

Health Education Grade 12

Course Compendium

HEALTH EDUCATION Credits: 1.25 Grades: 9, 11, 12

This course is designed to help high school students extend their conceptualization of knowledge, attitudes and skills related to health issues in today's society. The focus is on students dealing with the world today and preparing for adult living based on a health and wellness ethic by recognizing the need for wellness over a lifetime. Areas studied include but are not limited to: personal health, growth and development, nutrition, diseases, goal setting, principles of training, cardiovascular fitness, muscular fitness, body composition, consumer issues, safety, relationships, signs of suicide, sexuality, pregnancy and parenting, alcohol, tobacco and other drugs.

UNITS OF STUDY*

Unit 1- *In Case of Emergency*

Unit 2- *Let Me Pick Your Brain*

Unit 3- *Mental and Emotional Health*

Unit 4- *Managing Stress and Anxiety*

Unit 5- *All Grown Up*

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 9-12 (Reading & Writing in Science & Technical Subjects)

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Psychology/Science Connections

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

SCI.9-12.APS.1.2.3 Describe appropriate treatments for different age groups

SCI.9-12.APS.2.1.2 Identify and explain potential sources of stress

SCI.9-12.APS.2.2.1 Identify ways to promote mental health and physical fitness

SCI.9-12.APS.2.2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues

SCI.9-12.DL.1.6.2 Describe the development of reasoning and morality

SCI.9-12.DL.1.6.4 Discuss the role of family and peers in adolescent development

SCI.9-12.DL.1.7.1 Identify major physical changes associated with adulthood and aging

SCI.9-12.DL.1.7.3 Discuss social, cultural, and emotional issues in aging

SCI.9-12.IV.4.2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)

SCI.9-12.SC.1.3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.HL-HI.2 Describe the content and diverse uses of health information.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.

Technology

8.1.12.A.CS1 Understand and use technology systems.

8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade 9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>

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	National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms	<p>Students with 504 Plan</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

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