare accessibility of products and services that enhance health.</p> <p>Determine when professional health services may be required.</p> <p>Access valid and reliable health products and services.</p> <p>Evaluate the validity of health information, products, and services.</p>

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Unit IV: Sexuality

	<p>Factors exist that influence the choice of sex methods and contraception.</p>	<p>Access resources from home, school, and community that provide valid health information.</p> <p>Examine the accessibility of products and services that enhance health.</p> <p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Predict the potential short-term and long-term impact of each alternative on self and others.</p> <p>Evaluate the effectiveness of health-related decisions.</p> <p>Weigh how environment and personal health are interrelated.</p> <p>Critique how the culture supports and challenges health beliefs, practices, and behaviors.</p>
	<p>Attitudes towards sexuality vary from culture to culture</p>	<p>Investigate how the school and community can affect personal health practice and behaviors.</p>

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Unit IV: Sexuality

		<p>Question how the perception of norms influences healthy and unhealthy behaviors.</p> <p>Evaluate the validity of health information, products, and services.</p> <p>Analyze biases related to sexuality and gender.</p> <p>Use resources from home, school, and community that provide valid health information.</p>
	Prevention strategies are available for both male and female specific diseases	<p>Contrast the accessibility of products and services that enhance health.</p> <p>Defend the value of applying a thoughtful decision-making process in health-related situations</p> <p>Predict the potential short-term and long-term impact of each alternative on self and others. Evaluate the effectiveness of health-related decisions.</p>
	Communication in relationships is pivotal to your reproductive health.	<p>Evaluate effective decision-making strategies to create a healthy relationship between partners.</p>

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Unit IV: Sexuality

		<p>Demonstrate reliable methods of communication which promote healthy behaviors regarding sexual activity.</p> <p>Examine the influences in society which advocate for healthy behaviors regarding sexual activity.</p>
	Sexuality varies between individuals	<p>Determine various sexualities in existence.</p> <p>Examine gender fluidity in relation to sexuality.</p> <p>Evaluate the history and evolution of LGBT and disabled persons in the world.</p>
	Discrimination exists for people who are considered “the other” including individuals with disabilities and those with various sexual orientations.	Examine how to combat discrimination of LGBT individuals and disabled persons.
	<p>KEY TERMS: career, wellness, abstinence, sexual activity, sex methods, contraception, risk reduction, risk elimination, gender identity, sexual orientation, gender equity, physical exam, preventative healthcare strategies reproductive systems, breast/testicular exams, Pap smear, STI’s,</p>	

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Unit IV: Sexuality

	testing, HPV, vaccine, detection, consent, LGBT	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Illustrating Contraceptives in a Chart • Analyzing Outcomes of Irresponsible Sexual Activity • Evaluating Values of Preventative Healthcare • Compare and Contrast Women and Men Societal Expectations in Relationships • Debating Traditional Gender Stereotypes • Role Play scenarios involving consent • Compare and Contrast various sexualities • Illustrating STI's in a Chart <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Peer Teach about Contraceptives • Debate the Effectiveness of Contraceptives • Research Preventive Healthcare for Reproductive Health • Creation of a Timeline of LGBT rights 		
SUGGESTED TIME ALLOTMENT	3 weeks	
SUPPLEMENTAL UNIT RESOURCES	https://www.cdc.gov (Center for Disease Control) https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards) https://kidshealth.org (Kids Health) https://www.plannedparenthood.org (Planned Parenthood) https://www.cdc.gov/lgbthealth/youth-resources.htm (CDC – LGBT resources)	

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Unit IV: Sexuality

	https://www.glaad.org/resourcelist (GLADD - LGBT resources) https://www.glsen.org/ (GLSEN Gay Lesbian Straight Education Network)
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APPENDIX

A. Section: 18A:35-4.34: Financial literacy instruction

1. The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

B. Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Policy 2422 updated June 2020