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# PISCATAWAY TOWNSHIP SCHOOLS

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**Dr. Frank Ranelli**  
Superintendent of Schools

**Dr. William Baskerville**  
Assistant Superintendent for  
Curriculum and Instruction

**Content Area:** Health Education  
**Grade Span:** 11th  
**Revised by:** Noelle Hartje  
**Presented by:** Robert Harmer  
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**Members of the Board of Education**

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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](http://www.piscatawayschools.org)

## COURSE OVERVIEW

Description
<p>All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p> <p>All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle</p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family, and community health decisions.</p> <p>All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p> <p>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</p> <p>Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>
Goals
<p><b>Personal Growth and Development:</b>            The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.            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.</p> <p><b>Emotional Health:</b>            Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.            Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p><b>Social and Sexual Health:</b>            How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.            Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p>

There are many factors that influence how we feel about ourselves and the decisions that we make.

There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.

**Community Health Services and Support:**

Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.

Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.

Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues

Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.

**Physical Fitness:**

Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

**Lifelong Fitness:**

Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Community resources can support a lifetime of wellness to self and family members.

**Nutrition:**

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

**Personal Safety:**

Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.

State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.

Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.

**Health Conditions, Diseases and Medicines:**

Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.

Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

Public health policies are created to influence health promotion and disease prevention and can have global impact.

Mental health conditions affect individuals, family members, and communities.

**Dependency, Substances Disorder and Treatment:**

Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.

<b>Scope and Sequence</b>		
<b>Unit</b>	<b>Topic</b>	<b>Length</b>
Unit 1	<b><u>Personal Growth and Development:</u></b> Health Choices and Behavior The Human Body and Its Systems	5 to 10 hours
Unit 2	<b><u>Emotional Health:</u></b> Emotional Health Your Changing Personality Stress and Stress Management Emotional Problems	20 hours
Unit 3	<b><u>Nutrition:</u></b> Nutrition: The Nutrient Nutrition: Healthy Body Weight	5 to 10 hours
Unit 4	<b><u>Physical Fitness:</u></b> Fitness	1 to 3 hours
Unit 5	<b><u>Personal Safety:</u></b> Accident and Injury Prevention Emergency Measures CPR	5 to 10 hours
Unit 6	<b><u>Community Health Services and Support:</u></b> The Consumer and the Health Care System	1 to 3 hours
Unit 7	<b><u>Health Conditions, Diseases and Medicines:</u></b> The Environment and Your Health Drugs as Medicines	5 to 10 hours
Unit 8	<b><u>Dependency, Substances Disorder and Treatment:</u></b> Drugs of Abuse	1 to 3 hours
Unit 9	<b><u>Social and Sexual Health:</u></b> Dating, Commitment, and Marriage Family Life	5 to 10 hours
<b>Resources</b>		
<p><b>Core Text:</b> Health – Making Life Choices (Glencoe Text Book)</p> <p><b>Suggested Resources:</b> “Fast File” Health – Making Life Choices: Vocabulary Worksheets, Study Outline, Reading Cloze, Reteaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessments</p> <p><a href="https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_9to12.pdf">https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_9to12.pdf</a></p> <p><a href="http://www.state.nj.us/mvc/">http://www.state.nj.us/mvc/</a></p> <p><a href="http://www.redcross.org/">http://www.redcross.org/</a></p> <p><a href="https://www.cdc.gov/">https://www.cdc.gov/</a></p> <p><a href="http://www.njahperd.org/">http://www.njahperd.org/</a></p> <p><a href="http://www.acsm.org/">http://www.acsm.org/</a></p>		

## UNIT 1:

### Summary and Rationale

#### Personal Growth and Development:

Health Choices and Behavior  
 The Human Body and Its Systems

The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.

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.

### Recommended Pacing

5 to 10 hours

### State Standards

2.1 Personal and Mental Health: Personal Growth and Development

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.PGD.1:	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.1.12.PGD.2:	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

### Instructional Focus

#### Unit Enduring Understandings

Chapter 1:  
 The leading causes of death have changed over time.  
 Lifestyle choices affect overall health and even the length of life.  
 Mental/emotional and spiritual health are a part of wellness.  
 Obstacles to change arise in competence, confidence, and motivation.  
 In taking action to change behavior, it helps to set goals.  
 Commitment to a behavior depends on continued rewards from it.

#### Unit Essential Questions

Chapter 1:

- What are the two causes, besides people's own choices, that bring on lifestyle diseases?
- What decisions can you make about your environment to maintain or improve your health?
- What are five lifestyle practices that greatly contribute to a healthful lifestyle?
- What are at least five of the seven characteristics of mental/emotional and spiritual health?
- What are the five characteristics of physical health and preventive care?
- What are the five ways a person can be socially healthy?
- What is one of the three obstacles to changing behaviors and give an example of how to overcome it?
- What are the six steps in goal setting?
- How does high self-esteem enhance behavior changes?
- What must a person continue to feel in order to maintain a change in his or her behavior?

Chapter 6:

- How does the heart know how fast to beat?
- Does the heart ever rest?
- When the blood picks up wastes from the cells, how does it get rid of them?
- If blood is red, why do the veins under my skin look blue?
- What makes a wound stop bleeding?
- What are blood types?
- What determines how fast I breathe?
- Is it best to breathe through your nose?
- What are the sinuses?
- What is a hiccup?

**Objectives**

**Students will know:**

- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- How many of the leading diseases are related to lifestyle choices.
- How our mental/emotional, physical and social health are related to wellness.
- The steps in goal setting.
- Parts of the cardiovascular system
- Parts of the respiratory system

**Students will be able to:**

- Explain the relationship between health and wellness.
- List the lifestyle habits that you can adopt to maximize your wellness.
- Identify three healthy lifestyle behaviors a mature adult should obtain throughout life.
- Recommend behaviors to enhance and support the optimal functioning of body systems.
- Predict the impact of heredity and genetics on human growth and development.
- Investigate the impact of health choices and behaviors on personal, family, and community wellness.
- Debate the social and ethical implications of the use of technology and medical advances to support wellness.
- Predict and discuss significant developmental issues or concerns that impact each life stage.
- Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.
- Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.

Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

**Resources**

**Core Text:**

Health – Making Life Choices (Glencoe Text Book) – Chapter 1 & 6

**Suggested Resources:**

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

[https://www.nj.gov/education/standards/chp/Docs/2020\\_NJSLS-CHPE\\_9to12.pdf](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_9to12.pdf)

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

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

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

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

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

[www.nutrition.gov](http://www.nutrition.gov)

[www.myplate.gov](http://www.myplate.gov)

**UNIT 2:**

**Summary and Rationale**

**Emotional Health:**

Emotional Health

Your Changing Personality

Stress and Stress Management

Emotional Problems

Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

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.

**Recommended Pacing**

10 to 20 hours

**State Standards**

**Standard 2.1 Personal and Mental Health: Emotional Health**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.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).
2.1.12.CHSS.9:	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

**Instructional Focus**

**Unit Enduring Understandings**

Assertive communication and conflict resolution strategies can often prevent the escalation of conflicts.  
Rejection is a risk of forming new friendships, but the risk is worth taking.  
Problems can be solved by making decisions and taking action.  
Each person must work out a relationship with society that is rewarding.  
People develop their identities and their ability to reason during the teen years.  
Personality develops in stages throughout life.  
Adolescence is a time of rapid physical and mental change.  
Each person adopts characteristics that go with that person’s gender.  
To develop high self-esteem, use positive self-talk to turn ideas about what you’d like to be into realities.  
Enjoy your accomplishments and view yourself as a worthwhile and valuable person.  
Belonging to many peer groups can be a positive influence on development.  
Peer groups can help teens feel a sense of belonging.  
Parents remain the primary influence in the lives of many teens.  
Gangs and cults may meet a person’s need to belong, but they do not provide a positive peer group experience.  
Everyone faces stress. A stressor is anything that requires you to cope with, or adapt to, a situation.  
All high school students face many stressors.  
An event may be more or less stressful, depending on how you perceive that event.  
The nervous system responds to challenges by producing reactions that restore normal body conditions.  
The hormonal system consists of glands that produce hormones.  
The immune system is the body’s main defense against disease. Unrelieved stress can weaken the immune system.  
The stress response occurs in three stages: alarm, resistance, and recovery or exhaustion.  
Each stage of the stress response involves physical reactions.  
Physical activity strengthens stress resistance. It can ease muscle tension and help the body recover.  
The relaxation response is the opposite of the stress response. The relaxation response can be learned.  
Wise time management helps control stress.  
Coping devices help you deal with stress.  
Changing your perceptions of events can reduce the stress those events cause you.  
In small doses, fear and anxiety can help you meet challenges, but too much anxiety is disabling.  
Normal sadness is not the same as depression, a serious mental illness.



Dealing with anger involves recognizing the emotion, addressing the cause, and taking time to cool off. Guilt can remind you of your values. Shame is harmful and can contribute to serious mental problems. Mental and emotional problems vary in severity and duration. They can have a variety of causes. Anxiety disorders can be severe and disabling. Mood disorders, such as depression and bi-polar disorder, involve extremes of emotion. Disorders such as schizophrenia, eating disorders, and substance abuse are mental illnesses that require professional help. The major risk factors for teen suicide are depression, other mental disorders, and substance abuse. Anyone talking about suicide should be taken seriously. Share your concerns with a trusted adult. People may seek therapy for a variety of reasons. It is important to find a qualified therapist who is a good fit for you. Recognize when it is possible to help a friend and when professional help is necessary.

**Unit Essential Questions**

- What is a support system?
- In addition to friends, identify what other people can be part of a support system?
- What are some strategies for resolving conflicts?
- Analyze what happens if you are a passive communicator?
- What is a mediator's role?
- What are the six steps for making decisions?
- Explain why the first step in the process is so important?
- Why should you be sure to brainstorm all the possible solutions to a problem?
- What are the three questions you can use in the evaluation process?
- What elements make up society?
- What are the disadvantages of having values that differ from society's values?
- What is the difference between personality and self-image?
- What is self-actualization?
- How does the thinking of teens differ from children's thinking?
- What are some of the extremes in emotions that teens may feel?
- What are some of the most basic human needs?
- What is the difference between a person's gender identity and gender role?
- What are some common gender stereotypes?
- At approximately what age do adolescent girls begin a growth spurt?
- What are some changes that occur due to increased levels of hormones during puberty?
- What is positive self-talk?
- Why is a negative body image so common in our society?
- What changes occur in peer groups from early teens to late teens?
- What are some functions of peer groups?
- What is the advantage of belonging to a wide variety of peer groups?
- What is the difference between chronic stress and acute stress?
- Why is it important to recognize the physical signs of stress?
- Explain what makes cold weather a stressor.
- What might happen if production of the stress hormones were blocked?
- Why can chronic stress increase a person's risk of disease?
- What are the three phases of stress response?
- What is the major difference between recovery and exhaustion?
- Explain which diseases are likely if a person undergoes prolonged stress.
- What is likely to happen to a person who faces a series of major stressors, one after the other?

Do you think it's healthy to try to increase stressors and stress? Why or why not?  
 What are defense mechanisms?  
 Explain how physical activity can help a person manage stress.  
 Describe how time management can help minimize stress.  
 How are displacement and venting alike? How are they different?  
 How can fear be a healthy emotion?  
 What are three steps for controlling anger?  
 What is the difference between guilt and shame?  
 What are three warning signs of mental illness?  
 What is the difference between social phobia/anxiety and ordinary shyness?  
 What are the two major symptoms of obsessive-compulsive disorder?  
 What are the symptoms of post-traumatic stress disorder?  
 How does bipolar disorder differ from depression?  
 What are the major risk factors for suicide?  
 What is the most important predictor of a possible suicide?  
 What are two reasons why some teens are reluctant to seek help for mental or emotional problems?  
 What are two forms of therapy?

### **Objectives**

#### **Students will know:**

The importance of self-acceptance, positive thinking, and values clarification in promoting emotional health.  
 How to recognize that the acceptance and appropriate expression of feelings are important to emotional health.  
 The advantages of assertive behavior, and identify assertive behavior strategies.  
 How to outline six steps for making a decision.  
 The influence change has on an individual's personality.  
 The influence that gender roles have on an individual's personality.  
 Ways to promote self-acceptance.  
 Different types of stress and the influence stressors have on an individual's perception of an event.  
 How to identify stages of stress response. Understand the body's physical reactions to the stress response.  
 At least one way to change perceptions of events that cause stress.  
 Emotions such as fear, anxiety, sadness, guilt, and how to cope with these difficult emotions.  
 How to identify mental and emotional problems.  
 How to identify and discuss anxiety, mood and other mental or emotional disorders.  
 How to identify ways to prevent suicide.  
 How to identify types of therapy.

#### **Students will be able to:**

Describe the role that fear of rejection plays in forming new relationships, and discuss ways to overcome this fear.  
 Discuss the need for developing a workable relationship with society.  
 Discuss the importance of peer groups and their influence on an individual's personal growth.  
 Demonstrate refusal skills in situations involving peer pressure.  
 Express understanding of the affects stress has on each of the body's systems.  
 Demonstrate understanding of ways to manage stress.  
 Discuss major risk factors for suicide.  
 Discuss reasons for seeking help from therapy.  
 Learn how to help others.

Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.  
 Analyze factors that influence the emotional and social impact of mental health illness on the family.  
 Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).  
 Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

**Resources**

**Core Text:**

Health – Making Life Choices (Glencoe Text Book) Chapter 2, 3, 4, 5

**Suggested Resources:**

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

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

[www.nutrition.gov](http://www.nutrition.gov)

[www.myplate.gov](http://www.myplate.gov)

**UNIT 3**

**Summary and Rationale**

**Nutrition:**

Nutrition: The Nutrient

Nutrition: Healthy Body Weight

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

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.

**Recommended Pacing**

5 to 10 hours

**State Standards**

**Standard 2.2 Physical Wellness: Nutrition**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.2.12.N.1:	Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.2:	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
2.2.12.N.3:	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.
2.2.12.N.4:	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.2.12.N.5:	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

**Instructional Focus**

**Unit Enduring Understandings**

Chapter 7:  
Good nutrition promotes growth and helps prevent diseases.  
The MyPlate plan helps people make balanced, healthy food choices.  
The body stores extra energy from the carbohydrates, fats or proteins you eat as glycogen or body fat.  
The best source of energy for the body is a balanced diet.  
Starch is a main source of energy.  
Fiber is a plant form of carbohydrate that helps maintain the health of the digestive tract.  
Sugars are naturally found in fruits and milk. They are also added to some foods.  
Fat is a major source of fuel for the body. Food fat comes in saturated and unsaturated forms.  
A diet high in saturated fat is linked to many lifestyle diseases.  
Food labels provide information to help you determine a food’s nutritional information.  
Protein is made of amino acids and serves as the building material for many body structures.  
Too little or too much of any vitamin or mineral is harmful to health.  
Vitamin A is important to many body processes.  
Eating foods rich in vitamin E may help protect against heart disease.  
To get enough thiamin and other nutrients, a teen must eat many servings of nutritious foods each day.  
Folate and vitamin B12 illustrate why it is important to eat food from each of the food groups.  
Calcium is needed to form and maintain strong bones.  
Iron carries oxygen in the red blood cells. Meats, fish, poultry, and beans are rich sources of iron.  
Electrolytes help maintain the proper balance of fluids in the body.  
Water carries materials in the body and provides the needed environment in which human tissues must live.

Chapter 8:  
Both too much and too little body fat may lead to health problems.  
Body fatness can be measured with a skinfold caliper.  
The balance between food energy taken in and energy spent determines how much fat a person’s body stores in its fat tissues or how much it uses from storage.  
To lose weight safely and permanently, a person must lose fat tissue, not lean tissue or water.  
The energy from any food can build up in body fat if a person eats more calories than are spent.  
Fasting and low-carbohydrate diets are not healthy ways to lose weight.  
To design a successful weight-loss diet, design it to last a lifetime. Be realistic and make it adequate.  
Reward yourself for following your weight-loss diet.  
Physical activity increases lean tissue, expends energy, and boosts self-esteem.

People who maintain weight take responsibility for their weight.  
Healthful weight gain can be achieved by a program of physical activity and increased intake of calories.

### Unit Essential Questions

#### Chapter 7:

Why do you need to include a wide variety of foods in adequate amounts in your meals and snacks?

How would you plan a meal using the MyPlate food plan? The foods you choose should help you meet your body's needs and at the same time keep your calorie count down.

Why is a nutrient-rich meal a better choice for health than eating a candy bar?

Explain how fiber aids the digestive process.

Identify three risks related to an eating plan that is high in fat.

What are at least three types of information found on a food label?

What is the difference between amino acids and essential amino acids?

What are four foods that are high in protein but low in saturated fat and calories?

Explain why excessive amounts of fat-soluble vitamins can be more dangerous than excess amounts of water-soluble vitamins?

Why may some teens' diets lack sufficient vitamin A?

What is the most abundant mineral found in the body?

What is the major function of iron in the body?

#### Chapter 8:

Why is it dangerous to have too little body fat?

What components make up the sum total of your body weight?

Explain why body weight by itself is not an indicator of body fatness?

What happens when a person consumes 3,500 calories more than s/he spends?

What are some examples of basal processes that support life?

Why does a 200 pound person expend more energy than a 100 pound person does, doing the same activity with equal effort?

How can you increase your basal energy output over the long term?

Why is the use of a diuretic considered a dangerous weight-loss method?

What happens to the excess carbohydrates, fats, and protein a person consumes?

In order to lose weight safely and permanently, what must a person lose? What must the person retain?

Why is fasting a dangerous way to lose weight?

Identify three dangerous and three sound weight-loss strategies.

How is physical activity helpful in weight loss?

Give two recommendations for a successful and healthy weight-gain program.

What are two common behaviors of a person with anorexia nervosa?

### Objectives

#### Students will know:

Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.

#### Six Essential Nutrients:

Carbohydrates

Protein

Fats

Vitamins

Minerals

Water

MyPlate  
Grains  
Vegetables  
Fruits  
Milk  
Meat and Beans  
Oils  
Energy from Food  
Starch  
Fiber  
Glycogen  
Sugars

**The Fats:**

Saturated  
Unsaturated  
Polyunsaturated  
Trans fats  
Reading Food Labels  
Vegetarians  
Amino Acids  
Supplements  
Antioxidants  
Electrolytes  
Healthy Dieting  
Eating Disorders  
Obesity  
Weight Gain and Weight Loss  
Energy Balance Calculation

**Students will be able to:**

Discuss why good nutrition promotes health and helps prevent disease.  
Introduce student to the MyPlate guide.  
Identify the five food groups.  
Discuss how we obtain and store energy from food.  
Discuss carbohydrates' role in processing energy.  
Discuss fat's role as a major source of fuel for the body.  
Discuss good fats and bad fats.  
Demonstrate how to read a food label.  
Identify sources of protein.  
Discuss vitamin safety.  
Identify sources of vitamins.  
Identify sources of minerals.  
Discuss the connection of health risks linked to too much or too little body fat.  
Identify various ways to measure body fat.

Discuss the balance between food energy taken in and energy spent.  
 Determine safe and unsafe weight-management techniques.  
 Discuss strategies to use to design a successful and realistic weight-loss plan.  
 Identify healthy strategies to promote weight gain.  
 Discuss the dangers of eating disorders.  
 Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.  
 Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.  
 Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.  
 Implement strategies and monitor progress in achieving a personal nutritional health plan.  
 Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

### Resources

**Core Text:** Health – Making Life Choices (Glencoe Text Book) Chapter 7 & 8

**Suggested Resources:**

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

[https://www.nj.gov/education/standards/chp/Docs/2020\\_NJSLS-CHPE\\_9to12.pdf](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_9to12.pdf)

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## UNIT 4:

### Summary and Rationale

**Physical Fitness:**

Fitness

Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Community resources can support a lifetime of wellness to self and family members.

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.

**Recommended Pacing**

1 to 5 hours

**State Standards**

**Standard 2.2 Physical Wellness: Physical Fitness & Lifelong Fitness**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.2.12.PF.1:	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2:	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.PF.3:	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.
2.2.12.PF.4:	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
2.2.12.PF.5:	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
2.2.12.LF.1:	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.2:	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.3:	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.4:	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5:	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
2.2.12.LF.6:	Implement a financial plan for participation in physical activity in the community for self and family members.
2.2.12.LF.7:	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
2.2.12.LF.8:	Identify personal and community resources to explore career options related to physical activity and health.

**Instructional Focus**



**Unit Enduring Understandings**

Fitness enables the body to perform at its peak, to meet routine physical demands, to meet sudden challenges, and to withstand stress.

The components of fitness are cardiovascular endurance, flexibility, muscle strength, muscle endurance, and body composition.

Overload can be used to improve fitness by increasing an activity's frequency, intensity, or duration.

Warm-up activities prepare the body for physical activity. Cool-down activities help muscles to relax.

Cardiovascular training is aerobic and demands oxygen.

Cardiovascular endurance increases the heart's size and strength, and makes breathing more efficient.

Activities that promote cardiovascular endurance raise the heart rate.

Flexibility depends on the elasticity of the muscles, connective tissues, and the condition of the joints.

Resistance exercises build muscle strength.

Steroids and growth hormones produce dangerous side effects that can damage your body.

The most important preventative measures are to follow proper form, stop working if you feel pain; and take precautions against dehydration, heat exhaustion, and heat stroke.

**Unit Essential Questions**

What are four physical benefits of fitness?

Offer some pointers for applying the overload principle.

Explain the principles of warm-up and cool-down.

Why must cardiovascular endurance training involve aerobic activities?

How does cardiovascular endurance affect the heart?

How long must aerobic activity last to improve cardiovascular endurance?

What are some signs and symptoms of overstretching?

Why is gentle stretching recommended over bouncing?

How can you best increase muscle firmness and endurance when weight training?

Why do males generally develop larger muscles than females when weight training?

What are the signs of heat stroke?

How can injury best be prevented when you are physically active?

**Objectives****Students will know:**

The benefits of fitness.

The path to fitness: Conditioning

How to gain cardiovascular endurance.

How to gain flexibility.

How to gain muscle strength and endurance.

How to prevent sports injuries and heat stroke.

How to identify personal and community resources to explore career options related to physical activity and health.

How to respect and appreciate all levels of ability and encourage with care during all physical activities.

How to design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.

How to build to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

How to describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

How to implement a financial plan for participation in physical activity in the community for self and family members.

**Students will be able to:**

Identify benefits of physical fitness.

Identify the components of fitness.

Understand the importance of both a warm-up and a cool-down.

Identify aerobic activities.

Identify stretching techniques.

Identify techniques to gaining muscle strength and endurance.

Identify risks of steroid use.

Demonstrate injury prevention.

Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

### Resources

**Core Text:** Health – Making Life Choices (Glencoe Text Book) Chapter 9

**Suggested Resources:**

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

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## UNIT 5:

<b>Summary and Rationale</b>	
<p><b><u>Personal Safety:</u></b>            Accident and Injury Prevention            Emergency Measures            CPR</p> <p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> <p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p>	
<b>Recommended Pacing</b>	
5 to 10 hours	
<b>State Standards</b>	
<p><b>Standard</b>            2.1 Personal and Mental Health: Community Health Services and Support            2.3 Safety: Personal Safety</p>	
CPI #	Cumulative Progress Indicator (CPI)
2.3.12.PS.1:	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9:	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
2.1.12.CHSS.5:	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
<b>Instructional Focus</b>	
<p><b>Unit Enduring Understandings</b></p> <p>Every driver will encounter other drivers on the roadway who are careless.            Defensive drivers reduce accidents and save lives.            Water safety means learning to swim and never swimming alone.            Many lives are lost to fires each year. Home fires are preventable.            Falls and other accidents at home claim many lives each year.            Natural and manmade disasters occur randomly, so it's important to prepare in advance.            Competent child care includes keeping a watchful eye on children.            A first-aid kit will provide you with basic equipment to manage some emergencies.</p>	

The three steps in offering first aid will help the injured person and keep you safe.  
 Opening the airway is the first step to restoring breathing.  
 Rescue breathing provides oxygen to someone who has stopped breathing.  
 Chest compressions keep blood moving in someone who has suffered cardiac arrest.  
 The Heimlich maneuver can dislodge an object that is preventing breathing.  
 To stop severe bleeding, use direct pressure.  
 Minor wounds can be treated at home. Major wounds require medical care.  
 All burns require first aid.  
 Hypothermia, frostbite, and hyperthermia pose severe health risks if not properly treated.  
 Poisonings and snakebites, and severe allergic reactions demand immediate medical attention.  
 If you suspect that a bone may be broken, get medical help immediately.  
 Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others  
 The most important thing a person can do in any emergency is activate the EMS system (9-1-1).

**Unit Essential Questions**

Explain why safety belts should be worn by all occupants in a car.  
 Name three changes in driving habits that could save lives.  
 If you cannot swim, how can you assist a swimmer who is in trouble?  
 What product should be used to smother a grease fire?  
 List three classes of fire extinguishers and the type of fire each is used for.  
 Why are falls the leading cause of accidental death and injury for older adults?  
 What are the most common types of falls experienced by infants?  
 Give two firearm safety precautions.  
 List at least 5 items you should have on hand to be prepared for disasters.  
 When babysitting, what phone numbers should you be sure to have in your possession before the parents leave?  
 What are the two most important self-protective items to keep in a first-aid kit?  
 What are common hazards present when you survey an accident scene?  
 How do you decide who needs treatment first when there are several victims?  
 Describe how you should check a victim’s airway.  
 What happens to the blood and other vital organs of a persons who does into shock?  
 When you do a secondary survey of a victim, what are you looking for?  
 How long does it take for a person to die when oxygen is cut off?  
 What is one problem that occurs when an untrained person attempts CPR?  
 Explain the universal distress signal for choking.  
 If a person is choking but can make a sound, what should a rescuer do?  
 If a person is choking but cannot make a sound, what should a rescuer do?  
 Why shouldn’t a tourniquet be used to control bleeding?  
 How are burns classified?  
 Describe what a second-degree burn looks like.  
 What should you be concerned about when a person has a facial burn?  
 What temperature should the body be for tissue to function normally?  
 What are symptoms of hypothermia?  
 What shouldn’t you do when treating for frostbite?  
 What is the most common cause of poisoning?  
 What is the difference between healthy and unhealthy risks?  
 Why do we sometimes take risks that can cause harm to ourselves or others?  
 Why is it important to know the components of the EMS system?

## Objectives

### Students will know:

Information regarding highway accidents.

Safety for outdoor activities

Fire and burn safety.

Preventing and treating falls and other accidents.

Preparedness for disasters.

Care of others: Child care

How to evaluate the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

That applying first-aid procedures can minimize injury and save lives.

Basic First Aid

Medical Emergencies

Heat and Cold Injuries

Injury Emergencies

Head Injuries

CPR

How to locate and use an AED: Automatic External Defibrillation

Organ donation can save lives.

### Students will be able to:

Identify techniques for auto safety.

Identify outdoor safety skills

Demonstrate skills to prevent fire and burns

Demonstrate skills to prevent accidents and falls.

Identify safety preparedness skills.

Determine safe and reliable techniques for caring for children.

Identify items that should be in a first aid kit.

Identify actions to take in offering first aid.

Demonstrate understanding of how to perform CPR.

Demonstrate understanding of how to properly use and assist while using an AED.

Demonstrate understanding of techniques to care for choking and severe bleeding.

Identify and understand how to perform other first aid procedures including burns, broken bones, and poisoning.

Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.

Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.

Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

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

Design a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.

Evaluate 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).

Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Explain at least one way to prevent injury in a potential unhealthy/risky behavior situation.

Determine what minimizes injury and save lives.

Explain and demonstrate basic first aid procedures, including basic life support and automatic external defibrillation, caring for head trauma, spine and joint emergencies, caring for cold and heat injuries and responding to medical emergencies.

### Resources

**Core Text:**

Health – Making Life Choices (Glencoe Text Book) Chapters 24 & 25

**Suggested Resources:**

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

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## UNIT 6:

### Summary and Rationale

**Community Health Services and Support:**

The Consumer and the Health Care System

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.

### Recommended Pacing

1 to 5 hours

### State Standards

**Standard 2.1 Personal and Mental Health: Community Health Services and Support**

**CPI #**

**Cumulative Progress Indicator (CPI)**

2.1.12.CHSS.1:	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
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2.1.12.CHSS.2:	Develop an advocacy plan for a health issue and share this information with others who can benefit.
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2.1.12.CHSS.3:	Explain the purpose of the Safe Haven Law and identify locations in your community.
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2.1.12.CHSS.4:	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
2.1.12.CHSS.5:	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.1.12.CHSS.6:	Evaluate the validity of health information, resources, services, in school, home and in the community.

### Instructional Focus

#### Unit Enduring Understandings

Approaches to health care include the unprepared approach, insurance and the managed care approach. Insurance can pay for many things, but it is no substitute for careful financial planning.  
 Choose a health care facility that best meets your needs.  
 The US health care system is a high-cost system.  
 Select your health care provider with care. Research a doctor's credentials closely.  
 The use of integrative therapies is not yet fully supported by science.  
 There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.

#### Unit Essential Questions

Describe what a health care provider does beyond treatment.  
 Which of the three approaches to health care is the most risky and why?  
 What people can receive Medicaid insurance?  
 Who must pay costs not covered by insurance?  
 What drives our insurance premiums up higher than they should be?  
 List five hints for ER visits.  
 What should you do before an operation?  
 If you have questions about your hospital bill, what should you do?  
 What is the first step in selecting health care provider?  
 Describe what tests you should expect during a physical examination.  
 Why is it important to give the physician your medical history?  
 Where do I go to access information about good health and fitness services?

#### Objectives

##### Students will know:

Potential solutions to health issues are dependent on health literacy and available resources.  
 Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.  
 Health Care Issues

##### Students will be able to:

Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.  
 Compare and contrast health insurance and reimbursement plans with accessibility and affordability on a family, community, and global health levels.

Provide examples of potential solutions to health issues that are dependent on health literacy and available resources.

Provide examples of how affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.

### Resources

**Core Text:**

Health – Making Life Choices (Glencoe Text Book) Chapter 27

**Suggested Resources:**

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

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## UNIT 7:

### Summary and Rationale

**Health Conditions, Diseases and Medicines:**

The Environment and Your Health

Drugs as Medicines

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

### Recommended Pacing

5 to 10 hours

### State Standards



<b>Standards</b>	
2.1 Personal and Mental Health: Community Health Services and Support	
2.3 Safety: Personal Safety & Health Conditions, Diseases and Medicines	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.3.12.PS.4:	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
2.3.12.HCDM.1:	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.2:	Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
2.3.12.HCDM.4:	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5:	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.HCDM.6:	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).
2.1.12.CHSS.7:	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
2.1.12.CHSS.8:	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<p>Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>To improve health outcomes, we must enhance our understanding of medications and determine who is responsible for evaluating the safety and effectiveness of medications</p> <p>Research can and has delivered enormous benefits to society; however a degree of risk is inherent in every research study. Benefits may outweigh risk. Dosage varies in every individual case. All medications affect individuals differently.</p> <p>The Food and Drug Administration is responsible for protecting the public health by assuring the safety, efficacy and security of human and veterinary drugs, biological products, medical devices, our nation's food supply, cosmetics, and products that emit radiation.</p> <p>Most dietary supplements are safe, and some of them offer true health benefits, but there can be some risk with their use. Dietary supplements are products designed to augment your daily intake of nutrients, usually the vitamins and minerals. Some supplements contain ingredients that pose significant dangers to students.</p> <p>OTC drugs enable people to relieve many annoying symptoms, cure some diseases simply and accomplish it without the cost of seeing a doctor. However, safe use of these drugs requires knowledge, common sense, and responsibility.</p> <p>Medicines must be used correctly in order to be safe and have the maximum benefit.</p>	
<b>Unit Essential Questions</b>	

How can you inspire others to address health issues?  
How can medication in our country improve and how would we go about doing this?  
Why would an individual research and investigate experimental medicines?  
Explain the role of the FDA while focusing on effectiveness, proper dosage, side effects and benefits.  
Explain the benefits and dangers of dietary supplements.  
What are the considerations needed to be made on dosage, side effects, benefits and risks?  
How do I determine whether or not a medication will be effective?

**Objectives**

**Students will know:**

Information on the environment and you.  
The impact of pollution.  
The effects of shopping.  
The effects of home and energy use.  
The effects of water usage and garbage.  
Hunger and the environment.  
Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.  
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. Whether synthetic or natural (herbal), drugs are intended to act on the body. There always is a chance that they will produce effects that we do or do not want.  
Knowing how the drug works provides the rationale for its use in the treatment of a particular disease or an ailment. This also promotes adherence to treatment.

**Students will be able to:**

Identify ways human behaviors affect the world’s air, water and, living things – and vice versa.  
Determine the impact that consumption has on the world.  
Identify ways individuals as well as the government can help curb the effects of pollution.  
Identify lifestyle choices individuals can make to promote a healthy environment.

Plan, implement, and evaluate activities to benefit a health organization, a health cause, or a health issue on a state, national, or global level, including but not limited to, organ/tissue donation.  
Provide examples of effective advocacy for a health or social issue that is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue  
Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.  
Evaluate personal participation as both a leader and follower.  
Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.  
Evaluate a group’s ability to be respectful, supportive, and adherent to codes of conduct.  
Develop and articulate the group’s goals, shared values, vision, and work plan.  
Assess community awareness and understanding about a local, state, national, or international health issue.  
Investigate the positive and potentially harmful effects of new or experimental medicines and herbal remedies, medicinal supplements, and alternative medical services.

Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.

Relate abuse of prescription and over-the-counter drugs to wellness

Research the history and purpose of the Food and Drug Administration. Compare and contrast the positives and negative of an organization like the FDA.

Explore controversial health issues and debate various points of view.

### Resources

**Core Text:**

Health – Making Life Choices (Glencoe Text Book) Chapters 26 & 11

**Suggested Resources:**

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

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## UNIT 8

### Summary and Rationale

**Dependency, Substances Disorder and Treatment:**

Drugs of Abuse

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.

### Recommended Pacing

1 to 5 hours

### State Standards

**Standard** 2.3 Safety: Personal Safety, and Dependency, Substances Disorder and Treatment

**CPI #**

**Cumulative Progress Indicator (CPI)**

2.3.12.PS.4:	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
2.3.12.DSDT.1:	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
2.3.12.DSDT.2:	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
2.3.12.DSDT.3:	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
2.3.12.DSDT.4:	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
2.3.12.DSDT.5:	Evaluate the effectiveness of various strategies and skills that support an individual’s ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

### Instructional Focus

#### Unit Enduring Understandings

Drug abuse can damage a person’s health and ability to function effectively.  
 Lawmakers have passed laws related to drug abuse. In our society, the use of mind-altering drugs is illegal.  
 People abuse drugs for many reasons, such as the belief that drugs will help relieve problems.  
 Family support, drug education programs, and legal or social consequences can prevent drug abuse.  
 Drugs can create a “high” by releasing pleasure-producing chemicals in the brain.  
 Physical addiction occurs when the body’s chemistry adjusts its functioning to the presence of a drug.  
 The only sure way to escape drug addiction is never to experiment with the drugs that produce it.  
 Marijuana use can cause abnormal heart action, reduced immunity, and lung damage.  
 Amphetamines and methamphetamines are addictive drugs, because tolerance to them develops quickly.  
 Cocaine is a stimulant that produces a short-term, intense high followed by extreme dysphoria.  
 Sedatives and barbiturates act as depressants, slowing the body’s systems, and causing addiction.  
 Narcotics are addictive drugs used to relieve pain, and include codeine, heroin, and oxycodone.  
 Drugs that produce false sensations in the mind, such as vivid and distorted visions, are called hallucinogens.  
 People who experiment with inhalants risk permanent disability or death.  
 Club drugs include a wide variety of drugs such as ecstasy, rohypnol, GHB, and Ketamine.  
 Mind-altering drugs, including alcohol, marijuana, and others, slow people’s reaction times.  
 Admitting a drug problem is the first step to overcoming it.  
 Recognizing signs of drug abuse can be the first step toward helping a friend or relative to get help.

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.

### **Unit Essential Questions**

- Name three factors that lead people to abuse drugs.
- How does the brain produce feelings of pleasure naturally?
- What is the unpleasant sensation people may feel after taking drugs?
- Describe the spiral that leads to physical addiction.
- THC affects sensitive brain centers. In what ways does THC affect the body?
- What is one of the strongest painkillers and why is its use so limited?
- What is the most often abused narcotic in the US and why is it illegal?
- What are three types of chemicals inhaled to produce a high?
- Why is Ecstasy so dangerous to users?
- What happens to the body that impairs driving abilities when mind-altering drugs are used?
- How long does the driving impairment caused by alcohol or marijuana last?
- Explain how methadone helps in the treatment of drug addiction.
- What gives a recovering addict the best chance of staying drug-free?
- In order to help a drug-addicted person live a drug-free life, what two behaviors should you avoid doing?
- What is the one key ingredient in someone's choice to give up drugs?
- 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?

### **Objectives**

#### **Students will know:**

- Drug abuse as it is defined.
- Why people abuse drugs.
- Addiction.
- Commonly abused drugs.
- Information on drugs and driving.
- How to make behavior changes.
- How to help someone else kick the habit.
- 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.

**Students will be able to:**

Define drug use, abuse, and misuse.

Explore society's views of drug use and abuse.

Learn the consequences of drug abuse.

Practice refusal skills in situations involving drug and alcohol abuse.

Differentiate between physical and psychological addiction.

Learn the effects of drug addiction.

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, Reteaching Activities, Enrichment Activities, Cooperative Learning Activities, Career Briefs, Life Choice Inventories, Handouts, Teacher Information Sheets, Chapter Assessments

[https://www.nj.gov/education/standards/chp/Docs/2020\\_NJSLS-CHPE\\_9to12.pdf](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_9to12.pdf)

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

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

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

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

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

[www.nutrition.gov](http://www.nutrition.gov)

[www.myplate.gov](http://www.myplate.gov)

## UNIT 9

<b>Summary and Rationale</b>	
<p><b><u>Social and Sexual Health:</u></b>            Dating, Commitment, and Marriage            Family Life</p> <p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p> <p>There are many factors that influence how we feel about ourselves and the decisions that we make. How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p> <p>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</p> <p>Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p> <p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>	
<b>Recommended Pacing</b>	
5 to 10 hours	
<b>State Standards</b>	
<p><b>Standard</b>            2.1 Personal and Mental Health: Social and Sexual Health            2.3 Safety: Personal Safety</p>	
CPI #	Cumulative Progress Indicator (CPI)
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.
2.1.12.SSH.2:	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3:	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
2.1.12.SSH.4:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5:	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
2.1.12.SSH.6:	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7:	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
2.1.12.SSH.8:	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

2.1.12.SSH.10:	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
2.3.12.PS.2:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6:	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

### **Instructional Focus**

#### **Unit Enduring Understandings**

Infatuation is an all-consuming desire for a partner. Mature love is a strong attachment to someone a person knows very well.

Healthy intimate relationships grow in stages.

Some people are available for relationships, but others are not. Choose carefully.

Possibly the best way of learning how to date is through attending social gatherings in a group setting.

Abstinence from sexual activity helps a new relationship to grow in a healthy way.

Pressure to be sexually active arises both internally and externally.

When coping with a breakup, expect to feel grief.

Love requires commitment and working together.

Marriage is the highest form of commitment in our society.

Work through conflict by clearly defining and addressing each problem while honoring the other person.

Families have far-reaching effects upon their members.

Families provide for many physical and emotional needs of their members.

Families move through predictable stages.

Being completely honest is the way to gain people's trust. Effective communication is essential to trust.

Quality time shared among family members' benefits their relationships and must be planned ahead of time.

Everyone needs time alone to reflect on life and make sense of it.

Conflict-resolution techniques can help siblings resolve problems.

Assertive communication helps family members to negotiate with one another.

Marriages sometimes end in divorce, causing families to change.

Dysfunctional families fail to provide a solid foundation for normal childhood development.

Codependent people focus all their energy on helping addicted loved ones and others around them.

The cycle of abuse can be broken with commitment and effort.

Society has changed in the last 50 years and this has affected the role of the family.

#### **Unit Essential Questions**

What are five signs of infatuation?

What are five signs of mature love?

What is the basis for a healthy relationship?

What should I look for in a partner?

List and define the stages of a lover relationship.

Identify and describe characteristics to look for in a potential partner.

How is double dating especially useful when you just begin to date someone new?



Why is it so hard to have healthy relationships?

It is said that abstinence gives freedom to the people in a relationship. What sorts of freedom does abstinence give?

Describe how to establish a healthy intimate relationship.

How are conflicts resolved in a successful marriage?

How serious is rape?

Is rape the only kind of sexual violence?

What other factors play a role in rape?

How often is rape reported?

How can a person protect themselves from becoming a victim of rape?

Who are children's first teachers?

How is a family identity maintained?

From what sources do children learn values?

List the goals of each family stage.

List two secrets to always being honest and reliable.

What three things are needed to develop satisfying family relationships?

List seven factors that often surround divorce.

List three rigid rules that a dysfunctional family might have.

Describe the characteristics of a codependent person.

What are some common problems for families in the US? What are some possible solutions to these problems?

How does your family influence the adult you will become?

How do we learn to understand and respect diversity in relationships?

### **Objectives**

#### **Students will know:**

The difference between infatuation and mature love.

How to develop a health relationship.

The nature of the family.

The importance of getting along with others (family members).

Families with problems.

Society's support of families.

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:**

Distinguish between mature love and infatuation

Identify the stages of a health relationship.

Identify steps to develop a healthy intimate relationship.

Learn to work through conflict or break-ups.

Recognize the nature of the family.

Understand the life stages of a family.

Identify the importance of effective communication and getting along with others.

Identify changes that come with family problems.

Identify the change in the family's role in society.

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 impact 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) Chapters 18 & 19

**Suggested Resources:**

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

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

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

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

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

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

[www.nutrition.gov](http://www.nutrition.gov)

[www.myplate.gov](http://www.myplate.gov)