

# TOWNSHIP OF UNION PUBLIC SCHOOLS



Comprehensive Health Education 9-12

## Curriculum Guide

November 2014



## **Board Members**

Mr. Francis “Ray” Perkins, President

Mr. Richard Galante, Vice President

Mr. David Arminio

Ms. Susana Vitale

Mr. Thomas Layden

Mr. Vito Nufrio

Mr. Guy Francis

Ms. Lois Jackson

Mr. Angel Salcedo



**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
**Administration**

**Interim District Superintendent .....Mr. Greg Tatum**

**Assistant Superintendent .....Dr. Noreen Lishak**

**Director of Student Information/Technology .....Ms. Ann M. Hart**

**Board Attorney/Board Secretary.....Mr. James J. Damato**

**School Business Administrator.....Mr. Manuel E. Vieira**

**Director of Special Services..... Ms. Kim Conti**

**Health & Wellness Education Grades 9-12**

**Curriculum Committee**

**Ms. Jill Fischman.....Union High School**

**Mr. Gabe Pagano.....Union High School**

**Mr. Charlie Titus.....Union High School**

**Department Director**

**Ms. Linda Ionta.....Union High School**

# Table of Contents

Title Page.....	i
Board Members.....	ii
Administration.....	iii
Curriculum Committee.....	iv
Table of Content.....	v
District Mission/Philosophy.....	1
District Goals.....	2
Introduction .....	3
Curriculum Overview Chart.....	7
Grade 9 Course Description, Proficiencies, and Curriculum Guide.....	8
Grade 10 Course Description, Proficiencies, and Curriculum Guide.....	20
Grade 11 Course Description, Proficiencies, and Curriculum Guide.....	35
Grade 12 Course Description, Proficiencies, and Curriculum Guide.....	48
Modification Key.....	57
Resources.....	59
Appendix A: New Jersey Core Curriculum Standards.....	76

## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## **Introduction**

Health Education is a NJ requirement mandated yearly for every high school student. Our Health Education Curriculum aligns itself with New Jersey Core Curriculum Standards set forth by the New Jersey Department of Education. The Township of Union Public Schools recognizes that health is a state of physical, mental and social well being, not merely the absence of disease. Health education focuses on the art of living recognizing heredity, environment, values, and personal care as key factors.

Students are empowered with critical information that enables them to make healthy choices using up to date and factual information for both the present and future. The aim of our program is to favorably influence knowledge, attitudes, and practices relating to the individual, family, and community. The curriculum is designed to motivate and assist students to maintain and improve their overall health and wellness. This comprehensive curriculum is designed to prepare students for the future beyond their high school years.

## **Teaching for Diversity**

It is critical that all teaching staff provide equity in their educational program. Students must be afforded the opportunity to interact positively with each other regardless of race, creed, color, national origin, ancestry, age, marital status, affection or sexual orientation, gender, religion, disability or socioeconomic status.

Lessons designed must address the following diversity indicators:

- All persons, groups, and cultures will be presented in a fair and objective manner.
- Texts and instructional materials are void of bias and stereotyping.
- Language reflects objectivity and is free of bias and offensive terminology.



- Pictures and illustrations reflect diversity.
- Present information from multiple perspectives if possible.
- Objectives and strategies are inclusive and target the student population to be served.
- Teaching styles are adjusted to meet the learning styles of the students.
- Instruction provides opportunity for cooperation rather than competition.
- Instruction is performance based whenever possible, allowing students the opportunity to demonstrate their learning in a variety of ways.
- Significant opportunities for students to reflect on their learning are provided.

### **Career Awareness and Consumer, Family, and Life Skills**

New Jersey Core curriculum Content Standard 9.1 and 9.2 state that all students must develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace and demonstrate critical life skills in order to be functional members of society. To be most effective, these skills should be integrated throughout all curricula. Lessons shall include career and technical education focusing on career awareness and planning, along with employability skills. In addition, consumer, family, and life skills will focus on critical thinking, self-management, interpersonal communication, character development and education, consumer and personal finance and safety.

### **Technological Literacy**

New Jersey Core curriculum Content Standard 8.1 mandates that all students use computer applications to gather and organize information. Within all content areas, students should utilize computer and information literacy, which supports competency in information gathering, information organizing and problem solving. These are essential lifelong learning skills.

## **Technology Vision/Mission Statement**

The Board of Education of the Township of Union Public Schools is committed to utilizing the resources made available by modern technology to enhance and enrich learning opportunities for students and to increase the effectiveness of its educators and support staff. The board accepts technological resources as vital tools for learning and working in a modern society, and feels they should be an integrated part of all programs and departments in the school district. Such a commitment shall include, but not necessarily be limited to continual restructuring of the curriculum to incorporate technology as a learning tool in support of the New Jersey Core Curriculum Standards, staff training, providing LANs and WANs for inter and intra district communication, and opening controlled access to the Internet. These resources will enhance the delivery of instruction to support all areas of the curriculum, and to support the educational and administrative needs of students, staff, and community. Through the board's investment, the students and staff will be empowered to use technology as a tool for learning, a means of widening access to information, and as a methodology for processing information in more productive and stimulating environment.

## **Union Township Board of Education Technology Standards:**

Students shall have the ability to design, develop, publish, and present products (presentations, web pages, documents) that demonstrate and communicate curriculum concepts to audiences inside and outside of the classroom. Students shall also have the ability to select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.

Students at all grade levels, K-12 will,

1. Understand basic technology operations and concepts.
  - 1.1 Demonstrate a sound understanding of the operation of technology systems.
  - 1.2 Develop sufficient skills to successfully use technology tools in daily life, work situations and learning environments.

- 1.3 Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
2. Use technology responsibly and ethically.
  - 2.1 Practice responsible use of technology systems, information and software.
  - 2.2 Understand the ethical, cultural, environmental and societal implications of technology and telecommunications.
3. Use technology to communicate effectively and creatively.
  - 3.1 Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
  - 3.2 Create, produce and present ideas in a variety of forms, including text, video, graphics and conversation.
4. Use technology for thinking, learning and producing.
  - 4.1 Enhance content-area learning with technology-infused lessons.
  - 4.2 Construct new meaning and knowledge by combining and synthesizing different types of information.
  - 4.3 Use computer modeling, image processing, and simulations and data manipulation to develop understanding.
  - 4.4 Use a variety of tools to produce quality products.
5. Use technology for research, problem solving and decision-making.
  - 5.1 Use technology to locate, evaluate, collect and organize information from a variety of sources.
  - 5.2 Review information analytically and transform it into useful knowledge to solve problems.
  - 5.3 Work with a group to collaboratively solve a problem and present results.

**UNION TOWNSHIP HIGH SCHOOL**  
**HEALTH EDUCATION CURRICULUM OUTLINE**  
 (Based on the New Jersey Core Curriculum Content Standards)

<b>HEALTH EDUCATION</b>			
<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
<p><b><u>Unit #1 : Wellness</u></b>            Decision-making            Human Body Systems            Personal Hygiene            Personality</p> <p><b><u>Unit #2: Alcohol, Tobacco, &amp; other Drugs</u></b>            Drugs and Alcohol            Refusal Skills</p> <p><b><u>Unit #3 Family Life/Sexuality</u></b>            Sexually Transmitted Infections            HIV/AIDS            Abstinence            Birth control Methods            Families            Abuse and Violence</p> <p><b><u>Unit# 4: Community Health skills</u></b>            Interpersonal Skills            Communication            Conflict Resolution            Prejudice            Respect &amp; Tolerance            Accident/Fire Prevention</p>	<p><b><u>Unit #1 : Wellness</u></b>            Organ Donation</p> <p><b><u>Unit #2: Alcohol, Tobacco, &amp; other Drugs</u></b>            Drinking, Driving and Drugs            MADD and SADD</p> <p><b><u>Unit #3 Family Life/Sexuality</u></b></p> <p><b><u>Unit# 4: Community Health skills</u></b>            New Jersey Driver License System            Driver Safety Rules and Regulations            Defensive Driving            Driving Privileges and Penalties            Sharing the Road            Vehicle Information            Road Signs            Emergency Situations            Driving Violations &amp; Fines</p>	<p><b><u>Unit #1 : Wellness</u></b>            Nutrition            Fitness            Stress &amp; Coping Skills            Emotional Health            Mental Illness            Suicide Prevention</p> <p><b><u>Unit #2: Alcohol, Tobacco, &amp; other Drugs</u></b>            Over-the-Counter Medications</p> <p><b><u>Unit #3 Family Life/Sexuality</u></b></p> <p><b><u>Unit # 4 Community Health Skills</u></b>            CPR&amp;AED            First Aid                Choking                Wounds/Bleeding                Poisoning                Head trauma                Bone &amp; Joint                Emergencies                Cold &amp; Heat Injuries            Injury Prevention            Lyme Disease</p>	<p><b><u>Unit #1 : Wellness</u></b>            Independent Life Skills  <b><u>Unit #2: Alcohol, Tobacco, &amp; other Drugs</u></b>            Use of Date Rape Drugs            Drugs and Pregnancy</p> <p><b><u>Unit #3 Family Life/Sexuality</u></b>            Review of Male &amp; Female Reproductive Systems            Testicular Cancer &amp; Breast Cancer-Self-Exams            Healthy Relationships            Rape, Dating/ Domestic Violence            Sexual Assault            Abstinence            Pregnancy Prevention            Parenting            Teen Pregnancy            Real-Life Baby Project  <b><u>Unit# 4: Community Health Skills</u></b>            Review of Sexually Transmitted Infections            Review of HIV/AIDS            Health Care System            Sexual Harassment</p>

**Health Education Grade 9  
Township of Union Public Schools  
October 2014**

## **Health Education Grade 9 Course Descriptions:**

Health 101 is a nine-week required course, offered during a student's freshmen year. The emphasis of the curriculum is to explore and develop interpersonal skills that will last throughout one's lifetime. This course helps guide students toward self-understanding and awareness, focusing on how decisions affect the physical, mental, social and emotional health of both our selves, and our community.

In addition the benefits of self-care are promoted through the exploration of the body systems, disease prevention, and minimizing negative effects that result from risky behaviors. Abstinence is stressed, along with a drug-free lifestyle.

The unit of family is explored, identifying healthy and unhealthy components. Lastly, the meaning of respect and tolerance, along with how it relates to both our selves and others is emphasized.

Students are required to use computer applications both to gather and organize information. Student achievement is determined by subjective and objective evaluation procedures including, but not limited to, class participation, projects, practical demonstration, written quizzes and examinations.

## Grade 9 Course Proficiencies

### Students will be able to...

- ❖ Discuss the importance of self-acceptance, positive thinking, and values clarification in promoting emotional health
- ❖ Discuss the advantages of assertive behavior and identify assertive behavior strategies
- ❖ Outline the steps for making a decision
- ❖ Discuss the influence change has on an individual's personality
- ❖ List and discuss Maslow's hierarchy of needs
- ❖ Identify what specific needs are in each of Maslow's major categories
- ❖ Discuss the influence that gender roles have on an individual's personality
- ❖ Identify ways to promote self-acceptance
- ❖ Discuss the importance of peer groups and their influence on an individual's personal growth
- ❖ Demonstrate refusal skills in situations involving peer pressure
- ❖ Express the effects that stress has on each of the body's systems
- ❖ Discuss major risk factors for suicide
- ❖ Identify structures within the body
- ❖ Identify parts of the skeletal system and how it functions
- ❖ Identify parts of the muscular system and how it functions
- ❖ Identify parts of the nervous system and how it functions
- ❖ Identify parts of the digestive system and how it functions
- ❖ Identify parts of the cardiovascular system and how it functions

- ❖ Identify causes and symptoms of heart attack and stroke
- ❖ Identify parts of the urinary system and how it functions
- ❖ Identify parts of the respiratory system and how it functions
- ❖ Identify parts of the immune system and how it functions
- ❖ Identify parts of the hormonal system and how it functions
- ❖ Identify parts of the female reproductive system and how it functions
- ❖ Identify parts of the male reproductive system and how it functions
- ❖ Distinguish between different types of cancers
- ❖ Identify controllable cancer risks
- ❖ Demonstrate injury prevention
- ❖ Discuss ways to keep teeth healthy and breath fresh
- ❖ Discuss the importance of clean hair and nails
- ❖ Identify ways to care for eyes and ears
- ❖ Discuss personal cleanliness
- ❖ Define drugs of abuse, use and misuse
- ❖ Explore society's views of drug use and abuse
- ❖ Learn the consequences of drug abuse
- ❖ Differentiate between physical and psychological addiction
- ❖ Understand what drug addiction is
- ❖ Identify long-term effects of excessive drinking
- ❖ Identify reasons why people may use tobacco
- ❖ Understand advertising's role in teen tobacco use



- ❖ Identify health effects of smoking
- ❖ Identify ways to live a smoke-free life
- ❖ List the benefits of family.
- ❖ Identify components that make a family healthy.
- ❖ Understand how abstinence assists in the promotion of health.
- ❖ Define sexual activity, and list high risk behaviors.
- ❖ Demonstrate knowledge of how to prevent accidents and fires.

<b>Content:</b>		<b>Interpersonal Skills: Communication, Conflict Resolution &amp; Decision Making</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 2</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>How does effective communication strengthen interpersonal interactions and relationships and assist in resolving conflicts?</p> <p>Does technology increase the capacity of individuals to communicate in multiple and diverse ways?</p> <p>Why does developing and implementing an effective personal wellness plan contribute to healthy decision making?</p> <p>How would you analyze the positives and negatives of aggressive, passive, and assertive communication styles?</p> <p>How does technology increase the risks for cyber bullying?</p>	<p>2.2.12.A.1</p> <p>2.2.12.A.2</p> <p>2.2.12.B.1</p>	<p>Demonstrate strategies to prevent, manage or resolve interpersonal conflicts</p> <p>Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle</p> <p>Predict the short and long term consequences of good and poor decisions making on oneself, friends, family and others</p>	<p>“How to improve self confidence” handout</p> <p>Rating ones personal values chart</p> <p>Emotions vs. actions role-play.</p> <p>Dealing with conflicts vocabulary</p> <p>Conflict resolution strategies- pros vs. cons</p> <p>Internet research project seeking different support groups that are available to teens I.e.: Gang Violence, Bullying, etc. HELP Strategy</p> <p>Small group work utilizing Decision making scenarios including sexting and cyber bullying</p>	<p>7 days</p>	<p>Written examination</p> <p>Rubric grading sheet</p>



<b>Content:</b>		<b>Human Body Systems</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 6</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>How does personal health impact a person, their family, and the community?</p> <p>What are the national and international efforts to prevent and control diseases and health conditions?</p>	2.1.12.C	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies	<p>Body systems vocabulary</p> <p>Group smart board projects presenting each of the body systems</p>	7 days	<p>Written examination</p> <p>Smart Board Presentation based on teacher generated rubrics</p>

<b>Content:</b>		<b>Personal Hygiene</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 10</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
How does personal hygiene contribute to the development and maintenance of wellness?	2.1.9.A	Determine the impact of marketing techniques on the use of personal hygiene products, practices and services	Personal concerns Vocabulary  Immunization timetable  When to visit a health care provider and for what handout  Student based research paper on ear piercing/tattoo parlors and the risk of HIV/AIDS contractions	5 days	Written examination

<b>Content:</b>		<b>Drugs and Alcohol</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 11-14</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
What are the immediate and long-term consequences of risky behavior associated with substance abuse?	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	Drug vocabulary  Side effects of commonly used medicines handout  True Life Video  Group power point projects covering the different types of drugs	10 days	Written examination  Rubric grading sheet
How can stress management skills impact an individual's ability to cope with different types of emotional situations and assist in avoiding drug abuse?	2.3.12.B.2	Debate the various legal and financial consequences of the use, sale and possession of illegal substances	Sceneriosusa.com video		
What is the difference between drug use, misuse, and abuse?	2.3.12.B.3	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis	Contracted a disease through needles story  Suicide impact on teens handout		
What is the correlation between drug use and teen suicide?	2.1.12.E.2	Develop a personal stress management plan to improve/maintain wellness	Suicide survivors story		

<b>Content:</b>		<b>Sexually transmitted Infections Abstinence &amp; Contraception</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 16</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>How does abstaining from sexual activity assist in maintaining health and wellness?</p> <p>What are the short and long- term consequences of high risk sexual behavior?</p>	2.1.12.C.1	Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.	<p>Have students create an advertising campaign to promote abstinence among teens. It can be in the form of a public announcement, commercial, pamphlet etc.</p>	3 days	Teacher directed rubric of abstinence project.
	2.4.12.B.1	Predict the possible long term effects of adolescent sex on future education, on career plans and on various dimensions of wellness			
	2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data			
	2.4.12.B.3	Analyze factors that influence the choice, use and effectiveness of contraception using risk-reduction and risk-elimination strategies			
	2.4.12.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STI’s and unintended pregnancy			

<b>Content:</b>		<b>Families: Benefits, Problems &amp; Dysfunction</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 19</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
How do influences from a family effect the development of an individual?	2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.	Have students identify some family rituals. Then go through what rituals they would like to continue with their future family. (Ex. Eating dinner as a family etc.)  Make a list of ways to maintain respect within a family.	3 days	Class discussion
	2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers			Journal entry



<b>Content:</b>		<b>Accident and Fire Prevention</b>			
<b>Text:</b>		<b>Glencoe Health: Accident and Injury Prevention Chapter 24</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
What are some measures that can be taken to reduce the risk of accidents/fires?	2.1.12.E.3	Examine how a family may prepare and take measure to prevent a crisis situation involving an accident or fire.	Have the students identify some examples of ways to prevent accidents/fires.	1 day	Class discussion
How can you determine if an area is safe?	2.2.12.E.2	Evaluate the scene/situation to gain a better understanding of what a safe environment consists of.	Describe a situation and have students determine preparation steps in order to ensure their safety.		

**Health Education Grade 10  
Township of Union Public Schools  
October 2014**

## **Health Education Grade 10 Course Descriptions:**

Drivers Education Health 201 is a nine-week course, offered during a student's sophomore year. This thirty-hour course meets New Jersey Motor Vehicle Commission's training course criteria, and focuses on key points of safe and defensive driving. Emphasis is placed on the effects that attitude, behavior and responsibility have on both driving safety and privilege, with special attention to speeding, the distracted driver and driving under the influence. Understanding of driving techniques, rules and regulations are also explored.

Students are given information in the following areas: drug-alcohol education and organ donation.

Students use computer applications to gather and organize information. Within all content areas, students should utilize computer and information literacy, which supports competency in information-gathering, information-organizing and problem solving.

Student achievement is determined by subjective and objective evaluation procedures including, but not limited to, class participation, practical demonstrations, written quizzes and examinations. At the conclusion of this course, students are given the New Jersey Division of Motor Vehicle Knowledge test, requiring a passing score of at least 80%.

## Grade 10 Course Proficiencies

### Students will be able to...

- ❖ Outline steps of the Graduated Driver License Program, including special learner and examination permits, along with provisional and basic driver licenses.
- ❖ Explain restrictions and exemptions of the GDL program.
- ❖ Identify the verification process to replace, renew or obtain a license.
- ❖ List the road test requirements.
- ❖ Explain road test vehicle and document requirements.
- ❖ Describe seatbelt laws, including child restraints and airbag safety.
- ❖ List steps involved in starting a parked car, along with vehicle maintenance.
- ❖ Understand the proper procedure for driving in reverse, parking, steering, stopping, and using signals.
- ❖ Understand the regulations mandated for special vehicles, along with turning, stopping
- ❖ Explain the proper use of cellular phones and risks of distracted drivers.
- ❖ Explain the standard accident prevention formula.
- ❖ Identify methods to communicate with other drivers.
- ❖ Recognize how road conditions effects driving.

- ❖ Understand how emotions effect driving.
- ❖ List methods to improve safety. (Space cushion, following distance etc.)
- ❖ Identify the impact driving has on one's health and safety, including organ donation.
- ❖ List reasons for suspension of driving privileges.
- ❖ Identify and explain Implied Consent.
- ❖ Describe the point system, driver programs, surcharges and penalties for violations.
- ❖ Explain the effects of alcohol on a person's senses and judgment.
- ❖ Identify the influence of drugs on driving.
- ❖ Define road rage and list risks of aggression and driving.
- ❖ Understand right of way and safety principles when sharing the road with a variety of vehicles and pedestrians.
- ❖ Identify the no-zone principle.
- ❖ Explain the laws and regulations pertaining to vehicle information including title, registration, license plates, inspection and insurance.
- ❖ Analyze that road signs and traffic signals indicate an array of information that helps motorists remain safe and courteous.
- ❖ Identify the meaning of road signs and traffic signals.
- ❖ List and explain how to remain safe during specific emergency driving situations, including skids, emergency stops, brake failure etc.

- ❖ Understand methods to avoid collisions.
- ❖ Identify steps following an accident.
- ❖ Describe NJ law for reporting accidents
- ❖ List the penalties for safety violations.
- ❖ Understand that penalties and fines are devised to ensure and improve safety for all.
- ❖ Understand the importance of organ donation and the positive effects it has on the community.

<b>Content:</b>		<b>New Jersey Driver License System</b>			
<b>Text:</b>		<b>NJ Drivers Manual Chapter 1 &amp; 2</b>		<b>Glencoe Responsible Driving Chapter 1</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>Why were outlined steps of the Graduated Driver License Program, including special learner and examination permits, along with provisional and basic driver licenses developed?</p> <p>How can restrictions and exemptions of the GDL program improve safety?</p> <p>How can a person properly replace, renew or obtain a license?</p> <p>Why does NJ have road test vehicle and document requirements?</p>	<p>2.1.12.D.5</p> <p>2.2.12.C.2</p>	<p>Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety</p> <p>Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p>	<p>Create a poster that includes 3 tips for new drivers from the website <a href="http://drivered.glencoe.com">drivered.glencoe.com</a></p> <p>Assign each group a step on the GDL to complete and have them list the steps for completion. (Obtain examination permit; go from provisional license to basic, etc.)</p> <p>Review sheet for Drivers ed. Manuel Chapter 1 &amp; 2</p>	<p>(6) 40 minute class periods</p>	<p>Poster evaluated with teacher generated rubrics</p> <p>Quiz</p>

<b>Content:</b>		<b>Driver Safety Rules and Regulations</b>			
<b>Text:</b>		<b>NJ Drivers Manual Chapter 3 &amp; 4</b>		<b>Glencoe Responsible Driving Chapter 2, 4, 5, 9, 10, 12, &amp; 19</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
How can seatbelt laws, including child restraints and airbag safety correlate with injury prevention?	2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).	Using Smart board, students create a computer-generated movie on the dangers of distracted drivers. Include statistics, common distractions, and tips for staying focused. Assignments presented to class.  Worksheet for Chapters 3 & 4 in NJ Manual	(8) 40 minute class periods	Assess distracted driver project based on teacher-generated rubrics.  Quiz
How can the proper procedure for driving in reverse, parking, steering, stopping, and using signals impact health?	2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid drivers' distractions.			
Why do regulations mandated for special vehicles, along with turning, stopping, and parking impact everyone on the road?	2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.			
In what ways does the proper use of cellular phones decrease driver's risks?	2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.			



<b>Content:</b>		<b>Defensive Driving</b>			
<b>Text:</b>		<b>NJ Drivers Manual Chapter 5</b>		<b>Glencoe Responsible Driving Chapter 1, 6, 7, 8, 13, 14 &amp; 17</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
What my have prompted the standard accident prevention formula?	2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety	Prepare an informational pamphlet on organ donation and distribute it to peers.	(5) 40 minute class periods	Evaluate pamphlet  Quiz
How does communication with other drivers improve health and safety?	2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid drivers distractions	Have students interview 2 adults about an actual or potential road rage scenario and identify positive choices to a safe outcome.		
In what ways do road conditions effect driving?	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.			
What role do emotions play in safe driving?					
What are some methods to improve safety? (Space cushion, following distance etc.)	2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.			
Can you identify the impact driving has on one's health and safety? For instance, organ donation.		Determine the benefits of organ donation and how many people it can positively impact.			

<b>Content:</b>		<b>Driving Privileges and Penalties</b>			
<b>Text:</b>		<b>NJ Drivers Manual Chapter 6</b>		<b>Glencoe Responsible Driving Chapter 18</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
Is suspension of driving privileges an effective method of improving wellness in the community?	2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	Contact an insurance company and find out how license suspensions and tickets affect the cost of insurance.	(3) 40 minute class periods	Poster
Should the government mandate Implied Consent?	2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	Using the internet research the actual cost of a DUI from the ticket through to surcharges. Prepare a poster displaying costs to be displayed in school.		Quiz
How does the point system, driver programs, surcharges and penalties for violations, attempt to keep the roads safe?					

<b>Content:</b>		<b>Drinking, Driving and Drugs</b>			
<b>Text:</b>		<b>NJ Drivers Manual Chapter 7</b>		<b>Glencoe Responsible Driving Chapter 18</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
What are the effects of alcohol on a person's senses and judgment?	2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	<p>Create a list of Myths about alcohol and driving. After reviewing information on website, <a href="http://drivered.glencoe.com">drivered.glencoe.com</a>. Create a list of facts to dispute these myths.</p> <p>Read a story about a teen's tragedy with drinking and driving. Write a reaction in journal.</p>	(4) 40 minute class periods	List of Myths
What influence do drugs have on driving?	2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety			Journal entries
What is the correlation between aggressive driving and one's health and safety?	2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.			Quiz
	2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.			

<b>Content:</b>		<b>Sharing the Road</b>			
<b>Text:</b>		<b>NJ Drivers Manual Chapter 8</b>		<b>Glencoe Responsible Driving Chapter 11</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>How does understanding right of way and safety principles when sharing the road with a variety of vehicles and pedestrians assist in injury prevention for everyone?</p> <p>What is important to remember when following the no-zone principle?</p>	<p>2.2.12.B.1</p> <p>2.1.12.E.4</p>	<p>Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>Develop a personal stress management plan to improve/maintain wellness.</p>	<p>Worksheet on Drivers Manual Chapter 8.</p> <p>Create a variety of scenarios where stress can increase the risk of a driving accident and/or injury, while sharing the road with others</p>	<p>(3) 40 minute class periods</p>	<p>Quiz</p>

<b>Content:</b>		<b>Vehicle Information</b>			
<b>Text:</b>		<b>NJ Drivers Manual Chapter 9</b>		<b>Glencoe Responsible Driving Chapter 1</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
What are the effects from laws and regulations pertaining to vehicle information including title, registration, license plates, inspection and insurance?	2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	<p>Have students set up simulated Motor vehicle station and go through the procedure of obtaining a title, registration, license plates, inspection, and insurance.</p> <p>Research the risks of drivers not being properly insured, along with the threat it poses to others.</p>	(3) 40 minute class periods	<p>Quiz</p> <p>Role play</p> <p>Class discussion</p>

<b>Content:</b>		<b>Road Signs</b>			
<b>Text:</b>		<b>NJ Drivers Manual pages 84-88</b>		<b>Glencoe Responsible Driving Chapter 2 &amp; 3</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>How do road signs and traffic signals indicate an array of information and how does it help motorists remain safe and courteous?</p> <p>What are the meaning of road signs and traffic signals?</p>	<p>2.1.12.D.5</p> <p>2.2.12.A.3</p>	<p>Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety</p> <p>Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p>	<p>Using road display magnetic board, have one student create a road sign scenario. Then have another student demonstrate the correct vehicle action in response to the scenario.</p> <p>Students create road signs on flash cards, and then use them together as a class to reinforce learning.</p> <p>Identify a dangerous intersection in your town and devise a plan to improve the safety.</p>	<p>(3) 40 minute class periods</p>	<p>Flashcards</p> <p>Quiz on road signs</p>

<b>Content:</b>		<b>Emergency Situations</b>			
<b>Text:</b>		<b>NJ Drivers Manual Pages 91-95</b>		<b>Glencoe Responsible Driving Chapter 14 &amp; 15</b>	
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
How does a person remain safe during specific emergency driving situations, including skids, emergency stops, brake failure etc.?	2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.	Simulate various emergency-driving situations. Have students act out methods to avoid accidents' along with proper procedure following an accident.	(4) 40 minute class periods	Role Play  Quiz
What are the methods to avoid collisions?	2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.			
What are the immediate steps following an accident?					
What is NJ law for reporting accidents?	2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.			

<b>Content:</b>		<b>Driving Violations &amp; Fines</b>			
<b>Text:</b>		<b>NJ Drivers Manual Pages 98-99</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
Why are there penalties for safety violations?	2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.	Have a police officer guest speak and share the negative effects of driving violations and unpaid fines on both drivers themselves and the community.	(3) 40 minute class periods	Student generated questions for guest speaker
How do penalties and fines ensure and improve safety for all?	2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.	Have students plan a faculty verses staff baseball game to raise both awareness and funds to support SADD, encouraging both parental and community involvement. Student prepared flyers with facts about teens; alcohol and driving should be distributed.		Flyer Quiz



**Health Education Grade 11  
Township of Union Public Schools  
October 2014**

## **Health Education Grade 11 Course Descriptions:**

Health 301 is a mandatory nine week course, offered during the student's junior year. The emphasis of this course is injury and disease prevention, focusing on both the body and the mind. The curriculum helps students learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

Students build upon past knowledge to recognize the influence that fitness and nutrition have on one's health. In addition, mental health is identified of equal importance, recognizing how stress and unhealthy coping skills interfere with wellness.

Skills in emergency first aid and CPR, along with injury and suicide prevention are featured, providing students with the necessary means to minimize risk and focus on health maintenance and restoration.

Students use computer applications to gather and organize information. Within all content areas, students should utilize computer and information literacy, which supports competency in information-gathering, information-organizing and problem solving.

Student achievement is determined by subjective and objective evaluation procedures including, but not limited to, class participation, practical demonstration, written quizzes and examinations.

## Grade 11 Course Proficiencies

### Students will be able to...

- ❖ Analyze current dietary recommendations, resources and trends from a variety of reliable sources
- ❖ Demonstrate knowledge of weight management techniques along with nutritional choices and their impact on one's health.
- ❖ Analyze and evaluate how each nutrient class effects the functioning of the body.
- ❖ Evaluate professionals and services available in the community that promote fitness.
- ❖ Identify 5 components of health and overload principle, including warm-up and cool down
- ❖ Identify negative effects of steroid use.
- ❖ List careers related to wellness.
- ❖ Analyze types of stress and common teen stressors, including the negative and positive effects of new technologies (sexting, facebook and cyber bullying etc.).
- ❖ Identify psychological and physical signs of stress.
- ❖ Analyze the correlation between stress and the immune, nervous, and endocrine systems, along with the stages of the stress response.
- ❖ List methods and techniques to manage stress in a healthy manner.
- ❖ Recognize that stress management skills impact an individual's ability to cope with a variety of emotional situations.
- ❖ Analyze and evaluate ineffective coping skills including eating disorders and self-injury.

- ❖ Identify the different classifications of mental illness, along with their symptoms, treatment, and risk factors.
- ❖ Recognize strategies for emotional healing when dealing with grief or loss.
- ❖ Identify the warning signs of suicide and recognize that peers are often the first line of defense in prevention
- ❖ Identify why individuals might deliberately injure themselves
- ❖ Identify resources available to help individuals dealing with suicide
- ❖ Recognize myths about suicide attempts and victims
- ❖ Recognize cyber bullying as a common teen stressor
- ❖ Develop personal protection strategies to reduce incidence of injury.
- ❖ Identify prevention methods for outdoor activity, water safety, fire prevention and safety procedure, fall prevention, and home safety.
- ❖ Explain first responder actions including CPR and automatic external defibrillation for emergencies
- ❖ Define the Good Samaritan Law
- ❖ Identify how to prepare for emergencies, including first aid kits and medical identifiers
- ❖ Demonstrate basic first aid for choking, bleeding, wounds, burns, temperature extremes, poisoning, stings, and bites including risk of Lyme disease.
- ❖ Identify commonly used over-the-counter medications and their benefits, risks, side effects, and potential for use, misuse and abuse, including caffeine.

<b>Content:</b>		<b>Nutrition</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 7 &amp; 8</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
What is the value of understanding current dietary recommendations, resources and trends from a variety of reliable sources	2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	Create an informational food guide pamphlet using the computer for distribution in the school cafeteria, encouraging healthful eating.	(7) 40 minute periods	Informational pamphlet assessed with teacher generated rubric
How does knowledge of weight management techniques along with nutritional choices impact one's health?	2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.	Construct a healthy nutrition plan poster for a young adult and describe healthy and unhealthy ways to lose, gain, and maintain a healthy body weight.		Self-assessment project & Poster Presentation
How does each nutrient class effect the functioning of the body?	2.1.12.C.2	Develop strategies that will impact local, state, national, and international and international public health efforts to prevent and control diseases and health conditions.	Compare and contrast the dietary guidelines from the FDA and the American diabetic Assoc. and list goals.		Reflective writing
	2.1.12.B.3	Analyze the unique contributions of each nutrient class to one's health	Find a recent article on nutrition and write a brief summary.		

<b>Content:</b>		<b>Fitness</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 9</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
How can one identify professionals and services available in the community that promote fitness?	2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.	Locate health and fitness services available in the community, assess and evaluate benefits and drawbacks. Small group sharing to form one developed list to be distributed in PE classes.	(7) 40 minute periods	Developed list of community resources evaluated by teacher.
Why can predictions be made about wellness and behavior changes to improve lifelong wellness?	2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.	Develop personal fitness goal and develop a fitness plan using 5 components of fitness and overload principle		Teacher guided review and discussion.
Does steroid use come with a compromise?	2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.		Class debate on use of steroids in professional sports
What are some careers related to wellness?	2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance		

<b>Content:</b>		<b>Stress</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 4</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>Do the advances in technology impact the level of stress teens face today? (sexting, face book, cyber bullying etc.).</p> <p>How can stress affect the body and the mind?</p> <p>What are some methods and techniques to manage stress in a healthy manner?</p>	2.1.12.E.4	Develop a personal stress management plan to improve and maintain wellness.	<p>Class will work in small groups and research and prepare a power point presentation on an area of stress (definitions, body systems, common teen stressors, signs of stress, and stages of stress response including fight vs. flight) along with a stress relieving technique (aromatherapy, massage, creative arts, exercise etc.). Along with a power point presentation, each group will also prepare an in class demonstration of their stress relieving technique for the class to experience first hand.</p>	(7) 40 minute periods	<p>Power point presentation assessed with teacher generated rubrics.</p> <p>Peer evaluation of participation and preparation of groups in stress relieving demonstrations.</p>
	2.2.12.E.1	Analyze a variety of health services and products based on cost, availability, benefits, and accreditation.			
	2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.			
	2.1.12.E.2	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function			
	2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis			

<b>Content:</b>		<b>Stress (con't)</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 9</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
			Create a collage on poster board. Divide the poster in half. On one side place pictures that depict teen stressors on the other side place pictures of positive teen stress outlets		



<b>Content:</b>		<b>Emotional Health</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 5</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
Why do teens and adults develop ineffective coping skills including eating disorders and self-injury?	2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	In groups create a worksheet that evaluates how mental illness affects an individual and their family both socially and personally.	(5) 40 minute periods	Script assessed and evaluated based on teacher generated rubrics  Group Quiz
What are the different classifications of mental illness, along with their symptoms, treatment, and risk factors?	2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness	Engage in class reading based on teens with mental illness.		
How does recognizing strategies for emotional healing assist in dealing with grief or loss?	2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.	Write a script for a public service announcement aimed at teens for: <ul style="list-style-type: none"> <li>▪ Coping with anxiety</li> <li>▪ Managing anger</li> <li>▪ Easing symptoms of depression</li> <li>▪ Recognizing warning signs of mental illness</li> </ul>		

<b>Content:</b>		<b>Suicide Prevention</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Glencoe Health: Making Life Choices Chapter 5</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>Can effective advocacy based on communicating accurate and reliable research about the issue and developing and implementing strategies to educate peers assist in preventing teen suicide?</p> <p>Why might some individuals deliberately injure themselves?</p> <p>Do available resources exist in the community to help individuals deal with the threat of suicide?</p> <p>Why is it important to recognize that myths exist about suicide attempts and victims?</p>	<p>2.2.12.A.2</p> <p>2.1.12.E.1</p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>Predict the short and long-term consequences of unresolved conflicts</p>	<p>Create an informational pamphlet on suicide prevention and present it to the class</p> <p>Read a story generated by the teacher about a student dealing with suicide. Write a summary recording reaction in journal.</p> <p>Discuss examples in media where cyber bullying has resulted in teen suicide attempts.</p>	<p>(5) 40 minute periods</p>	<p>Oral presentation</p> <p>Student journal</p>

<b>Content:</b>		<b>Injury Prevention</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 24</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
<p>Why does developing a personal protection strategy reduce incidence of injury?</p> <p>How can evaluating the potential for injury prior to engaging in behaviors impact one's health?</p>	2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries adolescents and young adults and propose prevention strategies.	<p>Interview the school nurse and find out the most common accidents and injuries at school. List them and identify how they could be avoided</p> <p>Write a list of interview questions for the Fire Marshall in town, and have him come in as a guest speaker.</p> <p>Identify three safety hazards in your home, and then make or list the changes that need to improve those situations.</p>	(3) 40 minute periods	<p>Journal Entries</p> <p>Safety Home Revision Plan</p>



<b>Content:</b>		<b>Over-the-Counter Medications</b>			
<b>Text:</b>		<b>Glencoe Health: Making Life Choices Chapter 11</b>			
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
How can commonly used over-the-counter medications pose potential risks?	2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.	Teacher generated questions about safety of each, reading labels, review drug use, misuse and abuse of over-the counter drugs.	(3) 40 minute periods	Group Quiz checking for understanding
	2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.	Research an article that discusses a problem with an over-the-counter drug. Present findings to the class.		
	2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness			

**Health Education Grade 12  
Township of Union Public Schools  
October 2014**

## **Health Education Grade 12 Course Descriptions:**

Health 401 is a nine week course, required during the student's senior year. The curriculum focuses on sexual healthcare to promote and maintain a state of wellness throughout one's life.

Students will learn about the need to share simple daily life events with someone else. The importance of talking about problems and voicing their opinions with others they are close with. Loving, close relationships with family and friends are extremely important. During their senior year students will look at relationships from dating through commitment and marriage.

Approximately 82 percent of teen pregnancies are unintended. Students will learn how people can prevent pregnancy. They will also learn that the choice of birth control method can dramatically affect the risk of acquiring a STD's and HIV as well. The responsibilities of pregnancy and parenting, as well as the female and male reproductive system will be covered during the students' senior year.

Students will be provided with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a health, active lifestyle.

Early detection and treatment are the key factors in determining many lifestyle diseases. Students will learn the importance of breast self-exams and testicular self-exams.

Students will use computer applications to gather and organize information. Within all content areas, students should utilize computer and information literacy, which supports competency in information-gathering, information-organizing and problem solving.

## Grade 12 Course Proficiencies

### Students will be able to...

- ❖ Discuss the role that fear of rejection plays in forming new relationships, and discuss ways to overcome this fear
- ❖ Identify risk factors presented by various forms of technology, including ways to minimize those risks (face book, cyber bullying, sexting)
- ❖ Discuss the need for developing a workable relationship with society
- ❖ Discuss major risk factors for suicide
- ❖ Identify parts of the female reproductive system that deal with self-breast examinations and why they are critical
- ❖ Identify parts of the male reproductive system that deal with self-testicular exams and why they are critical
- ❖ Identify characteristics that are important when seeking a primary care provider
- ❖ Practice refusal skills in situations involving drug and alcohol abuse
- ❖ Identify the role of alcohol in violent situations
- ❖ Identify diseases caused by bacteria and viruses
- ❖ Learn about the body's defenses against disease
- ❖ Identify ways people can protect themselves against disease
- ❖ Identify symptoms and characteristics of common sexually transmitted infections
- ❖ Discuss HIV and AIDS
- ❖ Identify strategies to prevent sexually transmitted infections
- ❖ Identify strategies for early detection and treatment
- ❖ Distinguish between mature love and infatuation



- ❖ Identify stages of a healthy relationship
- ❖ Identify steps to a healthy intimate relationship
- ❖ Learn the stages to work through conflict or break-ups
- ❖ Recognize the nature of the family
- ❖ Understand the life stages of a family
- ❖ Identify changes that come with family problems
- ❖ Identify teen parenting risks
- ❖ Determine factors to consider when making a responsible decision about having children
- ❖ Understand that the health habits of both parents prior to pregnancy can affect the health of the baby
- ❖ Learn the stages of childbirth
- ❖ Identify elements of healthy parenting
- ❖ Identify contraceptive methods
- ❖ Determine reliable sources to get information about contraception methods
- ❖ Identify ineffective contraceptive methods
- ❖ Understand sterilization
- ❖ Discuss options to consider when unintended pregnancy occurs
- ❖ Determine when it is appropriate to seek medical help
- ❖ Learn the different approaches to health care
- ❖ Determine the best health insurance to fit individual needs
- ❖ Identify ways to research and select a credible medical providers
- ❖ Analyze and contrast sexual harassment compared to flirting or sexual assault.
- ❖ Utilize independent living skills required for renting an apartment, completing a job application, opening and maintaining a checkbook, paying bills etc.

<b>Content:</b>	<b>Reproductive Systems</b>				
<b>Text:</b>	<b>Glencoe Health: Making Life Choices Chapter 6 &amp; 17</b>				
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
How do early detections strategies and regular physical exams assist in the prevention and treatment of illness or disease?	2.4.12.B	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease	Diagrams exhibiting proper techniques for both self breast and testicular exams	5 days	Students will locate three lumps in both the breast and testicles using real life mannequin  Written examination

<b>Content:</b>	<b>Healthy Relationships</b>				
<b>Text:</b>	<b>Glencoe Health: Making Life Choices Chapter 18</b>				
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>

<p>How can individuals in healthy relationship share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals and provide emotional security for one another?</p> <p>What are the differences between sexual assault and sexual harassment?</p> <p>Why do you think sexual harassment policies exist in workplace and in schools?</p> <p>What role does technology play in relationships?</p>	2.4.12.A.1	Predict how relationships may evolve over time focusing on changes in friendships, family, dating relationships and lifetime commitments, such as marriage	Charts identifying the stages of a love relationship	12 Days	<p>Written examination</p> <p>Participation in Mock trial</p> <p>Sexual harassment policy graded by teacher generated rubric</p>
	2.4.12.A.2	Determine effective prevention and intervention strategies to address domestic or dating violence	<p>“What should I look for in a Partner?” handout</p> <p>Movie “She Fought Alone”</p> <p>Date Rape Article</p>		
	2.3.12.B.1	Determine situations where the use of alcohol and other drugs influence decision making and place one at risk	<p>Mock trial for sexual harassment where students debate flirting vs. sexual harassment.</p> <p>Write a sexual harassment policy for your school including cyber bullying and sexting.</p>		

<b>Content:</b>	<b>Sexual Activity, Contraceptives, Sexually Transmitted Infections &amp; AIDS</b>				
<b>Text:</b>	<b>Glencoe Health: Making Life Choices Chapters 16, 21 &amp; 22</b>				
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>

Does the decision to become sexually active affect one's physical, social and emotional health?	2.4.12.B.1	Predict the possible long term effects of adolescent sex on future education, on career plans and on various dimensions of wellness	Vocabulary dealing with the first sexual feelings  "The stages of the sexual response" handout	13 Days	Written examination  Rubric grading sheet
How do responsible actions regarding sexual behavior impact the health of one's self and others?	2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data	Sceneriosusa video  Class project chart of "101 ways to make love without doing it"		
What advice would you give a friend in a violent relationship? Where can someone turn to in order to get help?	2.4.12.B.3	Analyze factors that influence the choice, use and effectiveness of contraception using risk-reduction and risk-elimination strategies	Group power point projects covering the different types of contraceptive methods		
	2.4.12.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STI's and unintended pregnancy	Individual project creating STI informational pamphlets		

<b>Content:</b>	<b>Maneuvering through the Health Care System</b>				
<b>Text:</b>	<b>Glencoe Health: Making Life Choices Chapter 27</b>				
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
In what ways are potential solutions to health issues dependant on health literacy and	2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation	Handout describing the different types of insurance	5 Days	Research Project evaluated based on teacher generated rubric guide

available resources?  How do affordability and accessibility of health care impact the prevention, early detection and treatment of health problems?	2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community and global health	“What to look for in a health care provider” handout  Online research project choosing different doctors and health care professionals based on certain factors: location, insurance, cost, etc		
--	------------	--	---	--	--

<b>Content:</b>	<b>Teen Pregnancy &amp; Real-Life Baby Project</b>				
<b>Text:</b>	<b>Glencoe Health: Making Life Choices Chapter 20</b>				
<b>Essential Questions</b>	<b>CPI #</b>	<b>CPI</b>	<b>Suggested Activity</b>	<b>Pacing</b>	<b>Assessment</b>
In what ways do pregnancy, childbirth and parenthood along with significant events, cause numerous changes in one’s life and lives of others?	2.4.12.C.1	Evaluate the methods and resources available to confirm pregnancy	Power point presentation covering multiple types of pregnancy test	7 day	Power point assessed based on teacher generated rubric  Baby Project Graded on teacher generated
	2.4.12.C.2	Compare embryonic growth and fetal development in single and multiple pregnancies including	Miracle of life” video  Real life baby project		

What skills are required to maintain an independent household?	2.4.12.C.3	the incidence of complications and infant mortality  Evaluate parenting strategies used at various stages of child development based on valid sources of information	Have students complete an independent living packet using internet and other resources. For example: finding an apartment, filling out job applications, maintaining a checkbook and creating a monthly budget.	rubric
	2.4.12.C.4	Analyze factors that affect the decision to become a parent		

### Modification Key

1. Modified test
2. Additional time to complete tests and assignments
3. Shortened homework
4. Check for understanding
5. Break large assignments into smaller ones
6. Repeat, clarify directions
7. Read written directions aloud
8. Multiple modalities
9. Redirect to task
10. Review and repetition
11. Multiple examples
12. Minimize distractions

13. Check homework pad
14. Provide study guide
15. Positive reinforcement
16. Preferential seating
17. Single step directions
18. Encourage to participate
19. Do not grade on participation
20. Assist with organization
21. Testing in small group setting
22. Read test questions aloud
23. Do not mark for spelling
24. Hands on
25. Check notes
26. Let student print or type work
27. Provide notes
28. Collaborative work
29. Engage student in lesson
30. Be sensitive to student in front of peers
31. Do not penalize for missed homework after absence
32. Don't penalize grammar
33. Teach problem solving strategies
34. Allow breaks if needed
35. Allow student to write on every other line
36. Provide feedback
37. Redirect negative behavior
38. Assign peer help
39. Be sensitive to fine gross motor skills
40. Provide wait time for responses
41. Allow students to self correct assignments before turning them in
42. Establish non verbal cues
43. Make sure student is listening
44. Pass/fail cycles
45. Font size larger than 12
46. Coach/guide student
47. Color code activities
48. Reduce work by 50%

# **RESOURCES**

## **TEXT:**

DeBruyne, Linda Kelly, Webb, Frances Sizer. Glencoe. California: McGraw Hill, 2010.  
Glencoe, Responsible Driving

## **WEBSITE RESOURCES**

### **NEW JERSEY COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION CURRICULUM FRAMEWORK**

<http://www.state.nj.us/education> (Click on "Educators")

Excellent and detailed examples of K-4 learning activities

**Standard 2.1 Wellness** (pp.83-110)

**Standard 2.2 Integrated Skills** (pp.165-187)

**Standard 2.3 Drugs and Medicines** (pp.229-247)

**Standard 2.4 Human Relationships and Sexuality** (pp.293-315)

### **AMERICAN ACADEMY OF PEDIATRICS (AAP)**

[www.aap.org](http://www.aap.org)

Child health information (e.g., nutrition, parenting, fitness, immunizations)

### **AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE**

[www.aahperd.org](http://www.aahperd.org)

National professional association; Provides information on *Hoops for Heart and Jump Rope*

*For Heart* programs

### **AMERICAN CANCER SOCIETY**

[www.cancer.org](http://www.cancer.org)

Comprehensive health education initiatives and cancer resources

### **AMERICAN COLLEGE OF SPORT MEDICINE**

[www.acsm.org](http://www.acsm.org)

Sports medicine updates and info on sports medicine careers

### **AMERICAN COUNCIL ON EXERCISE**



[www.acefitness.org](http://www.acefitness.org)

Fitness Certification, Resources. *Fit Facts*

**AMERICAN DIABETES ASSOCIATION**

[www.diabetes.org](http://www.diabetes.org)

Clinical information and research on diabetes

**AMERICAN DIETETIC ASSOCIATION**

[www.eatright.org](http://www.eatright.org)

Nutrition info and resources

**AMERICAN HEART ASSOCIATION**

[www.amhet.org](http://www.amhet.org)

Resources and materials

**AMERICAN MEDICAL SOCIETY**

[www.ama-assn.org](http://www.ama-assn.org)

Medical updates, resources

**AMERICAN PUBLIC HEALTH ASSOCIATION**

[www.apha.org](http://www.apha.org)

Information on public health issues and legislation

**AMERICAN SCHOOL HEALTH ASSOCIATION**

[www.ashaweb.org](http://www.ashaweb.org)

Resources, publications, professional development

**ARTHRITIS FOUNDATION**

[www.arthritis.org](http://www.arthritis.org)

Resources and information

**ASSOCIATION FOR WORKSITE HEALTH PROMOTION**

<http://www.awhp.com>

Links to employee wellness sites

**BICYCLE FEDERATION**

<http://www.bikefed.org>

Bike safety resources

**BASEBALL**

<http://www.totalbaseball.com/side-Fra.htm>

Official Encyclopedia of Major League Baseball

**BRITANNICA SPORTING RECORD**

HYPERLINK <http://sports.eb.com/olmpic/>

<http://sports.eb.com/olympic/micro/54/44.html>

Historical information on sports such as baseball and archery  
**CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)**

<http://www.cdc.gov>

Statistics, model programs, disease information

**CDC/DASH (DIVISION OF ADOLESCENT AND SCHOOL HEALTH)**

<http://www.cdc.gov/nccdphp/dash>

School health information, statistics on adolescent issues, school health information

**COMBINED HEALTH INFORMATION DATABASE (CHID)**

<http://chid.nih.gov>

Information on federal health initiatives

**COOPER INSTITUTE FOR AEROBICS RESEARCH**

<http://www.cooperinst.org>

*Fitnessgram* assessment tool, resources, and materials

**COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)**

<http://www.ccsso.org/health-links>

School health resources and information

**DRUNK DRIVING**

[www.madd.org](http://www.madd.org)

Mothers against drunk drivers

[www.sadd.org](http://www.sadd.org)

Students against drunk drivers

**EATING DISORDERS**

[www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)

Info on eating disorders

**FEDERAL RESOURCES FOR EDUCATIONAL EXCELLENCE (FREE)**

<http://www.ed.gov/free>

Teaching and learning resources; links to health and physical education sites

**FDA KIDS PAGE**

<http://www.hhs.gov>

Information and resources on children's health programs

**FITNESS WORLD**

<http://www.fitnessworld.com>

Info on diet, exercise, equipment

**FITNESS ZONE**

[www.fitnesszone.com](http://www.fitnesszone.com)

Fitness info, resources, equipment

**FITNESS LINK**

<http://www.fitnesslink.com>

Fitness search engine; evaluates various sites

**FRANKLIN INSTITUTE**

<http://slnifi.edu/>

Info on exhibits, the heart, and related medical programs

**GAMEKIDS**

[www.gamekids.com](http://www.gamekids.com)

Games created by and for kids; some physical activities

**GAMES KIDS PLAY**

[www.corpcomm.net](http://www.corpcomm.net)

Catalog and collection of backyard games

**HEALTH**

[Healthwaiveinc.com/national-standards.html](http://Healthwaiveinc.com/national-standards.html)

[www.ugotbrains.com](http://www.ugotbrains.com)

Lesson plans and games

**HUMAN GENOME**

<http://www.mcet.edu/humangenome/overview>

Interactive student area, forum, and resources on ethics and legal issues regarding genetics

**INTERNATIONAL FOOD INFORMATION COUNCIL ~**

<http://ificinfo.health.org>

Info and research on food safety, labels, and nutrition

**INTERNATIONAL LIFE SCIENCES INSTITUTE**

<http://home.worldweb.net/ils>

Food and nutrition resources

**INTERNATIONAL MEDICAL, HEALTH, AND ENVIRONMENTAL NETWORK**

<http://nlm.nih.gov>

National Library of Medicine *Visible Human* project

**KAISER FOUNDATION**

<http://kff.org/repro>

Updates on reproductive health issues and legislation

**KIDSHEALTH**

<http://KidsHealth.org>

Info for kids, parents, and professionals on growth, fitness, nutrition; includes recipes, games, toy evaluations

**NATIONAL ASSOCIATION OF GOVERNOR'S COUNCILS ON PHYSICAL FITNESS AND SPORTS**

<http://fitnesslink.com>

Resources on national and state fitness initiatives

**NATIONAL CLEARINGHOUSE FOR ALCOHOL AND DRUG INFORMATION**

<http://www.health.org/aboutn.htm>

Database, information, resources

**NATIONAL COALITION FOR PROMOTION OF PHYSICAL ACTIVITY**

<http://www.al.com/ncppa>

Information and resources to promote family and community fitness

**NATIONAL PTA**

<http://www.pta.org>

Links to parenting resources

**NATIONAL RECREATION AND PARKS ASSOCIATION**

<http://www.nrpa.org>

Playground safety issues and policies

**NATIONAL SCHOOL BOARDS ASSOCIATION**

<http://www.nsba.org/services>

**PARENTING PROJECT**

<http://www.parentingproject.org>

Parenting information

**PE CENTRAL**

<http://pe.central.vt.edu/>

**PE TALK**

<http://www.sportime.com>

Information, lesson ideas, and resources

**PHYSICIAN AND SPORTS MEDICINE**

<http://www.physsportmed.com>

Journal articles, personal health issues

**PRESIDENT'S FITNESS CHALLENGE**

[www.indiand.edu](http://www.indiand.edu)

Information on fitness testing and materials

**SHAPE UP AMERICA**

<http://www.shaprup.org>

BMI calculator, cyberkitchen recipes, fitness and weight management

**SPORT INFORMATION RESOURCE CENTER**

<http://sportquest.com>

Resources and information on sports

**SPORTSMEDIA**

[www.ping.be/sportsmedia](http://www.ping.be/sportsmedia)

Coaching and teaching links Pen pal page for students

**USA GYMNASTICS**

[www.usa-gymnastics.org](http://www.usa-gymnastics.org)

Information on gymnastics rules and history Simulated events

**USA OLYMPICS**

[www.olympic-usa.org](http://www.olympic-usa.org)

Information on history 01 Olympic games and various sports, lesson ideas and programs

**WELLNESS COUNCILS OF AMERICA**

[www.welcoa.org/about](http://www.welcoa.org/about)

Workplace wellness

**WORLD HEALTH ORGANIZATION**

[www.who.org](http://www.who.org)

International health issues

## SUGGESTED VIDEOS

### GRADE 9

15 and Pregnant, MPI Home Video, 2002.

This video deals with unintended teen pregnancy, parenting and peer pressure. It depicts a fictitious story about a teenage girl who finds herself pregnant and alone.

A& E TV Intervention Channel

Watch people confront their addictions with treatment and the help of their friends and family

Abstinence First: Teen Birth Control Decisions. Version: A. Human Relations, 2001. (30 minutes)

This film advocates abstinence as the best and safest choice for all teens, but also describes the birth control choices currently available.

Binge Drinking. Human Relations Media, 1998. (23 1/2 minutes)

This video dramatizes ER incidents of teen binge drinking. It reviews the facts and dangers of the depressant. Blood Alcohol Content (BAC) and drinking games are also reviewed.

Boys of Baraka, PBS, 2005.

Four 12 year old black boys from one of the most violent ghettos in Baltimore, Maryland. The boys are offered an amazing opportunity in the form of the Baraka school.

Breakfast Club. Communication, Personality, Decision Making

Five high school students, all different stereotypes, meet in detention, where they pour their hearts out to each other, and discover how they have a lot more in common.

But Jack Was a Good Driver, Del Mar, CA: McGraw Hill Training System, 2000. (17 minutes)

The warning signs of suicide are explored in this video as two high school friends leave the funeral service of their good friend Jack who they thought was killed in an automobile accident, but now have second thoughts that it may have been suicide.

Cast Away. Maslow Hierarchy

Portrays a FedEx employee who is stranded on an uninhabited island after his plane crashes on a flight.

Considering Your Options. Washington, D.C.: National Education Association Health Information Network, 2000. (23 minutes)

This video is designed to make high school students aware of their contraceptive choices. It combines animated segments with real teens discussing their choices and concerns. The various methods of contraception, including abstinence, are discussed along with common myths.

Crash. Accepting people for who they are  
Set in L.A. about everyday race relations.

Dangerous Party Drugs. Human Relations Media, 2002. (30 minutes)  
Learn about party drugs including Ecstasy, Psilocybin mushrooms and GHB and understand the consequences of experimenting with these illegal substances.

Girl Hood, 2003.  
Documentary chronicling America's justice system. Follows two female inmates, victims of horrific violence and tragedy.

Girl, Positive, Dir. Peter Werner. vonZerneck/Setner Films, 2007.  
Teen facing the possibility of contracting HIV/AIDS as well as dealing with the spread of gossip.

Glory Road. (1996) Prejudice  
True story follows Texas Western Coach as he leads the first all-black starting line-up for a college basketball team to the NCAA.

Hope Is Not a Method. Evanston IL: United Learning, 2002. (25 minutes)  
The prescription and non-prescription methods of contraception, including abstinence are discussed from the experiences of teens visiting a family planning clinic.

Locked Up Abroad  
Drugs

Marijuana: The Myth. The Truth About Drugs Video Series 3A. Golden Millennium Productions, Inc., 2001. (28 minutes)  
Up-to-date information about drugs, including true stories from former drug users.

Miracle of Life, The WGBH Educational Foundation, 1999. (60 minutes)  
This video takes the viewer on an incredible voyage through the human body as new life begins. After fertilization the camera follows the development from the embryo to birth.

MTV True Life Episodes

My Pot Video - A Teenager's Candid Look at Marijuana Use. Santa Monica, CA: Pyramid Media, 2001. (17minutes)

A high school student who is court ordered to produce a video on pot use among teens is surprised to learn the true dangers of marijuana through interviews with former users, a counselor and friends struggling with their own denial and addiction.

Odd Girl Out. Bullying

A mother and her daughter confront the intimidation of teen pressure and the emotionally brutalizing social rituals of high school.

Precious – An obese, illiterate teenager who is pregnant for the second time. (1 hour, 40 minutes)

Raising Cain, 1992.

America's boys are in trouble. They are most violent in the industrialized world. Many are unable to express their emotions.

Remember The Titans. (2000) Prejudice

True story of a newly appointed African-American coach and his high school team on their first season as a racially integrated unit.

She's Too Young. Lifetime Productions. Warner Brother, 2004. (1hr., 28 minutes)

This video points out the dangerous realities of oral sex, unprotected sexual relationships, peer pressure and sexually transmitted diseases (STD's) in the teen population.

Smoke and Mirrors: A History of Denial. Santa Monica, CA: Pyramid Media, 1999. (75 minutes)

A documentary on the rise of the cigarette and the tobacco industry's subsequent attempt to conceal it emerging link with cancer and other smoke-related illnesses by emphasizing the "glamorous" and "sophisticated" side of smoking.

Speak EC: What Every Woman Needs to Know About Emergency Contraception. Equalshot Productions, 2000. (11 minutes)

This video is designed to counteract the ignorance and misconceptions of emergency contraception. Two women who used EC are interviewed along with health educators.

Sunlight and Skin Cancer. Princeton, NJ: Films for the Humanities and Sciences, 1998. (24 minutes)

This video looks at the various types of skin cancer and strongly advocates prudent sun exposure. It emphasizes the dangers of the American attitude towards sun worship and stresses that any tan means skin damage that could promote skin cancer.

Teen Made Videos

[scenariosusa.com](http://scenariosusa.com)

Teen Pregnancy: Having Babies Too Soon. AIMS Multimedia. Hacienda Productions, 1998. (17 minutes)



This video shows the realities of life as a teen parent from actual students in the situations.nl

The Teen Files: The Truth about Drugs. The Teen Files Video Series, 2000. (30 minutes)

Real teens who use drugs tour the nightmare destinations of drug users: a rape clinic, a convalescent home for overdose victims, a morgue, and a neonatal unit for addicted babies.

Too Young to be a Dad. Lifetime Productions. Warner Brother Home Video, 2002.

This video depicts fictitious story about a freshman honor student who gets a fellow classmate pregnant. It deals with unintended teen pregnancy from male perspective, peer pressure, and the complex decision to become sexually active.

World-Class Healthcare: Why Isn't the U.S. the Best? ABC News, Princeton, NJ: Films for the Humanities and Sciences, 2003. (23 minutes)

Unlike most first-world countries, America does not guarantee care for all of its citizens. This news program seeks to understand what factors contribute to top-notch healthcare as it assesses the advantages and disadvantages of the Canadian and U.S. systems.

## **GRADE 10**

Amazon.com: Driver's Ed DVD Collection

3 Hours of films related to safe driving.

Binge Drinking. Human Relations Media, 1998. (23 1/2 minutes)

This video dramatizes ER incidents of teen binge drinking. It reviews the facts and dangers of the depressant. Blood Alcohol Content (BAC) and drinking games are also reviewed.

Medicine's Modern Miracle. Los Angeles, CA. One Legacy. Department of Health and Human Services, 2005. (23:35 minutes)

A video on organ and tissue donation.

MTV True Life Episodes

No Greater Love. Department of Health and Human Services (HHS), 2005, (4:40 minutes or 15:51 minutes - two versions)

This is a video clip from the HHS sponsored, award-winning film about organ and tissue donation.

Teen Made Videos

scenariosusa.com

## **GRADE 11**

A&E TV Intervention Channel

Watch people confront their addictions with treatment and the help of their friends and family

Antowne Fisher, 2002.

A young navy man is forced to see a psychiatrist after a violent outburst against a fellow crewman. During the course of the treatment a painful past is revealed.

Bigger, Faster, Stronger. (2008) Steroid

A documentary about the use of anabolic steroids as performance- enhancing drugs in the United States.

CPR and AED for Schools: The Chain of Survival DVD. Pyramid Films. 2006

This video demonstrates cardiopulmonary resuscitation (CPR), defibrillation or electrical shock, and advanced cardiac life support.

CPR for Bystanders, Pyramid Films, 2006. (28 minutes)

This video gives you basic adult life support strategies, simplified relief of adult choking, and risk factors for heart attack and stroke.

Dying to be Thin, Dir. Larking McPhee. Narrated by Susan Sarandon. Nova Production by Twin Cities Public TV, Inc. for WGBB Boston Video, 2000. (DVD, 60 minutes)

This DVD looks at eating disorders: Anorexia nervosa, bulimia. There are interviews with students, ballet dancers and fashion models. The video discusses the diagnosis and treatment of the diseases, and gives insight into the lives of women with eating disorders on psychological, physiological and cultural levels.

First Aid for Schools. Coastal, 2002. (20 minutes)

Simple rules and common sense injury prevention and treatment. Basic first aid procedures that should be administered are explained.

For the Love of Nancy. Eating disorders

Parents of anorexic woman fight to save her life.

Girl Interrupted. Mental Illness

Drama films about a teen's 18 month stay at a mental institution.

Girl Positive. Dir. Peter Werner, vonZerneck/Setner Films

Teen facing the possibility of contracting HIV/AIDS as well as dealing with the spread of gossip.

Human Nutrition. Sunburst Visual Media/Teachers Video company. Global Video, LLC, 2004 (34 minutes)  
A video quiz on nutritional information.

Managing Your Weight Without Dieting. Human Relations Media, 2001(28 minutes)  
This video discusses proper nutrition and appropriate exercise as an approach to weight management. It looks at dietary habits of teens and popular diet frauds.

Mental Illness. Princeton, NJ: Films for the Humanities and Sciences, 1995. (23 minutes)  
This video describes the most common mental illnesses, how they affect the patient, and treatment modalities. Phobias, anxiety attacks, depression and schizophrenia are explored.

#### MTV True Life Episodes

One Flew Over the Cuckoos Nest. Mental Illness  
While serving time for insanity at a state mental hospital, implacable rabble-rouser inspires his fellow patients to rebel.

One Last Shot. A&E Jose Canseco. Steroids  
1 hour documentary about Jose Conseco's regrets mentioning players as steroid users.

Real People- Coping with Eating Disorders. Sunburst Visual Media, 2001. (27 minutes)  
This video discusses stories of three young people: an anorexic, a bulimic, and a compulsive overeater. A specialist discusses the patterns, symptoms and treatment of eating disorders.

Slim Hopes. Narrated by Jean Kilbourn. Media Education Foundation. (25 minutes)  
In this video the impact of advertising is explored as it fosters a culture that is obsessed with thinness. Emphasis is placed on ways the advertising industry uses technology to create an impossible beauty image that younger and younger girls buy into.

Suicide Among Teens. Universal,1999. (17 minutes)  
Students will find out why suicide should never be considered as a solution and learn how to recognize warning signs in a suicidal person.

Sunlight and Skin Cancer. Princeton, NJ: Films for Humanities and Sciences, 1998. (24 minutes)  
This video looks at the various types of skin cancer and strongly advocates prudent sun exposure. It emphasizes the dangers of the

American attitude towards sun worship and stresses that any tan means skin damage that could promote skin cancer.

Super Size Me 2004. (100 minutes)

This video deals with the American obesity epidemic by interviewing experts. The filmmaker also subjects himself to a McDonald's only diet for 30 days. It raises the question. "Are we eating ourselves to death?"

Teen Depression- Real People, Real Issues. TMW Media Group, Inc. and Richard Are Renault, 2002. (22 minutes)

This video looks at depression from a teen perspective. It deals with topics including defining depression, warning signs, root causes, medications, self-destructive choices, home life interactions, getting help and teenage suicide.

Teen Made Videos

scenariosusa.com

Understanding Mental Illness. EVN 616.89 UND from the PHS Library, (25 minutes)

What To Do for a Heart Attack. American Red Cross. (13 minutes)

The symptoms and first aid for a heart attack are identified through a short scenario involving a typical American family as they relax at home one particular day. Risk factors for heart disease are also discussed.

World-Class Healthcare: Why Isn't the U.S. the Best? ABC News, Princeton, NJ: Films for the Humanities and Sciences, 2003.(23 minutes)

Unlike most first-world countries, America does not guarantee care for all of its citizens. This news program seeks to understand what factors contribute to top-notch healthcare as it assesses the advantages and disadvantages of the Canadian and U.S. systems.

## **GRADE 12**

15 and Pregnant, MPI Home Video, Girl Positive. Dir. Peter Werner, vonZerneck/Setner Films

Teen facing the possibility of contracting HIV/AIDS as well as dealing with the spread of gossip.2002.

This video deals with unintended teen pregnancy, parenting and peer pressure. It depicts a fictitious story about a teenage girl who finds herself pregnant and alone.

A Special Touch: St. Barnabas Health Care Team. St. Barnabas Outpatient Center. (20 minutes)

Breast Cancer: A doctor discusses when and why breast self-examination is important as well as several examples of women showing how to go about properly doing a breast self-exam.

Abstinence First: Teen Birth Control Decisions. Version A. Human Relations, 2001 (30 minutes)

This film advocates abstinence as the best and safest choice for all teens, but also describes the birth control choices currently available.

The Accused (1988)

A rape victim, enraged at the light sentence her attackers received on account that she was of "questionable character"

Birth: Prepared Childbirth and Cesarean Section. Medical Media, Human care, Inc. Vol. 6. The Baby Video Library (23:12 minutes)

This video shows a planned cesarean section and natural childbirth, as well as an example of a typical newborn exam done in the hospital before discharge.

Burning Bed

An abused battered wife has had enough of her husband beating up on her.

The Cure

Dexter age 11 who has AIDS and his next door neighbor Eric, a little older and much bigger, become best friends.

Elijah's Story (2000)

Moving documentary follows the life of a 16 month-old that was shaken to death by his biological father.

Fight For Your Rights: Sex in the Classroom. MTV, 2002 (30 minutes)

This video discusses the controversy over abstinence-only education versus comprehensive sexuality education. Interviews with teens and proponents of both types of education give insight into the issues.

Girl Positive. Dir. Peter Werner, vonZerneck/Setner Films

Teen facing the possibility of contracting HIV/AIDS as well as dealing with the spread of gossip.

Have a Healthy Baby. Los Angeles, CA: Churchill Media. (25 minutes)

This program follows two couples from the beginning of their labor through the birth. It explores the physiology of the birth process and records the couples' feelings, expectations and experiences.

Hope Is Not a Method. Evanston IL: United Learning, 2002. (25 minutes)

The prescription and non-prescription methods of contraception, including abstinence are discussed from the experiences of a teens visiting a family planning clinic.

Juno (2007)

Faced with unplanned pregnancy, an off beat young woman makes an unusual decision regarding her unborn child.

Just Call Me Kade. S. Zolten Frameline Productions, 2001, (26 minutes)

Sexual Orientation: This documentary-style film chronicles the life and family of a trans-gendered high school student and his personal story.

The Last Lecture

"We can not change the cards we are dealt, just how we play the hand" a professor and author dies from pancreatic cancer at 47.

Lipstick. New York: Scenarios, USA, 2004 (10 minutes)

This is a short trigger film that tells the story of a lesbian high school student who comes out to her friends. It addresses the issues of sexual orientation and peer interactions.

Locked up Abroad

Experience the horrors and challenges facing travelers imprisoned abroad-from tourists caught smuggling drugs to visitors captured by violent rebel groups.

Maybe You Should Go: An Introduction to Sexual Health Services for Teens. Center for Family Life Education Planned Parenthood of GNNJ, Inc. (9 minutes)

A short video made by staff and teens briefly introduction the various health services for teens offered by Planned Parenthood of Northern New Jersey.

Medicine's Modern Miracle. Los Angeles, CA: One Legacy. Department of Health and Human Services, 2005. (23:35 minutes)

A video on organ and tissue donation.

Men's Health. Films Media Group, Princeton, NJ: Films for the Humanities and Sciences, 2004. (20 minutes)

This video provides information regarding testicular cancer and heart disease for men.

Miracle of Life, The. WGBH Educational Foundation, 1999. (60 minutes)

This video takes the viewer on an incredible voyage through the human body as new life begins. After fertilization the camera follows the development from the embryo to birth.

No Greater Love. Department of Health and Human Services (HHS), 2005, (4:40 minutes or 15:51 minutes - two versions)

This is a video clip from the HHS sponsored, award-winning film about organ and tissue donation.

North Country (2005)

A fictionalized account of the first major successful sexual harassment case in the United States.

The Notebook (2004)

A poor and passionate young man falls in love with a rich young woman and gives her a sense of freedom. They soon are separated by their social differences.

One Brief Life: The Baby L. Case. Films Media Group. Princeton, NJ: Films for the Humanities and Sciences, 2004. (40 minutes.)

Premature Delivery: This video tells a story regarding one family's experience with preterm delivery, complications that arise, and decisions that have to be made as a result.

Philadelphia

Andrew Beckett is a young up-and-coming lawyer who has AIDS and has just been fired by his prestigious law firm.

Precious – An obese, illiterate teenager who is pregnant for the second time. (1 hour, 40 minutes)

Pregnancy Pact (2008)

A group of high school girls agree to get pregnant, take care of their babies together and presumably live happily ever after.

She Cried No (1996)

A college freshman is date-raped at her brother's frat party.

She Fought Alone

Based on a true story a young high school student who is raped by a classmate.

She's Too Young. Lifetime Productions. Warner Brothers, 2004. (1hr. 28 minutes)

This video points out the dangerous realities of oral sex, unprotected sexual relationships, peer pressure and sexually transmitted diseases (STD's) in teen population.

Sunlight and Skin Cancer. Princeton, NJ: Films for Humanities and Sciences, 1998. (24 minutes)

This video looks at the various types of skin cancer and strongly advocates prudent sun exposure. It emphasizes the dangers of the American attitude towards sun worship and stresses that any tan means skin damage that could promote skin cancer.

Teen Pregnancy: Having Babies Too Soon. AIMS Multimedia. Hacienda Productions, 1998 (17 minutes)

This video shows the realities of life as a teen parent from actual students in the situations.

Teen Made Videos

[scenariosusa.com](http://scenariosusa.com)

Too Young to be a Dad. Lifetime productions. Warner Brother Home Video, 2002.

This video depicts a factious story about a freshmen honor student who gets a fellow classmate pregnant. It deals with unintended teen pregnancy from a male perspective, peer pressure, and the complex decision to become sexually active.

Waiting to Exhale, 1995.

Follows four very different African-American women and their relationships with the male gender.



**Appendix A:**

**New Jersey Core Curriculum Content Standards  
Comprehensive Health  
Updated 2014**

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		A. Personal Growth and Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
4	The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.
6	Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
8	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply <a href="#">Health Data</a> to enhance each dimension of personal wellness.
		2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
		2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
		2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
12	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
		2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		B. Nutrition	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.
		2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
		2.1.2.B.3	Summarize information about food found on product labels.
4	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
		2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
		2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
		2.1.4.B.4	Interpret food product labels based on nutritional content.
6	Eating patterns are influenced by a variety of factors.	2.1.6.B.1	Determine factors that influence food choices and eating patterns.
		2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
		2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
		2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
8	Eating patterns are influenced by a variety of factors.	2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
		2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
		2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
		2.1.8.B.4	Analyze the nutritional values of new products and supplements.
12	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.	2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
		2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
		2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		C. Diseases and Health Conditions	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
2	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
		2.1.2.C.3	Determine how personal feelings can affect one's wellness.
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.4.C.1	Explain how most diseases and health conditions are preventable.
		2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
		2.1.4.C.3	Explain how mental health impacts one's wellness.
6	The early detection and treatment of diseases and health conditions impact one's health.	2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
		2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
		2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
8	The prevention and control of diseases and health conditions are affected by many factors.	2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
		2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
		2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
12	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.	2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
		2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
		2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
		2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.	
Strand		D. Safety	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
		2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
		2.1.P.D.4	Know how to dial 911 for help.
2	Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
		2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
	Applying first-aid procedures can minimize injury and save lives.	2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
6	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.6.D.1	Summarize the common causes of <a href="#">intentional and unintentional injuries</a> in adolescents and related prevention strategies.
		2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
		2.1.6.D.3	Summarize the components of the <a href="#">traffic safety system</a> and explain how people contribute to making the system effective.
	Applying first-aid procedures can minimize injury and save lives.	2.1.6.D.4	Assess when to use basic first-aid procedures.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce <a href="#">intentional and unintentional injuries</a> to self and others.
		2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
		2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the <a href="#">traffic safety system</a> .
	Applying first-aid procedures can minimize injury and save lives.	2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
12	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.12.D.1	Determine the causes and outcomes of <a href="#">intentional and unintentional injuries</a> in adolescents and young adults and propose prevention strategies.
		2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
		2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
		2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
		2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
	Applying first-aid procedures can minimize injury and save lives.	2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		E. Social and Emotional Health	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.
		2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
		2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
4	Many factors at home, school, and in the community impact social and emotional health.	2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
		2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
		2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
6	Social and emotional development impacts all components of wellness.	2.1.6.E.1	Examine how <a href="#">personal assets</a> and <a href="#">protective factors</a> support healthy social and emotional development.
	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.	2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8	Social and emotional development impacts all components of wellness.	2.1.8.E.1	Analyze how <a href="#">personal assets</a> , <a href="#">resiliency</a> , and <a href="#">protective factors</a> support healthy 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.	2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
		2.1.8.E.4	Compare and contrast stress management strategies that are used to address

			various types of stress-induced situations.
12	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.	2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
		2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
		2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.



Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		A. Interpersonal Communication	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
4	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
6	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
8	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
12	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	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.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
	Technology increases the capacity of individuals to communicate in multiple and diverse ways.	2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		B. Decision-Making and Goal Setting	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
		2.2.2.B.2	Relate decision-making by self and others to one's health.
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
4	Many health-related situations require the application of a thoughtful decision-making process.	2.2.4.B.1	Use the decision-making process when addressing health-related issues.
		2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		2.2.4.B.4	Develop a personal health goal and track progress.
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies.
		2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
		2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
		2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
8	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
		2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
		2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
12	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.	2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
		2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		C. Character Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of <u>Character</u> and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
4	Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
12	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.	2.2.12.C.1	Analyze the impact of competition on personal character development.
	Core ethical values impact behaviors that influence the health and safety of people everywhere.	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.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		D. Advocacy and Service	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	<a href="#">Service projects</a> provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
4	<a href="#">Service projects</a> provide an opportunity to have a positive impact on the lives of self and others.	2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
6	Participation in social and health- or service-organization initiatives have a positive social impact.	2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
		2.2.6.D.2	Develop a position about a health issue in order to inform peers.
8	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.	2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
		2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
12	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.	2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

<b>Content Area</b>		<b>Comprehensive Health and Physical Education</b>	
<b>Standard</b>		<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>	
<b>Strand</b>		<b>E. Health Services and Information</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
2	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1	Determine where to access home, school, and community health professionals.
4	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
6	Health literacy includes the ability to compare and evaluate health resources.	2.2.6.E.1	Determine the validity and reliability of different types of health resources.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
8	Potential solutions to health issues are dependent on health literacy and available resources.	2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
12	Potential solutions to health issues are dependent on health literacy and available resources.	2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
	Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.	2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		A. Medicines	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	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.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
		2.3.2.A.2	Explain why medicines should be administered as directed.
4	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.	2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
		2.3.4.A.2	Determine possible side effects of common types of medicines.
6	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.	2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
		2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
8	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.	2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
		2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
12	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.	2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
		2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
		2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		B. Alcohol, Tobacco, and Other Drugs	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.
		2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
		2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
		2.3.2.B.4	Identify products that contain alcohol.
		2.3.2.B.5	List substances that should never be inhaled and explain why.
4	Use of drugs in unsafe ways is dangerous and harmful.	2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
		2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.
		2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
		2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
		2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.
6	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
		2.3.6.B.2	Relate tobacco use and the incidence of disease.
		2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
		2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
		2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
		2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
		2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
		2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
		2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
		2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
		2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
		2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and <a href="#">STIs</a> .
		2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
		2.3.8.B.8	Analyze health risks associated with injected drug use.
12	There are immediate and long-term consequences of risky behavior associated with substance abuse.	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, <a href="#">STIs</a> , and unintended pregnancy.
		2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.



Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		C. Dependency/Addiction and Treatment	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
4	Substance abuse is caused by a variety of factors.	2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
		2.3.4.C.2	Differentiate between drug use, abuse, and misuse.
		2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
6	Substance abuse is caused by a variety of factors.	2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
		2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
		2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
	2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.	
8	Substance abuse is caused by a variety of factors.	2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
	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.	2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
12	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.	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.
	Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.	2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		A. Relationships	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast <a href="#">different kinds of families</a> locally and globally.
		2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.
4	The family unit encompasses the diversity of family forms in contemporary society.	2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
6	Healthy relationships require a mutual commitment.	2.4.6.A.1	Compare and contrast how families may change over time.
		2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
		2.4.6.A.3	Examine the types of relationships adolescents may experience.
		2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
		2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
8	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	2.4.8.A.1	Predict how changes within a family can impact family members.
		2.4.8.A.2	Explain how the family unit impacts character development.
		2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
		2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
		2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
		2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
12	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.	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, warning signs of dating violence).
	Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.	2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		B. Sexuality	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
4	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
6	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.  Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.1	Compare growth patterns of males and females during adolescence.
		2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
		2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, <a href="#">STIs</a> , <a href="#">HPV</a> , or unintended pregnancy.
		2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
8	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.	2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
		2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
	2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	
	2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, <a href="#">STIs</a> , and unintended pregnancy.	
	2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	
	Early detection strategies assist in the prevention and treatment of illness or disease.	2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and <a href="#">HPV</a> vaccine.

<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	The decision to become sexually active affects one's physical, social, and emotional health.	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.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
		2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of safer sex_methods and_contraception, including risk-reduction and risk-elimination strategies.
	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.	2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and <a href="#">HPV</a> vaccine).

<b>Content Area</b>		<b>Comprehensive Health and Physical Education</b>	
<b>Standard</b>		<b>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.</b>	
<b>Strand</b>		<b>C. Pregnancy and Parenting</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
4	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	The health of the birth mother impacts the development of the fetus.	2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
6	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
		2.4.6.C.2	Identify the signs and symptoms of pregnancy.
		2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
8	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
		2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
		2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
		2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
		2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
		2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
		2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
		2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
		2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
		2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
		2.4.12.C.7	Analyze factors that affect the decision to become a parent.