



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent for
Curriculum and Instruction

Health Education I

Content Area: Health Education
Grade Span: 9th
Revised by: PHS Health & Physical Education Dept.
Presented by: Robert Harmer
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Piscataway Township Schools
1515 Stelton Road
Piscataway, NJ 08854-1332
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

COURSE OVERVIEW

Description

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

Taking responsibility for one's own health is an essential step towards developing and maintain a healthy, active lifestyle

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

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

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

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

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services.

Goals

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

Predict the short- and long-term consequences of unresolved conflicts.

Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.

Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

Develop a personal stress management plan to improve/maintain wellness.

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

Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

Critical Thinking and Problem Solving

Apply critical thinking and problem-solving strategies during structured learning experiences.

Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

Creativity and Innovation

Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Create and respond to a feedback loop when problem solving.

Collaboration, Teamwork, and Leadership

Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

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

Analyze the impact of competition on personal character development.

Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

Analyze current issues facing the disability community and make recommendations to address those issues.

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. ~ Alcohol, Tobacco, and Other Drugs

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.

Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

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

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

Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.

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. ~ Dependency/Addiction and Treatment

Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.

Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.

Predict the societal impact of substance abuse on the individual, family, and community.

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. ~ Relationships

Relationships

Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

Compare and contrast the current and historical role of life commitments, such as marriage.

Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).

Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Critical Thinking and Problem Solving

Apply critical thinking and problem-solving strategies during structured learning experiences.

Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

Creativity and Innovation

Create and respond to a feedback loop when problem solving.

Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

Collaboration, Teamwork, and Leadership

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. ~

Sexuality

Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

Evaluate information that supports abstinence from sexual activity using reliable research data.

Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.

Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).

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. ~

Pregnancy and Parenting

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

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.

Evaluate the methods and resources available to confirm pregnancy.

Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

Evaluate parenting strategies used at various stages of child development based on valid sources of information.

Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.

Analyze factors that affect the decision to become a parent.

Scope and Sequence

Unit	Topic	Length
Unit 1	<u>Social and Emotional Health:</u> Emotional Health Stress and Stress Management Mental and Emotional Problems Mature Life, Aging, and Death	5 to 10 hours

Unit 2	<u>Interpersonal Communication:</u> Your Changing Personality	5 to 10 hours
Unit 3	<u>Character Development:</u> Health Choices and Behavior	5 to 10 hours
Unit 4	<u>Alcohol, Tobacco, and Other Drugs:</u> Alcohol: Use & Abuse Tobacco Other Drugs	5 to 10 hours
Unit 5	<u>Dependency/Addiction and Treatment:</u> Drugs of Abuse	5 to 10 hours
Unit 6	<u>Relationships:</u> Dating Commitment Marriage Family Life	5 to 10 hours
Unit 7	<u>Sexuality:</u> Understanding Sexuality STDs	5 to 10 hours
Unit 8	<u>Pregnancy and Parenting:</u> From Conception through Parenting Prevention Pregnancy & STDs	5 to 10 hours

Resources

Core Text:

Health – Making Life Choices (Glencoe Text Book)

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

<http://www.state.nj.us/education/aps/cccs/chpe/>

<http://www.state.nj.us/mvc/>

<http://www.redcross.org/>

<https://www.cdc.gov/>

<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

<https://www.cnpp.usda.gov/mypyramid>

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale – 9TH Grade Health

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

Taking responsibility for one’s own health is an essential step towards developing and maintain a healthy, active lifestyle

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

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

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

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

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services.

State Standards

Standard

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.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

UNIT 1:

Summary and Rationale

Social and Emotional Health:

Emotional Health
 Stress and Stress Management
 Mental and Emotional Problems
 Mature Life, Aging, and Death

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

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Students learning about self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual

Recommended Pacing

5-10 hours

State Standards

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

2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Instructional Focus

Unit Essential Questions

How can you learn to like yourself and others?

Unit Enduring Understandings

Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. People with a high self-esteem find it easier to deal with mistakes and disappointments and are more likely to stick to goals.

Objectives

Students will know: Social and Emotional Health

Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

Stress management skills impact an individual's ability to cope with different types of emotional situations.

Gang Violence**Internet Safety****Anti-sexting****Stress management skills****Students will be able to:**

Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.

Examine how new technologies may positively or negatively impact the incidence of conflict or crisis.

Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

Design a personal stress management plan to improve/maintain wellness.

Develop a foundation for the prevention and resolution of conflict between individuals.

Discuss psychological principles and theories of personality development.

Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.

Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.

Evaluate stress management skills and how they impact an individual's ability to cope with different types of emotional situations.

Resources**Core Text:**

Health – Making Life Choices (Glencoe Text Book) – Chapter 2

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

<http://www.state.nj.us/education/aps/cccs/chpe/>

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<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

UNIT 2:**Summary and Rationale**

Interpersonal Communication:**Your Changing Personality**

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Recommended Pacing

5 – 10 Hours

State Standards

2.2.12.A - Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. ~ Interpersonal Communication

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.
9.1.12.A.0	Critical Thinking and Problem Solving
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
9.1.12.B.0	Creativity and Innovation
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback loop when problem solving.
9.1.12.C.0	Collaboration, Teamwork, and Leadership
9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Instructional Focus**Unit Essential Questions**

How do you know whether or not health information is accurate?
 How do I learn to stand for and communicate my beliefs to others without alienating them?
 Why might educated people make poor health decisions?
 How do I overcome negative influences when making decisions about my personal health?

Unit Enduring Understandings

Making good health decisions requires the ability to access and evaluate reliable resources.
 Effective communication skills enhance a person's ability to express and defend their beliefs.
 Decision-making can be affected by a variety of influences that may not be in a person's best interest.

Objectives

Students will know: Interpersonal Communication

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

Students will be able to:

Employ strategies to improve communication and listening skills and assess their effectiveness with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

Provide examples of effective communication strategies that strengthen interpersonal interactions and relationships and solve conflicts.

Provide examples of the impact of technology on interpersonal and individual communication in supporting wellness and a healthy lifestyle in multiple and diverse ways.

Provide examples of effective interpersonal communication skills that encompass respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Use appropriate research methodology to investigate a health problem or issue.

Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.

Teach others how to use communication skills, including refusal, negotiation, and assertiveness.

Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

Resources**Core Text:**

Health – Making Life Choices (Glencoe Text Book) – Chapter 3

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

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UNIT 3:**Summary and Rationale**

Character Development:**Health Choices and Behavior**

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

Recommended Pacing

5-10 Hours

State Standards

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

2.2.12.C.1	Analyze the impact of competition on personal character development.
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.

Instructional Focus**Unit Essential Questions**

How are character and health related? What aspects of our character can be changed?
To what extent do outside influences shape values?

Unit Enduring Understandings

Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.
Character is who you are when no one is looking.

Objectives**Students will know:****Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.
Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.

Students will be able to:

Compare and contrast how individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
Analyze the impact of community or public service on an individual and a community and how it impacts the core ethical values of individuals and communities locally, statewide, nationally and worldwide.
Analyze current issues facing the disability community and make recommendations to address those issues.
Explain how core ethical values impact behaviors that influence the health and safety of people everywhere.
Demonstrate character based core ethical values
Analyze how role models and the core ethical values they represent, influence society.

Resources

Core Text:

Health – Making Life Choices (Glencoe Text Book) – Chapter 1

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

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UNIT 4:

Summary and Rationale

Alcohol, Tobacco, and Other Drugs:

Alcohol: Use & Abuse

Tobacco

Other Drugs

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

Recommended Pacing

5-10 Hours

State Standards

2.3.12.B - 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. ~ Alcohol, Tobacco, and Other Drugs

2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
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.

Instructional Focus

Unit Essential Questions

What are some of the effects of alcoholism on the family and society?
What are the harmful effects of stimulants, depressants, hallucinogens, anabolic steroids, designer drugs and inhalants on the body?
What is the difference between passive and active smoke?
What are the progressive effects of alcohol on the body?
What kind of damage does tobacco do to the body.
Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
How do you make the “right” decisions in the face of peer, media and other pressures?

Unit Enduring Understandings

Physiological problems, such as hand tremors and blackouts, psychological problems, such as an obsessive desire to drink, and behavioral problems that disrupt social or work life.
Alcoholics can be of any age, background, income level, social, or ethnic group. Very often alcoholism affects highly educated people. Several studies even showed that people who lack motivation are less likely to become addicted to alcohol than highly motivated individuals.
Drugs are chemicals. Different drugs, because of their chemical structures, can affect the body in different ways. In fact, some drugs can even change a person's body and brain in ways that last long after the person has stopped taking drugs, maybe even permanently.
Active smoking means that the person is actively lighting up a cigarette and smoking it. Passive smoking, also known as second hand smoking or environmental tobacco smoke, is created through the exhaled particles of an active smoker.
Alcohol, specifically ethanol, a central nervous system depressant, when ingested in excessive quantity has drastic effects on human body and causes liver cirrhosis, increased risk of cancer, coma and in some cases, even death.
Smoking harms every organ in the body.
Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

Objectives

Students will know:

Alcohol, Tobacco, and Other Drugs

Young individuals begin smoking or using smokeless tobacco for several reasons including the marketing strategies, susceptibility, and social norms.
Alcohol interferes with a person's perception of reality and ability to make good decisions. This can be particularly hazardous for kids and teens who have less problem-solving and decision-making experience.
Alcoholism and alcohol abuse are due to many interconnected factors, including genetics, how you were raised, your social environment, and your emotional health.
Illegal drugs are not manufactured in controlled environments under strict standards of quality. The side-effects multiply, compound and can cause permanent damage the more frequently you take the drugs. The highly addictive characteristics may take away any control you have over the continuation of self-inflicted damage.
There are immediate and long-term consequences of risky behavior associated with substance abuse.

Topics:

Drug Abuse Defined
Drugs and Driving
Why Do People Drink?
Effects of Alcohol
How to Refuse Drinks
Why People Use Tobacco
Passive Smoking
Smokeless Tobacco

Students will be able to:

Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.

Research the possible fines, jail times and other ramifications connected to the sale and/or possession of illegal drugs

Discuss how personal independence, past experiences, and social responsibility influence of alcoholism

Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.

Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgement, and memory.

Evaluate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.

Interpret health related information regarding tobacco

Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.

Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.

Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.

Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.

Resources

Core Text:

Health – Making Life Choices (Glencoe Text Book) – Chapter 13 & 14

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

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<http://www.njahperd.org/>

<http://www.acsm.org/>

UNIT 5:

Summary and Rationale

Dependency/Addiction and Treatment:

Drugs of Abuse

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

Recommended Pacing

5-10 Hours

State Standards

2.3.12.C - 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. ~ Dependency/Addiction and Treatment

2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
2.3.12.C.3	Predict the societal impact of substance abuse on the individual, family, and community.

Instructional Focus

Unit Essential Questions

- What are the differences between dependency and addiction?
- What are some of the reasons that people in society abuse drugs?
- How could an individual go about quitting a behavior that they have become addicted to?
- What are the long term and short term consequences of substance abuse?
- Why does one person become an addict and another does not?

Unit Enduring Understandings

Addiction or compulsive drug use despite harmful consequences is characterized by an inability to stop using a drug; failure to meet work, social, or family obligations; and, sometimes (depending on the drug), tolerance and withdrawal. Physical dependence, in which the body adapts to the drug, requiring more of it to achieve a certain effect (tolerance) and eliciting drug-specific physical or mental symptoms if drug use is abruptly ceased (withdrawal).

Drug addiction is a chronic, often relapsing brain disease that causes compulsive drug seeking and use, despite harmful consequences to the drug addict and those around them. Drug addiction is a brain disease because the abuse of drugs leads to changes in the structure and function of the brain.

Recovery is a process, and there's bound to be some bumps in the road. But the individual can overcome the addiction by learning how to cope in ways that are constructive rather than destructive to yourself and others.

Drugs produce a variety of short-term effects, but the most common ones include increased heart rate, high blood pressure, dizziness, tremors, mood changes and paranoia. In the long-term, substance abuse may lead to mental and physical effects that will require treatment to resolve. These effects can include paranoia, psychosis, immune deficiencies, and organ damage.
There are common indicators, stages and influencing factors of chemical dependency.

Objectives

Students will know: Dependency/Addiction and Treatment

All psychoactive drugs may cause mental health problems while you are taking them and as you clear the drug from your body. These can include anxiety, mood swings, depression, sleep problems and psychosis. Psychoactive drugs may cause you ongoing mental health problems.

Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

Quitting is a complicated process because there are many factors, physical, mental and emotional, that make quitting difficult.

Topics:

Kicking The Habit

Helping Something Else Kick the Habit

The Way Back: Strategies for Recovery

The Decision to Quit

Students will be able to:

Identify duration of drug abuse to the incidence of drug-related injury, drug-related illness, and drug-related death.

Examine the different steps needed to become addiction free or sober

Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.

Compare and contrast the stages of dependency and addiction.

Recognize reasons for drug use

Explain how peer norms and expectations can affect the individual and society

Compare and contrast the physical, social, and emotional indicators of possible substance abuse.

Compare and contrast the physical and psychological stages of dependency.

Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.

Evaluate factors that support an individual to quit using substances.

Resources

Core Text:

Health – Making Life Choices (Glencoe Text Book) – Chapter 12

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

<http://www.state.nj.us/education/aps/cccs/chpe/>

<http://www.state.nj.us/mvc/>
<http://www.redcross.org/>
<https://www.cdc.gov/>
<http://www.njahperd.org/>
<http://www.acsm.org/>
<https://www.nutrition.gov/>

UNIT 6:

Summary and Rationale

Relationships:

Dating
 Commitment
 Marriage
 Family Life

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

Recommended Pacing

5-10 Hours

State Standards

2.4.12.A - 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. ~ Relationships

2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
9.1.12.A.0	Critical Thinking and Problem Solving

9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.0	Creativity and Innovation
9.1.12.B.2	Create and respond to a feedback loop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.0	Collaboration, Teamwork, and Leadership

Instructional Focus

Unit Essential Questions

What is the basis for a health relationship?
 Why is it so hard to have healthy relationships?
 How does your family influence the adult you will become?
 How do we learn to understand and respect diversity in relationships?
 How do we know when a relationship is not worth saving?

Unit Enduring Understandings

Relationships are the connections people have with each other. 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. Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience, but can also create new issues in relationships as well. 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. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. Reliable personal and professional resources are available to assist with relationship problems.

Objectives

Students will know:

Relationships

Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another. Technology impacts the capacity of individuals to develop and maintain interpersonal relationships. 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.

Healthy Relationships

Unhealthy Relationships

Dating Violence

**Date Rape/Rape
Sexual Harassment
Bullying
Anti-sexting**

Students will be able to:

- Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).
- Examine the current and historical role of life commitments, such as marriage.
- Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.
- Investigate how different family structures, values, rituals, and traditions meet basic human needs worldwide.
- Describe the important characteristics of a friend, family member, significant other, spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.
- Develop strategies to address domestic or dating violence and end unhealthy relationships
- Compare and contrast various technological advances and inventions and their impacted they have on the development and maintenance of local and global interpersonal relationships.
- Name at least three characteristics of a healthy relationship.
- Explain the importance of family on an individual.
- Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.
- Compare and contrast adolescent and adult dating practices.
- Discuss the importance of physical and emotional intimacy in a healthy relationship.

Resources

Core Text:

Health – Making Life Choices (Glencoe Text Book) – Chapter 18 & 19

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

<http://www.state.nj.us/education/aps/cccs/chpe/>

<http://www.state.nj.us/mvc/>

<http://www.redcross.org/>

<https://www.cdc.gov/>

<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

UNIT 7:

Summary and Rationale

<p>Sexuality: Understanding Sexuality STDs Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>	
Recommended Pacing	
5- 10 Hours	
State Standards	
2.4.12.B.0 - 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. ~ Sexuality	
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.
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
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 contraception, including risk-reduction and risk-elimination strategies.
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
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, HPV vaccine).
Instructional Focus	
Unit Essential Questions	
What factors would one use to determine if he/she is ready to be sexually active? Why does the United States have a high incidence of unintended pregnancies and sexually transmitted infections? What determines a person's sexual orientation?	
Unit Enduring Understandings	
External pressures and opportunities that present themselves may influence a person to become sexually active. There are many additional challenges that confront those who are not heterosexual. Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.	
Objectives	
Students will know: Sexuality The decision to become sexually active affects one's physical, social, and emotional health. Responsible actions regarding sexual behavior impact the health of oneself and others.	

Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

Gender Differences

Sexual Orientations

Reproductive System Health Care

Abstinence

Contraception

Sexually Transmitted Infections

Students will be able to:

Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures based on the long-term effects of adolescent sex on future education, on career plans and on the various dimensions of wellness.

Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.

Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.

Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.

Investigate current and emerging topics related to sexual orientation.

Analyze how becoming sexually active will affect one's health.

List actions regarding sexual behavior impacting the health of oneself and others.

Describe an ideal situation to discuss topics regarding sexuality.

Name at least one way to assist in the prevention and treatment of sexual illness and sexual disease.

Resources

Core Text:

Health – Making Life Choices (Glencoe Text Book) – Chapter 16 & 21

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

<http://www.state.nj.us/education/aps/cccs/chpe/>

<http://www.state.nj.us/mvc/>

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<https://www.cdc.gov/>

<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

UNIT 8:

Summary and Rationale

Pregnancy and Parenting:

From Conception through Parenting

Prevention Pregnancy & STDs

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

Recommended Pacing

5-10 Hours

State Standards

2.4.12.C - 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. ~ Pregnancy and Parenting

2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
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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.
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2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
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2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
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2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
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2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
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2.4.12.C.7	Analyze factors that affect the decision to become a parent.
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Instructional Focus

Unit Essential Questions

How do you know when you are ready to have a child?

Why is prenatal care essential to embryonic growth and fetal development?

Unit Enduring Understandings

Raising a child requires physical, economic, emotional, social and intellectual commitment.

Prenatal care has a direct impact on the delivery and long term health of the child.

Objectives

Students will know:

Pregnancy and Parenting

Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Signs and Symptoms of Pregnancy

Prenatal Care

Healthy Pregnancy

Stages of Birth

Abortion

Students will be able to:

Compare and contrast embryonic and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.

Explain the methods and resources available to confirm pregnancy.

Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.

Assess and evaluate parenting strategies used at various stages of child development.

Investigate the legal rights and responsibilities of teen mothers and fathers with those of adults regarding pregnancy, abortion, parenting, and contraceptives.

Discuss factors that influence the decision to have or to adopt a child.

Compare and contrast pregnancy options.

Describe the stages of labor and childbirth and compare childbirth options.

Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.

Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.

Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.

Resources

Core Text:

Health – Making Life Choices (Glencoe Text Book) – Chapter 20 & 22

Suggested Resources:

“Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Re-teaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessment

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