

Fair Lawn Public Schools

Fair Lawn, NJ

**Health
Education
Grade 9**

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

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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
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**

NJCCCS Progress Indicators 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 2.2.12.A.1-2 2.2.12.B.1-2 2.2.12.C.1	Unit Summary Wellness <ul style="list-style-type: none"> • Stress Management • Community & Health Education • Nutrition & Fitness • Safety & Injury • Disease Prevention
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Enduring Understanding:

1. Physical, mental, emotional & social aspects of health are essential to be a healthy person.
2. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
4. The early detection of diseases and health conditions contributes to one's health and helps reduce health care costs.
5. Personal wellness affects family, community, and global efforts to control diseases and health conditions.
6. It is important for every individual to be knowledgeable in First Aid, CPR, and use of the AED.

Essential Questions:

1. What are the consequences of our choices in terms of wellness and personal safety?
2. How do personal health choices impact our own health as well as the health of others?
3. How are food choices influenced by culture and tradition?
4. What is stress and how does it affect your health:

Learning objectives

1. Explain what being "well" means and identify self-care practices that support wellness.
2. Determine where to access home, school and community health professionals.
3. Identify a variety of sources of stress and the coping skills necessary to alleviate personal stress.
4. Develop a personal stress management plan to improve/maintain wellness.
5. Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

6. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
7. Discuss the impact of disease on the recipient of an organ/tissue transplant.
8. Compare & contrast the various agents of disease and their ability to create various diseases and/or conditions, diseases, and disorders.
9. Develop strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.
10. Determine the causes and outcomes of intentional and unintentional injuries in and young adults and propose prevention strategies.
11. Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

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:

- Research and choose a way to display statistics on the number of teenagers with eating disorders in the United States

Social Studies:

- Brainstorm ways in which society and the media establish norms or ideals for body types.

Language Arts:

- Write a confidential letter to yourself about your own self-image, providing some words of support and wisdom based on what you learned in this unit.

Science:

- Brainstorm and then confirm through research the impact stress has on the human body.

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
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UNIT 2: INTEGRATED SKILLS

NJCCCS Progress Indicators 2.2.12.A.1-3 2.2.12.B.1-3 2.2.12.C.1-3 2.2.12.D.1-2 2.2.12.e.E.2	Unit Summary Integrated Skills <ul style="list-style-type: none"> • Decision-making • Conflict Resolution
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Enduring Understanding:

1. Decision-making can be affected by a variety of influences that may not be in a person's best interest.
2. Effective communication skills enhance a person's ability to express and defend their beliefs.

Essential Questions:

1. What is a healthful relationship as opposed to a harmful relationship

Learning objectives

1. Analyze the role of personal responsibility in maintain and enhancing personal, family, community and global wellness.
2. Demonstrate verbal and nonverbal ways to ask help from a parent, other trusted adult, or friend when pressured to engage in violence.
3. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.
4. Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
5. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
7. Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways.
8. Predict the short/long term consequences of unresolved conflicts.

9. Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
10. Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

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 IF/THEN statements that pose situations and possible solutions that use good judgment and demonstrate character

Social Studies:

- List and explain some events in history that were evidence of good and poor choices and character on the part of certain leaders.

Language Arts:

- Prepare a list of steps to take to resolve a conflict situation.

Science:

- Brainstorm and then confirm through research the impact that anger has on the human body and a person's ultimate behaviors.

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

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UNIT 3: DRUGS & MEDICINE

NJCCCS Progress Indicators 2.1.12.C.1, 4 2.3.12.A.1, 3 2.3.12.B.1-5 2.4.12.B.1-5	Unit Summary Drugs & Drug Prevention: <ul style="list-style-type: none">• Alcohol• Marijuana• Tobacco
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Enduring Understandings:

1. Medicines must be used correctly in order to be safe and have the maximum benefit.
2. Research has clearly established that alcohol, tobacco 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. The use and abuse of alcohol, tobacco, and other drugs have a profound on the individual and others.

Essential Questions:

1. How do I determine whether or not a medication will be effective?
2. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
3. How do I make the “right” decisions in the face of peer, media and other pressures

Learning Objectives:

1. Determine the potential risks and benefits of the use of new or experimental medicines and herbal and organic supplements
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 remaining 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:

- Research the amount of money invested by alcohol and tobacco companies into advertising.
- Research the cost of society of alcohol and tobacco misuse.

Social Studies:

- Research and discuss the variety of countries that grow and export tobacco, marijuana, cocaine and other drugs.

Language Arts:

- Write a letter to an imaginary friend who is dependent on tobacco.

Science:

- Research the effects of each of the following: dependency and addiction.

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

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UNIT 4: HUMAN RELATIONSHIPS & SEXUALITY

NJCCCS Progress Indicators 2.1.12.D.1-2 2.4.12.A.3-6 2.4.12.B.2-3 2.4.12.C.1-7	UNIT SUMMARY Human Relationships & Sexuality; <ul style="list-style-type: none"> • Birth control • Consequences of unplanned pregnancy • Sexual Abuse & Dating Violence prevention
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Enduring Understandings:

1. Learning about sexuality and discussing sexual issues is critical for sexual health.
2. Understand how abstinence helps to avoid STI's, HIV/AIDS or unwanted pregnancy.
3. Establishing dating standards help one learn to identify the behaviors that may become dating violence, such as date rape, physical abuse, emotional abuse, and making responsible decisions.

Essential Questions:

1. How do we learn to understand and respect diversity in relationships?
2. How do we know when a relationship is not worth saving?
3. How do you know when the time is right for you to become sexually active?
4. Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?
5. How do you know when you are ready to have a child?
6. How do we learn to understand and respect diversity in relationships?
7. How do we know when a relationship is not worth saving?

Learning Objectives:

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. Evaluate information that supports abstinence from sexual activity using reliable research data.
4. Analyze factors that influence the choice, use, and effectiveness of contraception, including risk reduction, and risk elimination strategies.
5. Evaluate the methods and resources available to prevent pregnancy
6. Evaluate the methods and resources available to confirm pregnancy.
7. Analyze factors that affect the decision to become a parent.

8. Evaluate the methods and resources available to confirm pregnancy.
9. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
10. Compare the legal rights and responsibilities of adolescents with those adults regarding pregnancy, abortion, and parenting.
11. Identify risk factors that increase the likelihood that a person will become a perpetrator or victim of violence.
12. Explain how passive aggressive, and assertive behavior influence the risk of being a perpetrator or victim of violence.
13. Develop Strategies to address domestic or dating violence and end unhealthy relationships.
14. Explain the consequences of abusive behaviors.
15. Identify the procedures following a sexual assault
16. Identify and discuss the associations between alcohol and drugs and date rape and sexual assault.

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Interdisciplinary Connections:

Math:

- Research and present in some format the statistics showing the reported cases of date rape.
- What percentage more do you think have not been reported?

Social Studies:

- Give examples of how the media portrays healthy and unhealthy relationships

Language Arts:

- Write a list of signs that indicate someone is in an unhealthy relationship- to the person him or herself, their family and friends

Science:

- Research the forensic evidence that can indicate a person has been a victim of dating violence.

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

<p>21st Century Themes- Global Awareness, Financial, Economic, & Civic Literacy, Health Literacy, Environmental Literacy</p>	<p>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</p>
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V. Course Materials & Resources

- 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/>
- 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
9. Class debates
10. Peer assessment
11. Teacher observation
12. Authentic assessment projects
13. Review of student outlines
14. Portfolios

8. NJ Driver's Education Exam

All Fair Lawn High School grading procedures will be followed.

VII. Alignment to Technology standards and 21st Century Skills/Concepts

- <http://www.state.nj.us/education/cccs/standards/8/>
- **New Jersey Cross-Content Workplace Readiness Curriculum Framework: A Road Map for Learning** (Workplace readiness standards)
<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>
- **21st Century Content Standards**
<http://www.state.nj.us/education/cccs/2014/career/9.pdf>
- **New Jersey Core Curriculum Content Standards**
<http://www.state.nj.us/education/cccs/2014/tech/>

8.1 Educational Technology

8.2 Technology Education, Engineering, Design, and Computational Thinking

Programming NJCCCS Technology Resources

- **Resources**

<http://www.state.nj.us/education/aps/cccs/tech/resources.htm>

Districts may find the following web sites useful in obtaining information and services. The New Jersey Department of Education does not recommend or endorse any materials. Web site addresses frequently change and searching titles may result in different addresses.

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.