

Align Curricular Unit  
Report Description

Curricular Unit WPS Health 9-12		Subject: Health and Safety Education	Duration: 9 Weeks	
Instructional Unit	Unit Summary/ Overview	Essential Questions/Enduring Understandings	Students will need Goal to know... Students will be able to...	Evidence of Learning/ Assessment
Health 9-12 Unit 1: Grade 9	<p>EQ1: What is the connection between health and wellness?</p> <p>EQ2: Is one dimension of health more important than the others?</p> <p>EQ3: How can the 5 components of health related fitness and thr 6 components skill related fitness improve ones health/wellness.</p> <p>EQ4: Why is it important to set realistic and short term and long term goals to enhance health and wellness ?</p> <p>EQ5: How can recognising your personal strengths and understanding your personal limitations help you set obtainable goals for a healthful life? (SEL)</p> <p>EQ6: How can I use RIDE (Recognize, Identify, Develop, Evaluate) to know I made a good decision? (SEL)</p> <p>EQ7: Why is self management important to regulate stress? (SEL)</p> <p>EQ8: How can stress effect my physcial, mental, and social health?</p> <p>EQ9: What are some healthful methods to handle my stress? (SEL)</p> <p>EQ10: How can over the counter medications act as dangerous drugs?</p> <p>EQ11: What are the dangers and consequences of illegal drug use?</p> <p>EQ12: What are some chronic diseases and health conditions caused by alcohol, tobacco, and electronic cigarettes abuse?</p> <p>EQ13: Why are addiction and alcoholism social health and community health issues?</p> <p>EQ14: Why should I care about improving other people's lives? (SEL)</p> <p>EQ15: How can drugs and alcohol affect my relationships?(SEL)</p> <p>EU1: Your state of health is a lifetime continuum that requires action to improve, maintain, and balance your wellness</p> <p>EU2: The 5 health-related and the 6 skill-related components of fitness can be utilize to improve your physica, mental, and social health as well as increase your quality of life, while maintaining an active and healthy lifestyle.</p> <p>EU3: Recognizing your strengths and understanding your limitations through self-assessment is essential to setting realistic and obtainable fitness and wellness goals</p> <p>EU4: Stress can effect your physical, mental/emotional, and social health, practicing healthful methods to self-manage and cope with stress is an imprtant skill for total wellness and a productive life.</p> <p>EU5: Having self-awareness, positive self-esteem, and practicing good character, will encourage responsible decisions that promote a healthy lifestyle.</p> <p>EU6: The legal and financial consequences caused by the use, sale, and possession of illegal substances can drastically change your life.</p> <p>EU7: Tobacco products and e-cigarettes are addictive and dangerous, and both are not designed for use by teenagers and can cause serious health issues that are not revealed by the media.</p> <p>EU8: Alcohol and drug use can impact all aspects of brain function, decision making, risk for sexual assault, pregnancy, physical health, STIs and behaviors when abused by adolescents.</p> <p>EU9: Alcoholism and addiction are not only physiological health conditions, they are family, social, cultural, and community health issues that require advocacy, and compassion.</p> <p>EU10: Research has shown that when used inappropriately, alcohol, tobacco, and other drugs have harmful effects on the human body and on interpersonal relationships.</p>	<ul style="list-style-type: none"> <li>Self-assess and evaluate their personal health and wellness practices (SEL)</li> <li>Comprehend the interconnected continuum of health and wellness and how it can affect your financial, educational, occupational status</li> <li>Collect, analyze, and apply personal health data to their daily activities that relate to maintaining health and wellness.</li> <li>Utilize self-management strategies create and obtain realistic short term and long term health and wellness goals (SEL)</li> <li>Apply the responsible decision-making process to real life scenario's and life events, and reflect on various outcomes (SEL)</li> <li>Apply self-awareness and self-management skills to develop strategies to manage stress and emotional health (SEL)</li> <li>Apply social- awareness and communication skills that demonstrate compassion consideration respect family, community, and others.(SEL)</li> <li>Identify the different drugs, classifications, and their effects on the body.</li> <li>Research health conditions and chronic diseases that are linked to alcohol, tobacco, and illegal drug use.</li> <li>Evaluate informative text to prepare for a debate on the pros and cons of electronic cigarrates for life-long smokers.</li> <li>Identify the additional dangers of tobacco and electronic cigarette use for teenagers utilizing responsible decision making skills. (SEL)</li> <li>Research different treatment options for alcohol and illegal drug addiction</li> <li>Reflect on the social health of addiction and how changes in behavior, actions, and attitudes can affect the feelings and emotions of those around them. (SEL)</li> <li>Utilize social-awareness and relationship skills to evaluate alcoholism and addiction as a psycho-social disorder and public health issue. (SEL)</li> <li>Compile and present information on various support and advocacy organizations for persons with substance addiction, friends, family, and community helpers.</li> </ul>	<p>Grade 9 Health Education Rubric</p> <p>Competency Performance Assessments</p> <p>Health 9-12 Unit 1: Grade 9 Performance Assessment #1</p> <p>Health 9-12 Unit 1: Grade 9 Competency Performance Assessment #2</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>Quizzes</li> <li>Demonstration of Skill</li> <li>Written Assessment of Activity</li> <li>Teacher Observation</li> <li>Participation</li> <li>Self-Assessment of Skills</li> <li>Skits</li> <li>student journals</li> <li>Glencoe Health 2013 in Edconnect w/Human Sexuality/Teacher Center</li> <li>Homework</li> </ul>	
Health 9-12 Unit 2:	EQ1: Is the age of 16 an appropriate age to begin the GDL process?			

<p>Grade 10 Driver's Education</p>	<p>EQ2: Are the requirements for each type of license too stringent in the state of New Jersey?</p> <p>EQ3: Are the GDL violations consequences fair?</p> <p>EQ4: What pro and cons would new drivers face with the GDL program?</p> <p>EQ5: What factors should a driver take into consideration when choosing to become an organ donor?</p> <p>EQ6: Should the consumption of any prescription or illegal drug, while driving, be a violation of the law?</p> <p>EQ7: How does drug/alcohol consumption affect people differently?</p> <p>EQ8: How could penalties for each DUI conviction be altered to increase future driver responsibility?</p> <p>EQ9: Why do there need to be different rules for each type of roadway?</p> <p>EQ10: Which risks increase for not following road signs and rules for each type of roadway?</p> <p>EQ11: Which documents should be necessary or unnecessary at all times while driving?</p> <p>EQ12: What are the reasons one would be for or against organ donation?</p> <p>EQ13: When would a driver anticipate potential hazards during the driving scene?</p> <p>EQ14: How does weather and road conditions play a factor in stopping and following?</p> <p>EQ15: What is the IPDE proces?</p> <p>EQ16: How can you recognize inattentive/aggressive drivers?</p> <p>EQ17: Why is each componant important in a motor vehicle?</p> <p>EQ18: Why do locations of gauges and controls differ from vehiceto vehicle?</p> <p>EQ19: What are challenges that driver's face when changing directions of their vehicle?</p> <p>EQ 20: What are the basic preventative maintenance that all drivers should know?</p> <p>EQ21: What are the differences of each function of a motor vehicle?</p> <p>EQ22: What makes a good mechanic?</p> <p>EQ23: Why is it important that maneuvers a driver executes must be based on a sound judgement and correct decision?</p> <p>EQ24: How does physics affect drivers performance?</p>	<ul style="list-style-type: none"> <li>Identify restrictions for different aged drivers.</li> <li>Compare and contrast the severity of each violation.</li> <li>Match each method of transportation with its' specific license.</li> <li>Sign up for organ donation if they desire to.</li> <li>Recognize short term and long term effects of alcohol and drug use on a driver.</li> <li>Identify how each roadway is marked, labeled and used.</li> <li>Understand how to complete each mandated document required for driving.</li> <li>Explain how to get each type of document.</li> <li>Explain the IPDE process and when to implement it.</li> <li>Explain how defensive driving.</li> <li>Identify the ways effective drivers adapt to variuos driving conditions.</li> <li>List the factors that effect total stopping distances.</li> <li>Explain the 1 car length and the 3 second rule.</li> <li>Explain what makes a good mechanic.</li> <li>List the basic preventative maintenance that all drivers should know.</li> <li>Discuss how to respond safely to altered weather or traffic conditions.</li> <li>Explain the 1 car length and the 3 second rule.</li> <li>Discuss the precautions that drivers need to be aware of when performing turnabouts.</li> <li>Discuss how to perform basic vehicle maintenance.</li> </ul>	<p>Grade 10- Driver's Education Health Rubric</p>
		<p>Students will know:</p>	<p>Competency Assessment #1 and #2</p> <p>Health 10- Driver's Education- Unit 1: Competency Performance Assessment #1</p> <p>Health 10- Driver's Education Unit 1- Competency Performance Assessment #2</p>
		<ul style="list-style-type: none"> <li>The consequences for each moving violation.</li> <li>The differences and requirements for each type of license.</li> <li>The reasons people are for or against organ donation.</li> <li>The effects of drugs/alcohol on driving and decision-making skills.</li> <li>The differences between each type of roadway.</li> <li>The rules for each type of roadway.</li> <li>Types of documents required to operate a motor vehicle.</li> <li>The importance/meaning of each required document.</li> <li>Defensive driving assumes that other drivers are not attentive and that they might make sudden or ill-advised moves.</li> <li>Effective drivers constantly adapt to the various traffic, road, and weather conditions.</li> <li>The use of the IDPE process improves driver performance.</li> <li>Each component of a motor vehicle has specific functions.</li> <li>Knowledge of basic maneuvers is essential to safe driving.</li> </ul>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>Class Discussions</li> <li>Group Presentations</li> <li>Quizzes/tests</li> <li>Worksheets</li> <li>Role Play</li> <li>Drivers Test</li> <li>Homework</li> </ul>
	<p>EU1: There are specific licensing stages for the requirements for the New Jersey GDL.</p> <p>EU2: There are negative effects and consequences of the use of drugs and alcohol on driving.</p> <p>EU3: There are rules and differences between laws and rules for different types of roadways.</p> <p>EU4: There are required documents to operate a motor vehicle.</p> <p>EU5: Defensive driving assumes that other drivers are not attentive and that they might make a sudden ill-advised moves.</p> <p>EU6: Effective drivers constantly adapt to the various traffic, road, and weather conditions.</p> <p>EU7:The use of the IPDE process improves driver performance.</p> <p>EU8: The harzards/consequences of inattentive driving.</p> <p>EU9: It is important to know the various locations of gauges and controls.</p> <p>EU10: Preventative maintenance is essential for vehicle longevity.</p> <p>EU11: There are possible consequences of overlooking preventative vehicle maintenance.</p> <p>EU12: Drivers need to recognize when and where to perform driving maneuvers safely.</p> <p>EU13: Physics affect driver performance.</p> <p>EU14: Preventative maintenance is essential for vehicle longevity.</p>		
<p>Health 9-12 Unit 3: Grade 11</p>	<p>EQ1: Why is it important to know the anatomy and physiology of the male and female reproductive systems?</p> <p>EQ2: Why is it important for one to perform a self-breast exam once a month?</p> <p>EQ3: How can I utilize self-management to maintain a healthy reproductive lifestyle? (SEL)</p> <p>EQ4: How can my sexual lifestyle choices and decisions affect my life in the future? (SEL)</p> <p>EQ5: What are some institutoins that can influences, whether you are sexually active or abstinent?</p> <p>EQ6: How can i utilize self-awareness and responsible decision making to remain sexually healthy? (SEL)</p>	<ul style="list-style-type: none"> <li>Apply an awareness of their body to the functions of the human reproductives systems for disease prevention, care, and safety.</li> <li>Apply the knowledge and ability to self-mangement, self-care, and self-examine, as well as, apply medical information for reproductiv</li> <li>Identify and describe the structure and function of male/female reproductive systems.</li> <li>Understand the importance of proper prenatal care.</li> <li>Describe the various stages of pregnancy</li> <li>Analyze and evalute various situations through role play in</li> </ul>	<p>Grade 10- Health Education Rubric</p> <p>Competency Performance Assessment #1 &amp; #2 &amp; Evaluation</p> <p>Health 9-12 Unit 1: Grade 10 Competency Performance Assessment #1</p>

	<p>EQ7: What are contraceptions and risk elimination strategies to STI's and Pregnancy?</p> <p>EQ8: What kinds of unhealthy habits and behaviors can affect pregnancy?</p> <p>EQ9: How is self-awareness relevant to sexual orientation and gender identity? (SEL)</p> <p>EQ10: How can social-awareness promote acceptance, and respect for diversity in relationships? (SEL)</p> <p>EQ11: How do various technology impact the development and maintenance of interpersonal relationships?</p> <p>EQ12: How does, attraction, intimacy, and commitment in relationships change over time? (SEL)</p> <p>EQ13: How can relationship skills help you grow relationships in a healthy way? (SEL)</p> <p>EQ14: What is the difference between flirting and sexual assault?</p> <p>EQ15: How can responsible decision making protect me in social situations from date rape? (SEL)</p> <p>EU1: Self-care, self-management and responsible decisions are important protective measures for the prevention of disease and care for a healthy reproductive system</p> <p>EU2: The function of the male reproductive organs are to develop, regulate, and transport sperm cells for reproduction.</p> <p>EU3: The function of the menstrual cycle is to prepare and regulate the female body for pregnancy.</p> <p>EU4: Only one sperm cell and one ovum is needed for conception and fetal development begins.</p> <p>EU5: Good decision making, from prenatal care to delivery, is essential for a healthy pregnancy</p> <p>EU6: Teenage parenthood requires additional sacrifices, responsibilities, and commitment that are challenging and life changing for adolescents.</p> <p>EU7: Lifestyle choices that refrain from destructive decisions will result in longevity and increased quality of life.</p> <p>EU8: Abstinence is the only 100% effective way to avoid STI's and pregnancy.</p> <p>EU9: Intimacy is independent of intercourse, you do not need to be sexually active to experience intimacy in a relationship</p> <p>EU10: Making good sexual health decisions requires knowledge, personal responsibility, and respect for oneself and others.</p> <p>EU11: Various factors influence the choice, use, and effectiveness of contraception.</p> <p>EU12: Acceptance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.</p> <p>EU13: External/Internal pressures may influence a person's decision to become sexually active.</p> <p>EU14: Relationship skills are important to develop interpersonal relationships, which play a key role in quality of life.</p> <p>EU15: Sexuality develops overtime, as a part of a person's personality, through self-awareness, sexuality and sexual orientation may change</p> <p>EU16: Healthy sexuality involves self-awareness and is expressed through high self-esteem, positive body image, and comfort of one's own sexuality.</p>	<p>order to remain abstinent.</p> <ul style="list-style-type: none"> <li>Apply responsible decision making skills to evaluating the benefits to remaining abstinent.</li> <li>Research the effects of STI's on sexual health.</li> <li>Create scenarios where different birth control methods may be best for individuals at various times in life.</li> <li>Identify examples of individuals who have suffered because of intolerance and lack of appreciation in their relationships.</li> <li>Utilize self-awareness, self-acceptance, and social awareness as tools to develop and understand sexuality and sexual identity.</li> <li>Identify ways that cultural norms, social media/internet can speed up a teen's desire to become sexually active.</li> <li>Utilize strategies to grow a healthy and safe intimate relationships</li> <li>Determine the difference between flirting and sexual harassment and evaluate the negative consequence that can result for either.</li> <li>Explain how self-awareness and social awareness can prevent the harmful impacts of sexual assault.</li> <li>Explore and outline protective actions for sexual harassment.</li> <li>Investigate sexual harassment scenarios and apply the characteristics to situations to determine the correct action.</li> <li>Explore the behavioral characteristics of dating violence and rape.</li> <li>Interpret and discuss legal and social consequences of date rape.</li> <li>Engage in self-awareness and social-awareness to analyze potential dangerous social situations and to make responsible choices.</li> <li>Examine ways to protect against abuse and assault and to develop a plan of what to do if assaulted.</li> </ul>	<p>Health 9-12: Unit 1 Grade 10 Competency Performance Assessment #2</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>Class Discussions</li> <li>Group Presentations</li> <li>Quizzes/tests</li> <li>Role Play</li> </ul>
<p>Health 9-12 Unit 4: Grade 12</p>	<p>EQ1: What is PPE and how can it protect myself and others from pathogens</p> <p>EQ2: What is the difference between infectious and contagious as it relates to health and personal safety?</p> <p>EQ3: How can using safe practices and responsible decision strategies influence injury and disease prevention? (SEL)</p> <p>EQ4: How can having self-awareness, and self-control, assist with First Aid skills and CPR</p>	<ul style="list-style-type: none"> <li>To identify and recognize pathogens and or pathogen containing substances.</li> <li>To understand the prevention, protocols, and treatment for infectious and contagious disease.</li> <li>Demonstrate the Proper use of PPE equipment for personal safety and during an emergency.</li> <li>Demonstrate how to use the AED machine in an emergency situation.</li> <li>Demonstrate how to safely administer the Heimlich maneuver</li> </ul>	<p>Grade 11 Health Education Rubric</p> <p>Competency Performance Assessment #1 &amp; #2 &amp; Evaluation</p>

emergency preparedness?(SEL)

EQ5: How can I utilize responsible decision making skills to help someone in an emergency yet keep myself safe? (SEL)

EQ6: How can dietary supplements and performance enhancers be both helpful and harmful?

EQ7: Is one health-related fitness component more important than another?

EQ8: Is one skill related fitness component more important than the rest?

EQ9: What are some health conditions and lifestyle choice diseases that have a direct correlation to nutrition and exercise?

EQ10: How can self-management impact your health related or skill related fitness plan? (SEL)

EQ11: How can self-awareness of body type, body image, gender, and physiology impact your fitness goals? (SEL)

EQ12: Why is it important to set realistic and obtainable short-term and long-term goals to enhance health? (SEL)

EQ13: How can we use social awareness and respect to combat negative stereotypes regarding, obesity and eating disorders (SEL)

EQ14: What are the essential nutrients for a balanced healthy diet?

EQ15: What is a destructive self-image and what are some preventative strategies? (SEL)

EQ16: How can having a positive self-image and responsible decision making protect you from unhealthy habits, fad diets, and eating disorders? (SEL)

EU1 The correct use PPE and First Aid practices can keep you safe and help to assist others with various health conditions.

EU2: How to appropriately respond emotionally and to avoid panic when assisting with first-aid and emergency situations.

EU3: The relationship between the 5 health-related and the 6 skill-related fitness components of an active and healthy lifestyle.

EU4: Setting realistic and obtainable goals will enhance the ability to be successful for fitnessgoals and throughout life.

EU5: How negative consequences of using steroids can affect a person's physical, mental, social, and emotional health quality.

EU6: Having good character and making good decisions will improve their healthy lifestyle.

EU7: The importance of self-acceptance and a positive body image

EU8:Social awareness that people come in all shapes and sizes, judgement, stereotypes, or harassment should not be tolerated.

EU9: How the components of the F.I.T. Principle determine the effect of an activity on a person's health.

EU10: Healthy eating differs for each individual based on gender, age and activity level and can promote a healthy, active lifestyle.

EU11: Understanding the essential nutritional needs, and making healthy eating choices now will build healthful habits for the future that will increase your quality of life.

in an emergency situation.

- List the signs of severe bleeding.
- identify symptoms of internal bleeding.
- Determine potentially dangerous situations or activities that can cause wounds or burns.
- Describe how to treat a person who is suffering symptoms of shock.
- Describe how to treat a soft tissue injuries, upper extremity injuries, head, neck and back injuries, ransport
- Describe how to transport a vitctim with a back or neck injury.
- Recognize the signs and symptoms of a diabetic emergency.
- Recognize the signs and symptoms of posioning and the proper treatment.
- Recognize the signs and symptoms of bites and stings.
- Recognize the signs and symptoms of Lyme's Disease.
- Discuss and recognize risk factors for breathing and cardiac emergencies.
- Demonstrate how to safely and correctly administer CPR in an emergency situation.
- To create and also compare a workout routine using the components of health and skill related fitness.
- To analyze their daily physical activity and identify existing health-related and skill related fitness components.
- To recognize the difference between unattainable and attainable goals.
- To create realistic short-term and long-term fitness goal and develop a personal fitness plan.
- To use decision-making skills to resolve potential real-life situations.
- To compare and contrast the long-term vs. short-term side effects of anabolic steroids.
- To use decision-making skills to resolve potential real-life situations.
- To calculate their body mass index, and utilize physiology to analyze the various body types.
- Analyze and make a judgment on a food label deciding if it is a healthy or unhealthy choice.
- Make healthy choices while reading a food label in a grocery store.
- Identify different types of diets and nutrition plans (ex to lose weight, diabetic, gain weight, etc....)
- Analyze the food plate guideline in relationship to various foods presented to them.
- Compare and contrast the problems of too much or too little body fat and its effect on self-image and overall health.
- Compare and contrast the positive and negative techniques or methods used for losing or gaining weight.

Health -Grade 11 Competency Performance Assessment #1

Health 9-12 Unit 1: Grade 11 Competency Performance Assessment #2

Formative Assessments:

- Class Discussions
- Group Presentations
- Quizzes/tests
- Worksheets
- Role Play