

Pine Hill Public Schools Curriculum

Content Area:		Health Education	
Course Title/ Grade Level:		Driver Education Grade 11	
Unit 1:	Nutrition	# Days:	5
Unit 2:	Drug Education	# Days:	6
Unit 3:	Relationships	# Days:	7
Unit 4:	Human Sexuality	# Days:	17
Unit 5:	Pregnancy, Childbirth and Parenting	# Days:	6
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: Nutrition		Unit #: 1
Course or Grade Level: Health 11		Length of Time: 5 Days
Pacing	Day: 1-4: Nutrition 5: Assessment	
Essential Questions	<ul style="list-style-type: none"> • How is body weight and size impacted by nutrition? • What can we change in our daily eating routine to positively affect our health? • How does obesity impact pregnancy? 	
Content	<ul style="list-style-type: none"> • Nutrition • Impact of body weight / obesity on pregnancy 	
Skills	<ul style="list-style-type: none"> • Describe each nutrient class and its function • Describe how diet can influence health • Describe how obesity can negatively effect pregnancy 	
Assessments	<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Note taking • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook <p><u>Summative:</u></p> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Printed out notes • Teacher assistance • Translate notes into native language • Use process sheets during lecture 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading projects, essay writing, public speaking, comprehension • Art- Drawing activities • Consumer Science- family relations • Math- heart rate/calorie/BMI calculations • Biology- body systems, anatomy, physiology 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos 	

2009 NJCCCS

Standard:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand(s):

2.1 – B. Nutrition

Content Statement(s):		CPI # / CPI(s):	
<ul style="list-style-type: none"> Applying basic nutritional and fitness concepts to lifestyle behaviors that impact wellness. 		2.1.12.B.2 2.1.12.B.3	
Web Resources:		http://kidshealth.org/teen/sexual_health/www.iwannaknow.org http://www.nlm.nih.gov/medlineplus/teensexualhealth.html http://www.plannedparenthood.org/ www.nutrition.gov	
<u>21st Century Themes</u>			
	Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy X Health Literacy
<u>21st Century Skills</u>			
	Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration Information Literacy
	Media Literacy	ICT Literacy	Life and Career Skills

**Pine Hill Public Schools
Curriculum**

Unit Title: Drug Education		Unit #: 2
Course or Grade Level: Health 11		Length of Time: 6 Days
Pacing	Day: 1: Decision making 2-3: Medicines / OTC 4-5: Drugs and Sexual Assault 6: Assessment	
Essential Questions	<ul style="list-style-type: none"> • Why are some drugs considered prescription medications and some available over the counter? • How do drugs impact decision-making skills? • What are the possible consequences of using drugs? 	
Content	<ul style="list-style-type: none"> • Decision Making Skills Review • Medications • Over the counter drugs • Illegal Drugs • Drugs impact on sexual assault 	
Skills	<ul style="list-style-type: none"> • Compare and contrast the difference between a prescription drug and an over the counter drug • Analyze the consequences of drug abuse related to sexual assault • Summarize the impact of date rape drugs on the body 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook • Note taking <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Research Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Printed out notes • Translate notes into native language • Use process sheets during lecture 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading projects, essay writing, public speaking, comprehension, research • Art- Drawing activities / use of graphic organizers • Consumer Science- family relations • Technology- using websites to present to class • Chemistry/ Biology- body systems, anatomy, physiology, drug interactions 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos 	

Standard:

2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand(s):

2.2 – B. Decision Making and Goal Setting

2.3 - A. Medicines, B. Alcohol, Tobacco, and Other Drugs, C. Dependency, Addiction, and Treatment

Content Statement(s):**CPI # / CPI(s):**

- Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's time
- Medicines come in a variety of forms (prescription medicines, over-the-counter, medicinal supplements) are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- There are immediate and long-term consequences of risky-behavior associated with substance abuse.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.
- Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

2.2.12.B.1

2.3.12.A.1
2.3.12.A.2
2.3.12.A.3

2.3.12.B.1
2.3.12.B.2
2.3.12.B.3
2.3.12.B.4
2.3.12.B.5

2.3.12.C.1
2.3.12.C.2

2.3.12.C.3

Web Resources:

http://kidshealth.org/teen/sexual_health/
www.iwannaknow.org
<http://www.nlm.nih.gov/medlineplus/teensexualhealth.html>
<http://www.plannedparenthood.org/>
www.drugfree.org

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Relationships

Unit #: 3

Course or Grade Level: Health 11

Length of Time: 7 Days

Pacing

Day:

- 1: Relationships
- 2: Communication
- 3-5: Dating Violence / Sexual Assault
- 6: Families
- 7: Assessment

Essential Questions

- Why is good communication important?
- How does dating violence impact our lives?
- How has the “family” structure changed over the years?

Content

- Healthy Relationships
- Conflict
- Communication Skills
- Dating Violence
- Sexual Assault Prevention
- Family Structure and Roles

Skills

- Analyze the difference between good and poor communication skills
- Explain three ways to resolve conflict
- Compare and contrast the qualities of healthy and unhealthy relationships
- Describe the responsibilities of married partners
- Comment on the changing roles of marriage in today’s society
- Describe appropriate dating behavior
- Identify abusive behavior
- Summarize the effects of abuse
- Name five things a person should do if he or she has been sexually assaulted

Assessments

Formative:

- Cooperative activities
- Graphic organizers
- Class discussion / participation
- Teacher observation
- Worksheets/process sheets
- Quizzes
- Homework
- Grading rubrics will be posted with student work
- Notebook
- Note taking

Summative:

- Written tests
- End of marking period benchmark test
- Research Projects

Interventions / differentiated instruction

- Printed out notes
- Translate notes into native language
- Use process sheets during lecture

Inter-disciplinary Connections

- English- reading projects, essay writing, public speaking, comprehension, research
- Consumer Science- family relations

Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos
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2009 NJCCCS

Standard:

- 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*
- 2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.*
- 2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.*

Strand(s):

- 2.1 – D. Safety, E. Social and Emotional Health**
- 2.2 - A. Interpersonal Communication**
- 2.4 – A. Relationships**

Content Statement(s):

CPI # / CPI(s):

<ul style="list-style-type: none"> • Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity socioeconomic background, religion, and/or culture. • Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. • Technology increases the capacity of individuals to communicate in multiple and diverse ways. • Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another. • Technology impacts the capacity of individuals to develop and maintain interpersonal relationships. 	<p>2.2.12.A.1</p> <p>2.2.12.A.2</p> <p>2.2.12.A.3</p> <p>2.4.12.A.1</p> <p>2.4.12.A.2</p> <p>2.4.12.A.3</p> <p>2.4.12.A.4</p> <p>2.4.12.A.5</p> <p>2.4.12.A.6</p>
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Web Resources:

- http://kidshealth.org/teen/sexual_health/www.iwannaknow.org
- <http://www.nlm.nih.gov/medlineplus/teensexualhealth.html>
- <http://www.plannedparenthood.org/>

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	X	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Human Sexuality		Unit #: 4
Course or Grade Level: Health 11		Length of Time: 17 Days
Pacing	Day: 1-2: Anatomy 3-4: Abstinence 5-8: Birth Control 9-12: STDs 13-16: HIV/AIDS 17: Assessment	
Essential Questions	<ul style="list-style-type: none"> • Why is reproductive health important? • Why is abstinence the best birth control for teens? • What consequences can come from having premarital sex? 	
Content	<ul style="list-style-type: none"> • Male Anatomy • Male Reproductive Health • Female Anatomy • Female Reproductive Health • Abstinence • Birth Control Methods • Sexually Transmitted Diseases • HIV and AIDS 	
Skills	<ul style="list-style-type: none"> • Summarize four problems that can occur with the male and with the female reproductive system • Describe the emotional and social benefits of teen sexual abstinence • Name two ways abstinence can help teens achieve goals • Compare and contrast the risks and benefits associated with different birth control methods • Analyze the steps you can take to prevent the spread of STDs • Identify why teenagers are particularly at risk for being infected with STDs • Distinguish between HIV and AIDS • Summarize the ways a person living with HIV can delay the progression from HIV to AIDs 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook • Note Taking <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Research Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Printed out notes • Translate notes into native language • Use process sheets during lecture 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading projects, essay writing, public speaking, comprehension, research • Technology- computer research to present to class • Chemistry/ Biology- body systems, anatomy, physiology
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos

2009 NJCCCS

Standard:

- 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*
- 2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.*
- 2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.*

Strand(s):

- 2.1 – C. Diseases and Health Conditions**
- 2.3 - B. Alcohol, Tobacco, and Other Drugs**
- 2.4 – B. Sexuality**

Content Statement(s):	CPI # / CPI(s):
<ul style="list-style-type: none"> • Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions. • There are immediate and long-term consequences of risky-behavior associated with substance abuse. • The decision to become sexually active affects one’s physical, social, and emotional health. • Responsible actions regarding sexual behavior impact the health of oneself and others. • Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. • Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease. 	<p>2.1.12.C.1</p> <p>2.3.12.B.4 2.3.12.B.5</p> <p>2.4.12.B.1</p> <p>2.4.12.B.2 2.4.12.B.3 2.4.12.B.4</p> <p>2.4.12.B.5</p>

Web Resources:	http://kidshealth.org/teen/sexual_health/ www.iwannaknow.org http://www.nlm.nih.gov/medlineplus/teensexualhealth.html http://www.plannedparenthood.org/
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Pregnancy, Childbirth, and Parenting		Unit #: 5
Course or Grade Level: Health 11		Length of Time: 6 Days
Pacing	Day: 1-3: Childbirth 4-5: Parenting 6: Assessment	
Essential Questions	<ul style="list-style-type: none"> • When and how can a female get pregnant? • How does an individual's life change when a child is born? • What happens to the female body throughout pregnancy and childbirth? 	
Content	<ul style="list-style-type: none"> • How do you get pregnant? • Pregnancy and trimesters • Giving birth • Raising a baby and child care 	
Skills	<ul style="list-style-type: none"> • Describe how a human life begins • Paraphrase when during menstruation a female can conceive a child • Summarize how a baby develops during each trimester of pregnancy • Explain the phases of childbirth and delivery • Identify ways that a parents actions can affect his or her child's behavior • List responsibilities of parenthood 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook • Note Taking <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Research Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Printed out notes • Translate notes into native language • Use process sheets during lecture 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading projects, essay writing, public speaking, comprehension, research • Technology- computer research to present to class • Chemistry/ Biology- body systems, anatomy, physiology 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos 	

Standard:
2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand(s):
2.4 – C. Pregnancy and Parenting

Content Statement(s):	CPI # / CPI(s):
<ul style="list-style-type: none"> Pregnancy, childbirth, parenthood are significant events that cause numerous changes in one’s life and the lives of others. 	2.4.12.C.1 2.4.12.C.2 2.4.12.C.3 2.4.12.C.4 2.4.12.C.5 2.4.12.C.6 2.4.12.C.7

Web Resources:
http://kidshealth.org/teen/sexual_health/
www.iwannaknow.org
<http://www.nlm.nih.gov/medlineplus/teensexualhealth.html>
<http://www.plannedparenthood.org/>

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		