

Fair Lawn Public Schools

Fair Lawn, NJ

**Health
Education
Grade 11**

August

2015

**Revised August 2015
Developed August 2015**

Health Education 9-12 is a class developed by the Fair Lawn Schools Health & Physical Education faculty and aligned to the Comprehensive Health & Physical Education Standards which are correlated to the Common Core Standards for Language Arts Literacy, Science and Math

**Comprehensive
Health & Physical
Education**

Fair Lawn School District

Committee Credits

Written By

BARBARA ANN DeCARO
Fair Lawn Curriculum Consultant
For Comprehensive Health & Physical Education

With Input from

**Cory Robinson, Supervisor of
9-12 Health & Physical Education**

Fair Lawn HS

Matt Biello	Sandra Hanrahan
Thomas Cancalosi	Richard Kelly
Alan Clements	Teresa Mielnicki
Dawn Ebner	Amir Saadah
Robert Gentile	Susan Smithlin

Health Education 9-12

I. Course Synopsis

Health, Safety, and Physical Education (N.J.S.A.18A:35): requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate **at least two and one-half hours** in each school week, or proportionately less when holidays fall within the week.

NJDOE MODEL CURRICULUM: <http://www.nj.gov/education/modelcurriculum/peh/>

II. Philosophy & Rationale

The Comprehensive Health & Physical Education program is an integral part of the Fair Lawn Public School education program for all students. Through the health education curriculum students learn to access valid information in ten content areas and strive to attain health literacy. Physical education teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active healthy lifestyle. The discipline also provides learning experiences that meet the developmental needs of our students. The instruction develops knowledge and skills regarding health, ways of life, health habits, and diseases, as well as fostering a readiness to take responsibility and act so as to promote one's own health and the health of others.

Health education is based on a multidisciplinary foundation of knowledge. The task of the instruction is to develop the pupils' cognitive, social, functional, and ethical capabilities, and their capabilities for regulating emotions. Health education develops important skills for the acquisition and application of information and promotes the critical consideration of the values associated with health and well-being.

III. Scope & Sequence

	GRADE 9 TOPICS	TIME	GRADE 10 TOPICS	TIME	GRADE 11 TOPICS	TIME	GRADE 12 TOPICS	TIME
Wellness: Pers. & Mental Health	1. Aspects of Health	1 Week		1 Week		1 Week	1. Goal setting 2. College/career selection	1 Week
Integrated Skills: Family Life	1. Decision- making 2. Conflict Resolution	1 Week		1 Week		1 Week	1. Life after High School 2. Dating/relationships 3. Parenting	1 Week
Wellness: Stress Manage.	1. Stress management	1 Week		1 Week		1 Week	Resiliency	1 Week
Drugs & Medicines: Drugs & Drug Prev.	1. Alcohol 2. Marijuana 3. Tobacco	2 Weeks	1. Alcohol & Tobacco 2. Marijuana 3. Other drugs 4. Steroids 5. OTC and Rx drugs	2 Weeks	1. Other drugs (trending) 2. Drug rehabilitation 3. Steroids 4. E- cigarettes/vaping	2 Weeks	1. Relationship between drug use & sexuality 2. Trending drugs	2 Weeks
Wellness: Com. & Envir Health	1. Trending issues, such as fracking, pollution, communicable disease, etc.	1 Week		1 Week		1 Week	1. Trending issues, such as fracking, pollution, communicable disease, etc.	1 Week
Wellness: Nutrition & fitness	1. Nutrition	1 Week		1 Week	1. Maternal/fetal nutrition	1 Week		1 Week
Hum. Rel. & Sex.: Growth & devel.	1. Birth control 2. Consequences of unplanned pregnancy 3. Sexual abuse prevention	1 Week		1 Week	1. Male & female reproductive systems 2. Impotence 3. Fertilization 4. Embryonic develop. 5.. Fetal development 6. Contraception 7. Sexually transmitted infections 8. Sexual Abuse prevention	1 Week		1 Week
Wellness: Safety & Injury		TBD	1. Drivers Education	TBD	1. First Aid 2. AED	TBD		TBD
Wellness: Disease Prevention	1. Relate preventable healthcare strategies to treatment & prevention	TBD		TBD	1. Relate preventable healthcare strategies to treatment & prevention	TBD	1. HIV/AIDS	TBD

IV. Unit Descriptions

UNIT 1: WELLNESS

<p>NJCCCS Progress Indicators</p> <p>Grade 11</p> <p>2.1.12.A.1</p> <p>2.1.12.B.1-3</p> <p>2.1.12.C.1-6</p> <p>2.1.12.D.1-2</p> <p>2.1.12.E.1-4</p>	<p>UNIT SUMMARY</p> <p>Wellness:</p> <ul style="list-style-type: none"> • Safety • First Aid • AED • Relate preventable healthcare strategies to treatment & prevention
--	---

Enduring Understanding:

1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
2. The knowledge and skills of First Aid and Basic Life Support can be crucially important in the event of an emergency
3. Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.
4. Raising a child requires physical, economic, emotional, social and intellectual commitment.

Essential Questions:

1. What is the difference between health and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?
3. How do I make the 'right' decisions in the face of peer, media and other pressures?

Learning Objectives: WELLNESS:

1. Determine the causes and outcomes of intentional and unintentional injury in adolescents and young adults and propose prevention strategies.
2. Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
3. Demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and head injuries, and responding to medical emergencies

Diverse Learners (ELL, Special Ed., Gifted & Talented)- Differentiation strategies may include, but are not limited to, learning centers and cooperative learning activities in either heterogeneous and homogeneous groups depending on the learning objectives and the number of students that need further support and scaffolding, versus those that need more challenge and enrichment. Modifications may also be made as they relate to the special needs of

students in accordance with their Individualized Education Programs (IEPs) or 504 plans, or of English Language Learners (ELL). These may include, but are not limited to, extended time, availability of class notes, refocusing strategies, preferred seating, study guides, and/or suggestions from special education or ELL teachers.

Interdisciplinary Connections:

Math:

- Prepare a flowchart showing the appropriate and logical steps to follow if you arrive at an accident scene.

Social Studies:

- Research the historical development of the emergency response system: what lessons have been learned from the past?

Language Arts:

- Write a fictitious emergency scenario and some alternative solutions- exchange with a partner and try to resolve or properly respond to each other's emergency scenario.

Science:

- Explain the science behind the different safety precautions that should be taken when you arrive at an accident scene: why are they important to both the health and safety of the victim and rescuer?

Technology: interactive whiteboard, student computers, LCD projector, calculators, radio, television, DVD or CD player, iPod, etc. as available

21st Century Themes- Global Awareness, Financial, Economic, & Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills- Creativity and Innovation, Critical Thinking and Problem solving, Communication and Collaboration, Information, Literacy, Communications and Technology Literacy, Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, productivity and Accountability, Leadership and Responsibility

UNIT 2: DRUGS AND MEDICINES

NJCCCS Progress Indicators 2.2.12.A.1-3 2.2.12.B.1-2 2.2.12.C.1-3 2.2.12.D.1-2 2.2.12.e.E.2	UNIT SUMMARY Drugs & Medicine <ul style="list-style-type: none"> • Trending & other drugs • Drug Rehabilitation • Steroids • E-cigarettes/vaping •
--	--

Enduring Understanding:

1. Medicines must be used correctly in order to be safe and have the maximum benefit.
2. Research has clearly established that alcohol and other drugs have a variety of harmful effects on the human body.
3. There are common indicators, stages, and influencing factors of chemical dependency.
4. Raising a child requires physical, economic, emotional, social and intellectual commitment.
5. Prenatal care has a direct impact on the delivery and long-term health of the child

Essential Questions:

1. What is the difference between health and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?
3. How do I determine whether or not a medication will be effective?
4. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
5. How do I make the 'right' decisions in the face of peer, media and other pressures?

Learning Objectives: DRUGS & MEDICINE

1. Determine the potential risks and benefits of the use of new or experimental medicines and herbal and organic supplements, such as e-cigarettes and Hookah Lounges.
2. Summarize the criteria for evaluating the effectiveness of a medicine
3. Relate personal abuse of prescription and over the counter medicines to wellness
4. 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.
5. Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
6. Correlate increased alcohol use with challenges that may occur at various life stages.
7. Correlate the use of alcohol, and other drugs with incidences of date rape, sexual assault, STI's and unintended pregnancy.

8. Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
9. Correlate duration of drug use to the incidence of drug-related injury illness, and deaths.
10. Analyze the effectiveness of various strategies that support an individual’s ability to stop abuse drugs and remain drug free.
11. Predict the societal impact of substance abuse on the individual, family, and community

Diverse Learners (ELL, Special Ed., Gifted & Talented)- Differentiation strategies may include, but are not limited to, learning centers and cooperative learning activities in either heterogeneous and homogeneous groups depending on the learning objectives and the number of students that need further support and scaffolding, versus those that need more challenge and enrichment. Modifications may also be made as they relate to the special needs of students in accordance with their Individualized Education Programs (IEPs) or 504 plans, or of English Language Learners (ELL). These may include, but are not limited to, extended time, availability of class notes, refocusing strategies, preferred seating, study guides, and/or suggestions from special education or ELL teachers.

Interdisciplinary Connections:

Math:

Social Studies:

Language Arts:

Science:

Technology: interactive whiteboard, student computers, LCD projector, calculators, radio, television, DVD or CD player, iPod, etc. as available

21st Century Themes- Global Awareness, Financial, Economic, & Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills- Creativity and Innovation, Critical Thinking and Problem solving, Communication and Collaboration, Information, Literacy, Communications and Technology Literacy, Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, productivity and Accountability, Leadership and Responsibility

UNIT 3: HUMAN REPRODUCTION & SEXUALITY

<p>NJCCCS Progress Indicators</p> <p>2.1.12.</p> <p>2.3.12.B.1-5</p> <p>2.4.12.A.3-6</p> <p>2.4.12.B.2-3</p> <p>2.4.12.C.1-7</p>	<p>UNIT SUMMARY</p> <p>Human Relationships & Sexuality</p> <ul style="list-style-type: none"> • Male & female reproductive systems • Impotence • Fertilization • Maternal/fetal nutrition • Embryonic development • Contraception • Sexually transmitted infections • Sexual Abuse Prevention • STI treatment & prevention
--	---

Enduring Understanding:

1. External pressures and opportunities that present themselves may influence a person to become sexually active.
2. Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.
3. Raising a child requires physical, economic, emotional, social and intellectual commitment.
4. Prenatal care has a direct impact on the delivery and long-term health of the child

Essential Questions:

1. Why do we sometimes take risks that can cause harm to ourselves or others?
2. How do I make the 'right' decisions in the face of peer, media and other pressures?
3. How do we learn to understand and respect diversity in relationships?
4. How do we know when a relationship is not worth saving?
5. Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?
6. What determines a person's sexual orientation?
7. How do you know when you are ready to have a child?

Learning Objectives: HUMAN REPRODUCTION & SEXUALITY

1. Predict the possible long term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
2. Evaluate information that supports abstinence from sexual activity using reliable research data.
3. Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g. breast/testicular exam, Pap smear, vaccines).
4. Evaluate the methods and resources available to confirm pregnancy.

5. Analyze factors that affect the decision to become a parent.
6. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
7. Analyze factors that influence the choice, use, and effectiveness of contraception, including risk reduction, and risk elimination strategies
8. Compare the legal rights and responsibilities of adolescents with those adults regarding pregnancy, abortion, and parenting.
9. Compare and contrast attitudes and beliefs about gender identity, sexual orientation and gender equity across cultures.
10. Identify a variety of sources of stress and the coping skills necessary to alleviate personal stress.
11. Determine effective prevention and intervention strategies and available resources to address domestic or dating violence (e.g., rules of consent.)
12. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
13. Demonstrate verbal and nonverbal ways to ask help from a parent, other trusted adult, or friend when pressured to engage in violence.
14. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.
15. Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways.
16. Predict the short/long term consequences of unresolved conflicts.
17. Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
18. Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
19. Develop a personal stress management plan to improve/maintain wellness.
20. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
21. Discuss the impact of disease on the recipient of an organ/tissue transplant.
22. Compare & contrast the various agents of disease and their ability to create various diseases and/or conditions, diseases, and disorders.
23. Develop strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.

Diverse Learners (ELL, Special Ed., Gifted & Talented)- Differentiation strategies may include, but are not limited to, learning centers and cooperative learning activities in either heterogeneous and homogeneous groups depending on the learning objectives and the number of students that need further support and scaffolding, versus those that need more challenge and enrichment. Modifications may also be made as they relate to the special needs of students in accordance with their Individualized Education Programs (IEPs) or 504 plans, or of English Language Learners (ELL). These may include, but are not limited to, extended time,

availability of class notes, refocusing strategies, preferred seating, study guides, and/or suggestions from special education or ELL teachers.

Interdisciplinary Connections:

Math:

- Prepare a timeline for the development of a fetus and include significant development events in the timeline.
- Research and present in graph or table form, some of the statistics on unhealthy relationships. Estimate how many additional ones are not reported.

Social Studies:

- The population of the world is increasing dramatically- research the trends in several countries from both developed and developing nations.
- How have the laws improved over the last 50 to 100 years to protect people from and prevent violence?

Language Arts:

- Summarize the key points in one or more of the videos shown in class and compare your summary afterwards with a partner to see if you both got the main points.
- Prepare a lesson that you could teach to students around your age that have not taken this course- covering this unit specifically.

Science:

- Investigate the science behind the different kinds of twins.
- What is the visible physical evidence that a relationship may be unhealthy?

Technology: interactive whiteboard, student computers, LCD projector, calculators, radio, television, DVD or CD player, iPod, etc. as available

21st Century Themes- Global Awareness, Financial, Economic, & Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills- Creativity and Innovation, Critical Thinking and Problem solving, Communication and Collaboration, Information, Literacy, Communications and Technology Literacy, Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, productivity and Accountability, Leadership and Responsibility

V. Course Materials & Resources

Core (Required) Texts

- NJCCCS Model Curriculums
<http://www.state.nj.us/education/modelcurriculum/>
- NJCCCS Comprehensive Health/Physical Education (2009 & 2014 standards)
<http://www.state.nj.us/education/cccs/2014/chpe/>
- NJCCCS Comprehensive Health/Physical Education 1996 (Framework resources)
<http://www.state.nj.us/education/cccs/1996/>
<http://www.state.nj.us/education/cccs/1996/frameworks/chpe/>
- **Workplace readiness standards**
<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>
- SHAPE America: National Standards
HEALTH: <http://www.shapeamerica.org/standards/health/index.cfm>
PHYSICAL ED.: <http://www.shapeamerica.org/standards/pe/index.cfm>
DANCE: <http://www.shapeamerica.org/standards/dance/index.cfm>
SPORTS: <http://www.shapeamerica.org/standards/coaching/index.cfm>
ADAPTED PE: <http://www.shapeamerica.org/standards/adapted/index.cfm>

VI. Assessments

Classroom assessments are included to primarily guide instruction (formative assessment) and to support decisions made beyond the classroom (summative assessment).

Assessments include:

1. Quizzes/Tests
2. Classwork
3. Homework
4. Writing assignments
5. Class discussions
6. Current Events
7. Rubrics: teacher selected or generated, and student generated for self-assessment
8. NJ Driver's Education Exam
9. Class debates
10. Peer assessment
11. Teacher observation
12. Authentic assessment projects
13. Review of student outlines
14. Portfolios

All Fair Lawn High School grading procedures will be followed.

VII. Alignment to Technology standards & 21st Century Skills

- **New Jersey Core Curriculum Content Standards**
<http://www.state.nj.us/education/cccs/standards/8/>

8.1 Educational Technology

8.2 Technology Education, Engineering, Design, and Computational Thinking

Programming <http://www.state.nj.us/education/cccs/2014/tech/>

- NJCCCS Technology Resources
<http://www.state.nj.us/education/aps/cccs/tech/resources.htm>
- NJCCCS 21ST Century Standards:
<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

VIII. Interdisciplinary Connections and Alignment to Technology standards

Comprehensive health & physical education classes in the Fair Lawn Public schools promote career-readiness skills related to Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Presentation (9.2). Some course concepts from the Career and Technical Education Standards (9.3), but these are not directly correlated since our district is not a CTE program.

The Fair Lawn Public Schools District fosters an environment that promotes career-readiness skills in all content areas. Whereas [Career Ready Practices](#) are explored consistently, specific alignment to [Personal Finance Literacy \(9.1\)](#) and [Career Awareness, Exploration, and Presentation Standards \(9.2\)](#) are included in the district level document (below). When appropriate, the [Career and Technical Education Standards \(9.3\)](#) have been reviewed and aligned as well.

Examples: 9.2B: Career exploration in each unit of study. Students are encouraged to explore careers related to health.

In addition, every effort is made to integrate technology and engineering into our science classes. [Educational Technology \(8.1\)](#) and [Technology Education, Engineering, Design, and Computational Thinking – Programming \(8.2\)](#) standards are cross connected throughout our science programs.

- Examples:
- 8.1A: Use spreadsheets to analyze & interpret data from health statistics, 6-12.
Use the internet to increase productivity and efficiency, 9-12.
 - 8.1B,C: Use data to solve real-world problems, 6-12.
Use online platforms to collaborate & address global issues, 9-12.
 - 8.1F: Collect and analyze data using internet and data simulations, 6-12.
 - 8.2B: Become aware of the global impacts on technology, 6-12.

For additional detail on how these standards are integrated throughout the Fair Lawn Schools curriculum, review the Fair Lawn Public Schools District Alignment to Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix.