



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health				
Grade Level(s):	12				
Duration:	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i> x
Course Description:	<p>Health 12 is designed to address significant health issues affecting the current and future lives of the students. Health 12 will present topics such as abstinence, pregnancy prevention, sexually transmitted diseases, HIV/AIDS, chronic diseases (such as diabetes, cancer and cardiovascular disease), nutrition issues (such as fad diets and disease prevention) and organ and tissue donation and implantation.</p> <p>The students will examine their family health history for signs and trends of chronic disease that may be hereditary. In addition, the student will participate in activities evaluating their choices and behaviors as they relate to an overall healthy lifestyle.</p>				
Grading Procedures:	<p>Summative (40%) – Tests, Projects, Final</p> <p>Formative (30%) – Classwork</p> <p>Supportive (30%) – Quiz, Collaborative</p>				
Primary Resources:	<p>Textbook: Comprehensive Health</p> <p>www.g-wonlinetextbooks.com</p> <p>NJSLS</p>				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Rhonda Patterson & James Hallinan
---------------------	-----------------------------------

Under the Direction of:	Donna Costa <small>DocuSigned by: Donna Costa CAF688820400449...</small>
	<small>DocuSigned by:</small> Jonathan Strout
	<small>D635789A42D34E5... DocuSigned by:</small> Steve Gregor
	<small>62708ABA32FB472... DocuSigned by:</small> Jack McGee

Written: January 2019

Revised: _____

BOE Approval: _____

Unit 1 Title: Abstinence & Pregnancy Prevention**Unit Description:**

The Abstinence & Pregnancy Prevention Unit will address the issue of pregnancy prevention as it relates to the student's future plans, goals and an overall healthy lifestyle.

Unit Duration: 12 days

Desired Results

Standard(s):

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Indicators:

2.2.12.B1 - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12.E.1 - Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation

2.2.12.E.2 - Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

2.4.8.B.3 - Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

2.4.12.C.3 - Evaluate the methods and resources available to confirm pregnancy.

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).

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.

Students will know:

1. Basic structure and function of the male and female reproductive systems.
2. Common diseases of the human reproductive systems.
3. Abstinence is the only strategy that will eliminate the risk of an unplanned pregnancy.
4. The challenge of obtaining affordable and adequate
5. Health care insurance is a serious issue facing many Americans.

<p>Understandings: <i>Students will understand that...</i> Abstinence is the only strategy that completely eliminates the risk of an unplanned pregnancy.</p> <p>Controlling fertility is an essential part of adulthood.</p> <p>There are factors that influence the choice, use, and effectiveness of contraceptives.</p> <p>Contraceptives vary in the amount of STD and HIV/AIDS protection they provide.</p> <p>Contraceptives often have side effects.</p>	<p>Essential Questions:</p> <p>What are the benefits of choosing abstinence as a lifestyle choice?</p> <p>What options are there to prevent pregnancy?</p> <p>What is Health Insurance and why do we need it?</p> <p>Affordable healthcare is a challenge for many Americans.</p> <p>To maintain our health it is important to be proactive and have access to healthcare.</p>
---	---

Assessment Evidence

<p>Performance Tasks: Teacher Observation Class Notes Classwork Homework</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won't count towards their grade. • Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented. • Homework/Classwork
---	---

<p>Benchmarks: Teacher made Quizzes Health 12 Benchmark Assessment (Test)</p>
--

Learning Plan

<p>Learning Activities: Review Game with Partner: Teacher's Questions Current Event Articles Textbook Vocabulary Group Discussion Abstinence Power Point ABC News Family Secrets: Teen Pregnancy (IMC) Teacher generated worksheets</p> <p>Resources: Teacher made activities Textbook: Comprehensive Health Chapter 1, 13, 23</p>

Behavior Change Workshop

Critical Thinking Questions

Comprehensive Health Textbook Videos online with Discussion

Questions Digital Transparency

Centers for Disease Control www.cdc.gov

www.mayoclinic.com

www.kahoot.com

www.kidshealth.org

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

4.0	Students will be able to: <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare and contrast various methods of contraception used in our society. • Analyze uniqueness of health promotion concepts. • Predict disease and health conditions that may occur in one's life and speculate potential prevention and treatment. • Predict the possible long-term effects of adolescent sex on future education, career plans, and various dimensions of wellness.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify and define abstinence and pregnancy prevention strategies.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign leadership roles in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
Struggling Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies: <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary
English Language Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section

	<ul style="list-style-type: none"> • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary, as well as Google translate or other translation service. • Utilize the following link for more resources: <ul style="list-style-type: none"> • http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary. •

Interdisciplinary Connections

Indicators:
Science: 5.4.12.F.1 5.3.12.A.6 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2
Technology: 8.1.8.A.1 8.1.12.B.1
LAL: RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4
 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6
 WHST 11-12.7 WHST 11-12.9
Math: S.IC.3

Integration of 21st Century Skills

Indicators:
 Power Point Presentations
 VCR/DVD LCD Projector
 Kahoot, Quizlet
 Computers/Net Books
 Internet
 EBooks
 Video Conferencing
 Mobile Apps
 Students Personal Mobile Devices
 Web 2.0 Tools Web 3.0 Tools

Unit 2 Title: Sexually Transmitted Infections, HIV, AIDS**Unit Description:**

The Sexually Transmitted Disease (STD) and Sexually Transmitted Infections (STI) Prevention Unit will address the issue of sexually transmitted diseases & infections as they relates to the student's future plans, education, goals and an overall healthy lifestyle. Infectious Diseases will be discussed including; Lyme Disease, Colds, Influenza, Meningitis and MRSA, as well as provide important information concerning HIV/AIDS transmission, testing and treatment. Current statistics will be discussed, allowing the student to develop an understanding of the scope of the epidemic, locally, nationally and worldwide.

Unit Duration: 15 days

Desired Results

Standard(s):

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Indicators:

- 2.1.12.C.1 - Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
- 2.1.12.C.2 - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions
- 2.1.12.C.3 - Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
- 2.2.12.A.1 - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- 2.2.12.B.1 - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.D.2 - Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
- 2.2.12.E.1 - Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation
- 2.3.12.B.4 - Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- 2.3.12.B.5 - Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.

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.

2.4.12.B.2 - Evaluate information that supports abstinence from sexual activity using reliable research data.

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.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)

2.4.12.C.1 - Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality

2.4.12.C.2 - Analyze the relationship of an individual’s lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities

1. The student will be able to discuss abstinence as a strategy to prevent sexually transmitted disease infection.
2. The student will be able to list the common symptoms of sexually transmitted diseases.
3. The student will be able to describe the potential damage to the male and female reproductive system if a STD/STI is left untreated.
4. The student will be able to articulate the importance of seeking medical attention if a person suspects a STD.
5. The student will be able to explain the importance of regular STD screening for those who are sexually active and the need for prenatal STD screening for pregnant women.
6. The student will be able to discuss common viral and bacterial infectious diseases, how they spread and the damage they can do to the human body
7. The student will be able to explain the “HIV/AIDS Timeline” as it describes the current average progression of the infection and disease.
8. The student will be able to list the body fluids that can transmit the Human Immunodeficiency Virus (HIV).
9. The student will be able to discuss current HIV/AIDS statistics: locally, nationally and globally.
10. The student will be able to identify how a person is tested for HIV infection.

<p>Understandings: <i>Students will understand that...</i></p> <p>Abstinence is the only strategy that completely eliminates the risk of a sexually transmitted disease or infection.</p> <p>19 million Americans are infected with STD/STIs each year.</p>	<p>Essential Questions:</p> <p>What are the benefits of choosing abstinence as a lifestyle choice?</p> <p>What are STDs & STIs?</p> <p>What are infectious diseases?</p> <p>What are you doing to protect yourself from HIV/AIDS infection?</p>
---	--

Some STD/STIs have no symptoms. 3. Some STD/STIs have no cure.

Some STD/STIs are dangerous even fatal.

Some STD/STIs will complicate a pregnancy or harm a fetus.

STD/STIs can change your life and relationships.

Viral infections: Rhinoviruses, Influenza, Epstein Barr, Hepatitis A, B & C

Bacterial infections: Lyme’s Disease, Staphylococcus aureus, Streptococcus

Condoms are an effective but not foolproof way of protecting yourself from HIV infection.

HIV is spread by sex, blood and mother to baby.

There are accurate tests to determine if a person is infected.

The virus attacks and destroys the human immune system. AIDS is a result of a damaged immune system that leaves the infected person vulnerable to opportunistic infections.

HIV/AIDS infection has spread globally, nationally and locally, and continues to rise.

What is the difference between HIV and AIDS?

How widespread is the HIV/AIDS epidemic?

Assessment Evidence

Performance Tasks:
 Teacher Observation
 Class Notes
 Classwork
 Homework

- Other Evidence:**
- Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won’t count towards their grade.
 - Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented.
 - Homework/Classwork

Benchmarks:

Teacher made Quizzes

Health 12 Benchmark Assessment (Test)

Learning Plan

Learning Activities:

Review Game with Partner: Teacher's Questions

Current Event Articles

Textbook Vocabulary

Group Discussion

STI and HIV/AIDS Power Point

Teacher generated worksheets

Resources:

Teacher made activities

Textbook: Comprehensive Health Chapter 12,13,14

Behavior Change Workshop

Critical Thinking Questions

Comprehensive Health Textbook Videos online with Discussion

Questions Digital Transparency

Centers for Disease Control www.cdc.gov

Kaiser Health News www.kaiserhealthnews.org

www.kahoot.com

www.kidshealth.org

www.mayoclinic.com

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

4.0	Students will be able to: <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare and contrast bacterial and viral STI's. • Analyze any lifelong repercussions from acquiring an STI. • Compare and contrast effectiveness of STI prevention strategies.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify and define the various STI's and the difference between HIV and AIDS
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign leadership roles in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
Struggling Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies: <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary
English Language Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions

	<ul style="list-style-type: none"> • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary, as well as Google translate or other translation service. • Utilize the following link for more resources: <ul style="list-style-type: none"> • http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary. •

Interdisciplinary Connections
<p>Indicators: Science: 5.4.12.F.1 5.3.12.A.6 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2 Technology: 8.1.8.A.1 8.1.12.B.1 LAL: RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9 Math: S.IC.3</p>

Integration of 21 st Century Skills
<p>Indicators: Power Point Presentations VCR/DVD LCD Projector Kahoot, Quizlet Computers/Net Books Internet EBooks Video Conferencing Mobile Apps Students Personal Mobile Devices Web 2.0 Tools Web 3.0 Tools</p>

Unit 3 Title: Organ and Tissue Donation/Transplantation**Unit Description:**

The student will be exposed to the topic of organ and tissue donation and transplantation. The “New Jersey Hero’s Act” (N.J.S.A. 18A:7F-4.3) will be discussed and students will understand their option of declaring on a driver’s license their decision about donation. The students will be made aware of the number of Americans waiting on transplant lists for a lifesaving organ.

Unit Duration: 3 days**Desired Results****Standard(s):**

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Indicators:

2.1.12.A.1 - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness

2.1.12.C.1 - Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.

2.1.12.C.2 - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.12.D.5 - Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).

2.2.12.D.1 - Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

Students will be able to:

List the organs and tissues available for transplantation.

Discuss supply v. demand and the organ transplant waiting list.

Discuss common myths and misunderstandings about organ and tissue donation.

Explain the importance of registering to become an organ donor and the need to discuss your decision with your next-of-kin.

Understandings:

Students will understand that...

They can designate on their unrestricted driver’s license or on-line that they would like to register as an organ donor.

Essential Questions:

Are you a registered organ donor?

Why is organ donation important?

<p>There are currently over 100,000 Americans awaiting transplants.</p> <p>There are often myths and misconceptions regarding organ donation and transplantation. It is important to separate fact from fiction.</p>	<p>What are some myths or misconceptions regarding organ and tissue donation and transplantation?</p>
--	---

Assessment Evidence

<p>Performance Tasks: Teacher Observation Class Notes Classwork Homework</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won't count towards their grade. • Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented. • Homework/Classwork
---	---

<p>Benchmarks: Teacher made Quizzes Health 12 Benchmark Assessment (Test)</p>
--

Learning Plan

<p>Learning Activities: Class Discussion/Worksheet: The Jason Ray Story Guest Speakers: The Gift of Life Program Pretest and Class Discussion: Do You Know the Facts Worksheet Poster/Flyer/Bumper Sticker for Organ & Tissue Donation Awareness In the News/Current Event Articles</p> <p>Resources: Guest Speaker – www.giftoflife.org Teacher made activities Critical Thinking Questions Centers for Disease Control www.cdc.gov www.unos.org www.donatelifenj.org www.mayoclinic.com www.webmd.com www.kidshealth.org www.kahoot.com</p>
--

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle..

4.0	Students will be able to: <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	Students will be able to: <ul style="list-style-type: none"> • Predict outcome of an increase or decrease of organ donors in our society. • Analyze risk factors for organ donors and recipients.
2.0	Students will be able to: <ul style="list-style-type: none"> • Explain the organ donation process.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign leadership roles in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
Struggling Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies: <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary
English Language Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary, as well as Google translate or other translation service. • Utilize the following link for more resources:

	<ul style="list-style-type: none"> • http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary. •

Interdisciplinary Connections

Indicators:

Science: 5.3.12.A.6 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2

Technology: 8.1.8.A.1 8.1.12.B.1

LAL: RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

Math: S.IC.3

21st Century Skills & Careers: 9.1.12.A.1 9.1.12.C.4 9.1.12.E.1 9.1.12.E.2 9.4.12.A.54

Integration of 21st Century Skills

Indicators:

Power Point Presentations

VCR/DVD LCD Projector

Computers/Net Books

Internet

EBooks

Video Conferencing

Mobile Apps

Students Personal Mobile Devices

Web 2.0 Tools Web 3.0 Tools

Unit 4 Title: Preventing Cardiovascular Disease, Diabetes, and Cancer**Unit Description:**

The student will examine their current health related behaviors and habits as they relate to the common chronic “lifestyle” diseases facing many Americans. The focus will be on re-enforcing the student’s positive behaviors and improving the negative behaviors. This unit will include; Cardiovascular Disease, Diabetes and Cancers.

Unit Duration: 6 days

Desired Results

Standard(s):

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Indicators:

- 2.1.12.B.3 - Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.
- 2.1.12.C.1 - Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.
- 2.1.12.D.6 - Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
- 2.1.12.E.4 - Develop a personal stress management plan to improve/maintain wellness.
- 2.2.12.B.1 - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.B.2 - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
- 2.2.12.D.1 - Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
- 2.2.12.E.1 - Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation
- 2.2.12.E.2 - Determine the effect of accessibility and affordability of healthcare on family, community, and global health
- 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.

Students will be able to:

List the four key risk factors associated with chronic diseases.

Compare and contrast the four major types of cardiovascular disease.

Analyze their current diet and create a personalized plan for improving nutrition and reducing the risk of chronic disease.

Describe how to use My Plate, food labels and Dietary Guidelines to design a healthful diet.

List the risk factors for CVD.

Explain the First Aid procedures for Heart Attack, Stroke and Cardiac Arrest.

Understandings:

Students will understand that...

Heart attacks, High Blood Pressure and Stroke are examples of CVD (cardiovascular disease).

Healthy lifestyles choices can greatly reduce your chance of developing CVD.

Diabetes is a life threatening condition that experts anticipate may affect 1 in every 3 children born in the year 2000.

Cancer is the second leading cause of death in the United States.

There are many types of cancer; Young people should be aware of, Breast, Testicular, Lung, Colon and Skin Cancers and how to reduce the risk of developing them.

Essential Questions:

What is Cardiovascular Disease?

What are the major types of cardiovascular disease?

Are your health habits helping or hurting your chance of developing CVD?

What are some practical strategies for reducing your risk for CVD?

What is Diabetes?

How do I reduce my risk of developing diabetes?

What is Cancer?

What are the risk factors for the common cancers?

How do I reduce my risk of developing cancer?

Assessment Evidence

Performance Tasks:

Teacher Observation
Class Notes
Classwork
Homework

Other Evidence:

- Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won't count towards their grade.
- Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented.
- Homework/Classwork

Benchmarks:

Teacher made Quizzes

Health 12 Benchmark Assessment (Test)

Learning Plan

Learning Activities:

Review Game with Partner: Teacher's Questions

Current Event Articles

Textbook Vocabulary

Group Discussion

Power Point

Teacher generated worksheets

Resources:

Teacher made activities

Textbook: Comprehensive Health Chapter 1,2,3,4

Behavior Change Workshop

Critical Thinking Questions

Comprehensive Health Textbook Videos online with Discussion

Centers for Disease Control www.cdc.gov

Kaiser Health News www.kaiserhealthnews.org

American Red Cross

American Heart Association

American Cancer Society

www.mayoclinic.com

www.webmd.com

www.skincancer.org

www.kidshealth.org

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

4.0	Students will be able to: <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare and contrast environmental, genetic, and behavioral risk factors. • Predict outcomes of participation in behavioral risk factors.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify and define cardiovascular and metabolic diseases. • Identify and define risk factors for increasing likelihood of cardiovascular and metabolic disease.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign leadership roles in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
Struggling Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies: <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary
English Language Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions

	<ul style="list-style-type: none"> • Encourage use of glossary of terms and dictionary, as well as Google translate or other translation service. • Utilize the following link for more resources: <ul style="list-style-type: none"> • http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary.

Interdisciplinary Connections

Indicators:
Technology 8.1.8.A.1 8.1.12.B.1 8.1.12.C.1
Science 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2 5.3.12.A.6 5.4.12.F.1
LAL RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9
Math S.IC.3
21st Century Skills & Careers 9.1.12.A.1 9.1.12.C.4 9.1.12.E.1 9.1.12.E.2 9.4.12.A.54 9.4.12.H.63

Integration of 21st Century Skills

Indicators:
 Power Point Presentations
 VCR/DVD LCD Projector
 Kahoot, Quizlet
 Computers/Net Books
 Internet
 EBooks
 Video Conferencing
 Mobile Apps
 Students Personal Mobile Devices
 Web 2.0 Tools Web 3.0 Tools

Unit 5 Title: Healthy Relationships and Personal Safety**Unit Description:**

The Healthy Relationships Unit will present information regarding the importance of effective communication in human relationships. The effect of alcohol use/abuse on healthy and unhealthy relationships will be discussed. “Red Flag” signs of dangerous/unhealthy relationships will be presented. This unit may include information on Bullying/Cyber Bullying, Dating Violence, Domestic Violence (NJSA 18A:35-4.23) and Sexual Harassment.

Unit Duration: 6 days**Desired Results****Standard(s):**

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Indicators:

- 2.1.12.D.1 - Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.2 - Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- 2.1.12.E.1 - Predict the short- and long-term consequences of unresolved conflicts
- 2.1.12.E.2 - Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
- 2.2.12.A.1 - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- 2.2.12.A.2 - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
- 2.2.12.A.3 - Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
- 2.2.12.B.1 - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.B.2 - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
- 2.2.12.D.1 - Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

2.3.12.B.4 - Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.

2.4.12.A.2 - Compare and contrast the current and historical role of life commitments, such as marriage

Students will be able to:

List and discuss the skills needed to communicate effectively.

Describe the effects of alcohol on behavior and the impact it has on relationships. (NJSA 18A:40A-1)

Discuss the different relationships we have with others and the characteristics of healthy and unhealthy relationships.

Discuss the statistics on Domestic Violence/Dating Violence.

List resources and strategies to help someone involved in an unhealthy violent relationship.

Develop strategies to protect themselves from common unintentional injuries.

Understandings:

Students will understand...

Good communication includes being able to articulate your honest thoughts and feelings, being a good listener, and being aware of how body language can affect how others interpret what is being said.

Healthy relationships are based on trust, respect, and communication. Dysfunctional relationships are characterized by physical or verbal abuse, manipulation, disrespect or cruelty.

The characteristics of an effective communicator.

The characteristics of a healthy relationship.

The warning signs of unhealthy relationships.

The reality of Domestic and Dating violence in the United States.

Effective prevention and intervention strategies to address domestic violence and dating violence.

How to develop strategies to protect oneself from unintentional injuries.

Essential Questions:

What are the characteristics of effective communication?

How do you communicate?

Are you a good listener?

How can a person effectively resolve conflicts?

What are the characteristics of healthy relationships?

What kinds of relationships do humans have?

What do healthy relationships look like?

What do unhealthy relationships look like?

What are the warning signs of an abusive relationship?

Where can you get help for yourself or a friend/family member who is in a dangerous relationship?

Assessment Evidence

<p>Performance Tasks: Teacher Observation Class Notes Classwork Homework</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won't count towards their grade. Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented. Homework/Classwork
<p>Benchmarks: Teacher made Quizzes Health 12 Benchmark Assessment (Test)</p>	

Learning Plan

<p>Learning Activities: Current Event Articles Textbook Vocabulary Group Discussion Teacher generated worksheets Teacher Lecture - PowerPoint Small Group Research Posters - Awareness Campaigns/Education</p> <p>Resources: Teacher made activities Textbook: Comprehensive Health Chapter 15,16,17,18,19 Behavior Change Workshop Critical Thinking Questions Guest Speaker: Washington Township Fire Department Comprehensive Health Textbook Videos online with Discussion www.cdc.gov www.webmd.com www.skincancer.org www.kidshealth.org www.kahoot.com</p>

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

4.0	Students will be able to: <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare and contrast family change that leads to stress. • Analyze the importance of maintaining individuality in a any relationship
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify and define characteristics of a healthy relationship.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign leadership roles in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
Struggling Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies: <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary
English Language Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions

	<ul style="list-style-type: none"> • Encourage use of glossary of terms and dictionary, as well as Google translate or other translation service. • Utilize the following link for more resources: <ul style="list-style-type: none"> • http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary. •

Interdisciplinary Connections

Indicators:

Technology 8.1.8.A.1 8.1.12.B.1 8.1.12.C.1

Science 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2 5.3.12.A.6 5.4.12.F.1

LAL RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

Math S.IC.3

21st Century Skills & Careers 9.1.12.A.1 9.1.12.C.4 9.1.12.E.1 9.1.12.E.2 9.4.12.A.54 9.4.12.H.63

Integration of 21st Century Skills

Indicators:

Power Point Presentations

VCR/DVD LCD Projector

Kahoot, Quizlet

Computers/Net Books

Internet

EBooks

Video Conferencing

Mobile Apps

Students Personal Mobile Devices

Web 2.0 Tools Web 3.0 Tools