

# **Fair Lawn Public Schools**

**Fair Lawn, NJ**

**Health  
Education  
Grade 12**

**August**

**2015**

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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

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## 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
<b>Wellness:</b> Pers. & Mental Health	1. Aspects of Health	1 Week		1 Week		1 Week	1. Goal setting 2. College/career selection	1 Week
<b>Integrated Skills:</b> 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
<b>Wellness:</b> Stress Manage.	1. Stress management	1 Week		1 Week		1 Week	Resiliency	1 Week
<b>Drugs &amp; Medicines:</b> 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
<b>Wellness:</b> 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
<b>Wellness:</b> Nutrition & fitness	1. Nutrition	1 Week		1 Week	1. Maternal/fetal nutrition	1 Week		1 Week
<b>Hum. Rel. &amp; Sex.:</b> 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
<b>Wellness:</b> Safety & Injury		TBD	1. Drivers Education	TBD	1. First Aid 2. AED	TBD		TBD
<b>Wellness:</b> 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

NJCCCS Progress Indicators	UNIT SUMMARY
2.1.12.A.1 2.1.12.B.1-3 2.1.12.C.1-6 2.1.12.D.1-2 2.1.12.E.1-4	<b>Wellness</b> <ul style="list-style-type: none"><li>• Life After High School PROJECT</li><li>• Goal Setting</li><li>• College/career selection</li><li>• Resiliency and stress</li><li>• Trending issues, such as fracking, pollution, communicable disease</li></ul>

### Enduring Understandings

1. Decision-making can be affected by a variety of influences that may not be in a person's best interest.
2. Goal setting is a process that starts with careful consideration of what you want to achieve, and ends with a lot of hard work to actually do it.
3. Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.
4. Physical, mental, emotional & social aspects of health are essential to be a healthy person
5. The role of personal wellness extends beyond oneself into maintaining and enhancing family, community, and global wellness.

### Essential Questions:

1. Should I choose a college or work first and then save for a college?
2. Am I ready to leave home and live out on my own?
3. Are my dreams achievable?

### Learning Objectives:

1. Discuss with a guidance counselor trusted adult your plans and concerns.
2. Prepare a budget that fits your family and your desired plan.

3. Analyze the priorities of your desires, physical and financial abilities, and assistance you have from your family
4. Identify your interests and real life capacity to achieve your life plan.
5. Begin early preparing your plan: “think outside the box.”

**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.

- Use Excel to create a budget for college and during your young adult years.

Social Studies:

- Research up-and-coming careers and see if any fit your interests and skills.

Language Arts:

- Prepare a step-by-step plan for college or for obtaining necessary preparation for your first career

Science:

- Compare the geographic and geologic features of your current community with one that you may be living in during college or your young adult life: consider temperature, precipitation, humidity, seasonal variations, etc.

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

**21<sup>st</sup> Century Themes-** Global Awareness, Financial, Economic, & Civic Literacy, Health Literacy, Environmental Literacy

**21<sup>st</sup> 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: INTEGRATED SKILLS**

<b>NJCCCS Progress Indicators</b>  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.2  2.4.12.A.1-4,6 2.4.12.B.1-5 2.4.12.C.5 & 7	<b>UNIT SUMMARY</b> <b>Integrated Skills</b> <ul style="list-style-type: none"><li>• Marriage</li><li>• Dating/relationships</li><li>• HIV/AIDS</li><li>• Parenting</li></ul>
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**Enduring Understandings**

1. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.
2. Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.

**ESSENTIAL QUESTIONS**

- 1.. How do you know when you are ready to have a child?
2. How do we learn to understand and respect diversity in relationships?
3. How do we know when a relationship is not worth saving?
4. How do you know when the time is right for you to become sexually active?
5. What determines a person's sexual orientation?
6. How can an individual predict future success and fulfillment in a marriage/relationship?
7. How do you develop and sustain relationships over time?
8. Why are the family values, rituals and traditions so important?
9. How do we learn to respect and understand family diversities?

**Learning Objective:**

1. Describe different types of the family unit.
2. Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
3. Predict social situations that may require the use of decision-making skills.
4. Justify when individual or collaborative decision-making is appropriate.
5. Differentiate between affection, love, commitment, and sexual attraction.
6. Compare and contrast attitudes and beliefs about gender identity, sexual orientation and gender equity across cultures.
7. Compare and contrast the qualities of an individual you would date with the qualities of the individual you would choose to marry.
8. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
9. Compare the importance of decision-making, problem-solving and communication skills when making informed personal, family, and occupational decisions for one's future.
10. Identify the risks of diseases and consequences of risky sexual behavior.
10. Analyze all factors when making the decision to become a parent
11. Examine valid parenting strategies that may help while raising a child at all stages of child development.

**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.

- Create a budget for the first month of a family's economic demands with a new baby.

Social Studies:

- Analyze and discuss how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and productive health.

Language Arts:

- Write a letter to an imaginary friend telling him/her your decision to adopt a child.

Science:

- Develop a family tree indicating individual family members and the impact of heredity and genetics on their health.

<b>Technology:</b> interactive whiteboard, student computers, LCD projector, calculators, radio, television, DVD or CD player, iPod, etc. as available	
<b>21<sup>st</sup> Century Themes-</b> Global Awareness, Financial, Economic, & Civic Literacy, Health Literacy, Environmental Literacy	<b>21<sup>st</sup> Century Skills-</b> 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: DRUGS & MEDICINES**

<b>NJCCCS Progress Indicators</b>	<b>UNIT SUMMARY</b>
<p>2.2.12.B.1 2.3.12.A.1-3 2.3.12.B.1-5</p> <p>2.4.12.A.3-6 2.4.12.B.2-3 2.4.12.C.1-3</p>	<p><b>Drugs &amp; Medicines</b></p> <ul style="list-style-type: none"> <li>• Relationship between drug use &amp; sexuality</li> <li>• Trending drugs</li> </ul>

**Enduring Understandings**

1. Alcohol, tobacco, medicines/supplements, and other drugs have a variety of harmful effects on the human body and influence the ability to make decisions related to personal wellness and the wellness others
2. Understanding sexuality and the external pressures and opportunities that present themselves may influence a person to become sexually active.

**Essential Questions**

1. Why do people experiment with new drugs when they know they know there are detrimental effects?
2. How do I make informed decisions in the face of pressures from the media and peers?

**Learning Objectives: DRUGS & MEDICINES**

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. Correlate increased alcohol use with challenges that may occur at various life stages.

3. Correlate the use of alcohol, and other drugs with incidences of date rape, sexual assault, STI's and unintended pregnancy.
4. Understand the constant arrival of new chemicals and drugs and how they affect each person.

<p><b>Diverse Learners (ELL, Special Ed., Gifted &amp; Talented)</b>- 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.</p>	
<p><b>Interdisciplinary Connections:</b></p> <p><u>Math.</u></p> <ul style="list-style-type: none"> <li>• Create a chart of the relationship between drug use and the incidence of motor vehicle crashes in Bergen County.</li> </ul> <p><u>Social Studies:</u></p> <ul style="list-style-type: none"> <li>• Compare the use of beer in 5 other countries to the United States.</li> </ul> <p><u>Language Arts:</u></p> <ul style="list-style-type: none"> <li>• Examine 2 new or experimental medicines and write an article about the potential risks and benefits of each.</li> </ul> <p><u>Science:</u></p> <ul style="list-style-type: none"> <li>• Summarize the impact of alcohol use and abuse on body systems and organs.</li> </ul>	
<p><b>Technology:</b> interactive whiteboard, student computers, LCD projector, calculators, radio, television, DVD or CD player, iPod, etc. as available</p>	
<p><b>21<sup>st</sup> Century Themes-</b> Global Awareness, Financial, Economic, &amp; Civic Literacy, Health Literacy, Environmental Literacy</p>	<p><b>21<sup>st</sup> Century Skills-</b> 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</p>

## V. Course Materials

- 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/>  
<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>
- C:\Users\BARBARA & LARRY\Documents\Life after HS unit
- 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

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

### **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.