

Junior Health Course Overview

Content Area: **Health**
Course(s):
Time Period:
Length: **Quarter**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade- 11

Course Number: 1701

BOARD OF EDUCATION

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Course Adoption: 4/21/86

Curriculum Adoption: 9/06/01

Course Overview

Eleventh grade health is designed to re-emphasize many of the important concepts learned in the earlier grades. As part of the program, new material will be added which will supplement and add depth to the previously learned concepts and skills. The students will receive a course in the techniques of Adult Cardiopulmonary Resuscitation using the American Heart Association Family and Friends CPR non-certification course. Students will also review and apply First Aid knowledge according to the American Heart Association. The students will review healthy heart lifestyle choices. The students will be provided with current relevant health information in areas of substance abuse/addictions so they may make informed, intelligent decisions related to their personal use/nonuse. The students will also come to appreciate their own self worth as well as the self worth of others. The students will also look at mental illnesses and how they affect individuals in their daily lives, and learn prevention and treatment methods that are available.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course.

Textbooks and Other Resources

COURSE RESOURCES

TEXTBOOKS

Webb, DeBruyne; Health Making Life Choices. Glencoe/McGraw-Hill. All rights reserved. Published 2010 U.S.A.

American Heart Association (AHA). Family and Friends CPR. Compression Only CPR. Published AHA

Web MD

ChooseMyPlate.gov

CDC.gov

AHA.org

Cancer.gov

American Lung Association

Teenhealth.org

Google Classroom

Kahoot.co

Media Center Databases

History Channel "Intervention"

TLC - My Strange Addiction

Standards

HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.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.
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.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.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
HPE.2.3.12.A	Medicines
HPE.2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
HPE.2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
HPE.2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.
HPE.2.3.12.B	Alcohol, Tobacco, and Other Drugs
HPE.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.
HPE.2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
HPE.2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
HPE.2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
HPE.2.3.12.C	Dependency/Addiction and Treatment
HPE.2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
HPE.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.
HPE.2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Pacing Guide References	Proficiency (Summative) Assessments
<p>UNIT I: <u>Addictions, Drugs and Eating Disorders</u></p> <p>Essential THEME: The Big Picture: Adolescents need a working knowledge of drugs, tobacco and alcohol education. Also, awareness of the addiction lifestyles and how to help those with addictions and adapt an understanding the mental aspect of these addictions. Recognition of eating disorders as part of the addiction category.</p> <p>Essential Question: How can you prevent yourself from falling into an addictive pattern? Can you recognize the categories and effects of specific drugs? Are you able to understand the addicted mind and realize that addicts need professional help? Can you identify destructive pattern of drug abuse towards social, family and personal health aspects?</p>	<p>2.1.12.D.3 (M) 2.2.8.D.2 (R) 2.3.12.A.1 (M) 2.3.12.A.2 (M) 2.3.12.A.3 (M) 2.3.12.B.1 (M) 2.3.12.B.2 (M) 2.3.12.B.3 (M) 2.3.12.B.4 (M) 2.3.12.B.5 (M) 2.3.12.C.1 (M) 2.3.12.C.2 (M) 2.3.12.C.3 (M) 8.1.12.A.2 (R) 8.1.12.A.3 (R) 8.1.12.C.1 (R) 8.1.12.E.1 (R) SCI.9-12.B.3.3.1 SCI.9-12.B.3.3.2 SCI.9-12.B.3.3.4 LA.11-12.W.11-12.2.A LA.11-12.SL.11-12.1.A LA.11-12.SL.11-12.4 SOC.9-12.D1.2.9-12 TECH.K-12.1.c TECH.K-12.2.a TECH.K-12.2.b TECH.K-12.2.c TECH.K-12.2.d TECH.K-12.3.a TECH.K-12.3.b TECH.K-12.3.c TECH.K-12.6.b TECH.K-12.6.d TECH.K-12.7.b TECH.K-12.7.c</p>	<p>17 days</p>	<p>-Vocabulary Quiz – addiction terminology -Substance classification quiz - Debate research and participation -Unit assessment test</p>
<p>UNIT II: <u>Nutrition and CPR</u></p> <p>Essential THEME: The Big Picture: Adolescents need an</p>	<p>2.1.6.B.1 (R)</p>		<p>-Skills testing: Adult</p>

<p>understanding of how their diet and exercise choices affect their lives in social, physical and emotional aspects. Students will take a look at the overweight and obesity patterns within the the United States and also the impacts worldwide. The students will take a look at Cardiovascular Disease and what their controlled and uncontrolled risks factors. The students will be able to apply basic nutritional and fitness concepts into lifestyle behaviors that impact overall wellness. The students will learn the importance of CPR and who needs it. Also, the students will learn Adult CPR (Cardiopulmonary Resuscitation) with use of the Automated External Defibrillator (AED). Students will also learn basic First Aid procedures in accordance with American Heart Association Standards.</p> <p>Essential Question: What are the causes of Cardiovascular Disease? What risk factors are associated with CVD and how can someone avoid or control them? What is the purposeof CPR? Who needsCPR?</p>	<p>2.1.6.B.2 (R) 2.1.6.B.2 (R) 2.1.8.B.1 (R) 2.1.8.B.2 (R) 2.1.8.B.4 (R) 2.1.8.D.2 (R) 2.1.12.C.1 (M) 2.1.12.C.2 (M) 2.1.12.D.6 (M) 2.1.12.B.1 (M) 2.1.12.B.2 (M) 8.1.12.A.2 (R) 8.1.12.A.3 (R) 8.1.12.C.1 (R) 8.1.12.E.1 (R) TECH.K-12.1.c TECH.K-12.2.a TECH.K-12.2.b TECH.K-12.2.c TECH.K-12.2.d TECH.K-12.3.a TECH.K-12.3.b TECH.K-12.3.c TECH.K-12.6.b TECH.K-12.6.d TECH.K-12.7.b TECH.K-12.7.c</p>	<p>17 days</p>	<p>CPR and AED with choking -CPR terminology quiz -Nutrition project -Unit assessment test</p>
<p>Unit III: <u>Mental Illness</u></p> <p>Big Picture: Adolescents need a working knowledge of mental diseases that affect individuals in daily lives. Understanding mental illness can lead to better treatment and ability to recognize these behaviors.</p> <p>What can you do if you or a close family member or friend is suffering from mental illness? What types of mental illness affect individuals' everyday? What treatment options exist for mental illness by researching the new technology and medical advances that exist in diagnosing and treating diseases?</p>	<p>2.1.8.C.3 (M) 2.1.12.C.1 (M) 2.1.12.C.2 (M) 2.1.12.C.3 (M) 2.1.12.C.4 (M) 8.1.12.A.2 (R) 8.1.12.A.3 (R) 8.1.12.C.1 (R) 8.1.12.E.1 (R) SCI.9-12.B.1.3.2 SCI.9-12.B.1.3.3 SCI.9-12.B.3.2.4 SCI.9-12.B.3.3.3 SCI.9-12.B.3.3.1 SCI.9-12.IV.4.1.5 SCI.9-12.IV.4.2.1 SCI.9-12.IV.4.2.2 SCI.9-12.IV.4.2.3 SCI.9-12.IV.4.2.4</p>	<p>11 days</p>	<p>-group project research - quiz - post assessment</p>

	SCI.9- 12.APS.1.2.2 SCI.9- 12.APS.2.1.3 LA.11-12.W.11- 12.2.A LA.11-12.W.11- 12.2.B LA.11-12.W.11- 12.7 LA.11-12.W.11- 12.8 LA.11-12.SL.11- 12.4 LA.11-12.SL.11- 12.5		
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Grading and Evaluation Guidelines

Description of the grading procedures in accordance with Board Policy.

Grading procedures must be described in sufficient detail so that a pupil will understand, the minimal to advanced proficiency, expected of him/her as the outcome of each unit, for the marking period and for the course as a whole. Benchmark level assessments associated with the course also need to be identified. While assessments of proficiency levels must be valid and reliable they do not need be the same for all students. Other criteria to be considered in grading must be identified and the degree to which such criteria will be considered in a grade. Each pupil must receive a copy of the grading procedures, proficiencies and criteria for each unit and/or marking period.

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent Advanced Proficient
- B Good Above Average Proficient
- C Fair Proficient
- D Poor Minimally proficient
- F Failing Partially Proficient

Grading Procedures – Health Education

The final course proficiency grade will total points of all graded assignments and assessments during the

quarter aligned with NJSLS/CPI. Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Graded work for projects and in class assignments
 Grades for CPR related skills assessments

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLS/CPI's).
- Records of oral participation in classroom discussions related to unit objectives.
- Records of achievement of lesson objectives (i.e. quizzes, relevant homework).
- Teaching project presentation.

Other Details

Health

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1701	050	A	11	1.25	210	R	04/21/86

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLS Standard		NJSLS Standard		NJSLS Standard	
1. Visual and Performing Arts		5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy	S		

In this course students are expected to demonstrate mastery/proficiency of all NJSLS CPI's from 2.1.A through and including 2.4.B. The course also reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Technology Literacy, and Career Education and Consumer/Family/Life Skills.

