

Senior 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-12

Course Number:1700

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Course Adoption: 4/21/86

Curriculum Adoption: 9/6/01

Course Overview

COURSE DESCRIPTION: Grade twelve health is designed to re-emphasize many of the important concepts learned in the ninth grade health curriculum. As a result of this course students will have a working knowledge of the male and female reproductive systems. They will evaluate lifestyle behaviors and choices and identify personal risk for reproductive cancers. They will be able to understand how to perform self exams such as breast and testicular exams. Students will understand how conception takes place, signs and symptoms of pregnancy, fetal development, labor and delivery as well as how dangerous substances such as drugs and alcohol, etc. can affect the fetus. Students will understand the benefits of abstinence in a relationship. Using current research they will explore methods of contraception and risk elimination. Students will identify healthy vs. unhealthy relationships, including identifying dating violence and reducing risk of sexual assault. They will compare and contrast attitudes and beliefs about gender identity and sexual orientation. Students will discuss what goes into a healthy long term commitment.

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 alternative health assignments to complete the requirements of the course.

Textbooks and Other Resources

COURSE RESOURCES

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

Web MD

ChooseMyPlate.gov

PlannedParenthood.org

CDC.gov

Cancer.gov

Teenhealth.org

Rainn.org

Loveisrespect.org

Google Classroom

Socrative.com

Kahoot.com

Media Center Databases

DVD- National Geographic “In the Womb”

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Standards

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
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.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.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.
HPE.2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
HPE.2.2.12.E	Health Services and Information
HPE.2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
HPE.2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.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.
HPE.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.
HPE.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).
HPE.2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
HPE.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.
HPE.2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
HPE.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.
HPE.2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
HPE.2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI

testing, and HPV vaccine).

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

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Other Pacing Guide References	Proficiency (Summative/Formative Assessments)
UNIT I: <u>Conception, Reproduction, and Reproductive Cancers</u> Essential THEME: The Big Picture: Adolescents need a working knowledge of the reproductive systems, conception, and fertility. Individuals need an awareness of reproductive cancer detection, risks, and treatment. Essential Question: How does your reproductive system work? What are some ways that conception can occur? What is cancer – how can I reduce my risk, understand screening for early detection, and know treatment options and resources?	2.1.12.A.1 (M) 2.1.12.A.2 (M) 2.1.12.C.1 (M) 2.2.12.A.1 (M) 2.2.12.A.2 (M) 2.2.12.A.3 (M) 2.2.12.B.1 (M) 2.2.12.B.2 (M) 2.2.12.C.1 (M) 2.2.12.C.2 (M) 2.2.12.E.1 (M) 2.2.12.E.2 (M) 2.4.12.B.5 (M) 8.1.12.E.2 (R) TECH.K-12.2.a TECH.K-12.2.b TECH.K-12.2.c TECH.K-12.2.d	10 Days	Progress Assessment Reproduction, Cancer and Conception Cancer Cause Research
UNIT II: <u>Pregnancy and Childbirth</u> Essential THEME: The Big Picture: Raising a child requires social financial and intellectual commitment. Prenatal	2.4.12.C.1 (M) 2.4.12.C.2 (M) 2.4.12.C.3 (M)		Progress Assessment Pregnancy and Childbirth

<p>care has a direct impact on the long term health of the child.</p> <p>Knowledge of labor, delivery and birthing option help create a successful birth process.</p> <p>Essential Question: What are some signs and symptoms of pregnancy? What are some benefits of prenatal care and diagnostic testing? Understand the process of childbirth and some complications that may occur.</p> <p>What are some birthing options?</p>	<p>2.4.12.C.5 (M)</p> <p>5.5.12.C.2 (M)</p> <p>8.1.12.E.2 (R)</p> <p>8.1.12.C.1 (R)</p> <p>TECH.K-12.1.c</p> <p>SCI.9-12.HS-LS3-1</p> <p>SCI.9-12.HS-LS3-3.LS3.B.1</p> <p>TECH.K-12.2.a</p> <p>TECH.K-12.2.b</p> <p>TECH.K-12.2.c</p> <p>TECH.K-12.2.d</p>	<p>10 Days</p>	<p>Student Presentations</p>
<p>UNIT III: <u>Sexuality and Relationships</u></p> <p>Essential THEME: The Big Picture: Students will understand the risks of sexual behavior and the benefits of abstinence. Have a detailed understanding of all methods of contraception. Discuss openly gender roles, sexuality identity and healthy vs. unhealthy relationships.</p> <p>Students will have an understanding of what constitutes both rape and sexual harassment and discuss ways to protect themselves from being victims. List methods of abortion, understand history of abortion, and are able to discuss social issues related to abortion.</p> <p>Essential Question: What are the benefits of abstinence in a relationship? What are the consequences of sexual activity? How can I reduce my risk of pregnancy and protect against STDs? What are some ways to protect myself from abusive relationships? List some characteristics of healthy vs. unhealthy relationships.</p> <p>Understand the physiology of the sexual response cycle. Openly discuss gender roles, and gender identity.</p>	<p>2.1.12.D.2 (M)</p> <p>2.1.12.E.1 (M)</p> <p>2.1.12.E.2 (M)</p> <p>2.1.12.E.3 (M)</p> <p>2.1.12.E.4 (M)</p> <p>2.3.12.B.4 (M)</p> <p>2.4.12.A.1 (M)</p> <p>2.4.12.A.2 (M)</p> <p>2.4.12.A.3 (M)</p> <p>2.4.12.A.4 (M)</p> <p>2.4.12.A.5 (M)</p> <p>2.4.12.A.6 (M)</p> <p>2.4.12.B.1 (M)</p> <p>2.4.12.B.2 (M)</p> <p>2.4.12.B.3 (M)</p> <p>2.4.12.B.4 (M)</p> <p>2.4.12.C.4 (M)</p> <p>2.4.12.C.6 (M)</p> <p>2.4.12.C.7 (M)</p> <p>3.3.12.D.2 (R)</p> <p>8.1.12.E.2 (R)</p> <p>8.1.12.C.1 (R)</p> <p>TECH.K-12.2.a</p> <p>TECH.K-12.2.b</p> <p>TECH.K-12.2.c</p> <p>TECH.K-12.2.d</p>	<p>20 days</p>	<p>Progress Assessment</p> <p>Sexuality and Relationships</p> <p>Student Presentations</p>

Grading and Evaluation Guidelines

GRADING PROCEDURES

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 quarter course proficiency grade will be based on unit assessments aligned with the associated NJSLS/CPI's.

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

Written and Performance Measures of proficiency objectives (coded to NJSLS/CPI's). 40%

Records of oral participation in classroom discussions, groupwork, and classroom activities related to unit objectives. 25%

Projects that demonstrate growth in 21st century skills while reinforcing curricular topics. 25%

Records of achievement of lesson objectives in relevant homework. 10%

Other Details

#1700-Health

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1700	050	A	12	1.25	210	R	04/21/86

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLC Standard		NJSLC Standard		NJSLS Standard	
1. Visual and Performing Arts		5. Science	S	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 NJSLC CPI's from 2.1.A through and including 2.4.D. 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, Science, Technology Literacy, and Career Education and Consumer/Family/Life Skills.