| ***Health Grade 11 Unit 10: Body Systems***  ***February*** | | | | | |
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| **Targeted Standards**  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.1 Personal and Mental Health by the End of Grade 12**  **Personal Growth and Development**  The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.  • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.  • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.  **Emotional Health**  Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.  • 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.  • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.  Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.  • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).  • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).  **Social and Sexual Health**  How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.  • 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.  • 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.  • 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.  Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.  • 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).  • 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.  • 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.  • 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.  There are many factors that influence how we feel about ourselves and the decisions that we make.  • 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.  • 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.  There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.  2.1.12.SSH.10: Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media.  **Community Health Services and Support**  Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.  • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.  • 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.  • 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.  • 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).  Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.  • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.  Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.  • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).  • 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.  Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.  2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.3 Safety by the End of Grade 12**  **Personal Safety**  Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.  • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).  • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.  **Health Conditions, Diseases and Medicines**  Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.  • 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).   |  | | | | --- | --- | --- | |  | | | |  | | | |  | | | | | | | | |
| **Rationale and Transfer Goals:**  This unit is designed to help students understand how their body operates. Looking into how our body uses different systems will help students become aware of how to take care of their bodies and avoid harmful behaviors. | | | | | |
| **Enduring Understandings:**   * Anatomy and Kinesiology of skeletal system. * Structure and function of muscular system. * Pathway of breaking down food. * Pathway of oxygen entering the body. | | | | | |
| **Essential Questions**:   * Why are bones important to humans? * What exercises strengthen muscles and bones? * What would we be like without bones? * How does nutrition affect your muscles and bones? * How do the muscles move the body? * Why is oxygen so important? * Do we breakdown fats the same way as protein or carbohydrates? * How can you prevent injuries to muscular, skeletal, and nervous systems? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Personal Health Care * Skeletal, Muscular, Nervous systems * Cardiovascular, Respiratory, Digestive systems. | • Identify bones and what each does.  • Demonstrate how muscles move the body.  • identify organs in the digestive system. | | How we teach content and skills  Bone Shape; looking at shapes of bones to determine function.  What is the function; looking at diagrams identify organs and discuss what each does.  Packet on cardiovascular exercise. | | Identification  Formative: Sample Assessment Item  Students will be given different diagrams and asked to identify organs making that system up.  19 Standards Assessed  Tests and quizzes  Formative: Written Test  written exam on content of systems.  19 Standards Assessed |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Note taking * Staying healthy takes knowledge, a plan, and practicing healthful behaviors * Proper nutrition benefits * Prevention techniques for overall health | | •Effective communication  •Literacy activities  •Vocabulary  •Following overall health plan  •Goal setting  \*Benefits of exercises and  proper nutrition | | * Health literacy activities * Group scenarios * Projects * Key terms/Diagrams * Creating T-charts * Lesson Assessments * Word Webs – note taking * Health Plan * Video - response | |
| **21st Century Skills:**  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health  Cross-cutting discussions of financial costs and benefits to lifelong fitness  **CRP6. Demonstrate creativity and innovation.**  Creativity in development of workout plans for variety and maintaining interest  **CRP11. Use technology to enhance productivity.**  Use of online and mobile technology to support lifetime health and fitness goals  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create, problem solve, and participate in games  **CRP4. Communicate clearly and effectively and with reason.**   * all aspects of course | | | | | |
| **Key resources:**     * Glencoe Health Book * [www.Glencoe.com](http://www.glencoe.com) * [www.ted.com/talks](http://www.ted.com/talks) * [www.pecentral.com](http://www.pecentral.com) | | | | | |
| **Interdisciplinary Connections**  **ELA**  **NJSLSA.R1**. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  **RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.**  **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  **RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  **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.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   * standards supporting written and print communication across all areas of the course   **Science**  **HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]  **HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.  **HS-LS2-8.** Evaluate evidence for the role of group behavior on individual and species’ chances to survive and reproduce.   * Connections to study of exercise physiology and associated anatomy * Basic understanding of communicability of diseases in discussion of wellness   **Math**  **Creating Equations A -CED**  A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*  **Modeling with Geometry G-MG**  A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).  **Interpreting Categorical and Quantitative Data S-ID N-ILN**  A. Summarize, represent, and interpret data on a single count or measurement variable  1. Represent data with plots on the real number line (dot plots, histograms, and box plots).  **Making Inferences and Justifying Conclusions S-IC**  B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies   * math processes related to fitness and health data, geometry in gameplay, and quantitative representations | | | | | |