

**PROPOSED COURSE OF STUDY
MORRISTOWN SCHOOL DISTRICT**

COURSE TITLE:

CURRICULUM AREA:

CREDITS: 1.25

NEW COURSE: 9th Grade Health

REVISION OF EXISTING COURSE: Yes

COURSE PRE-REQUISITES: None

1. COURSE DESCRIPTION

The 9th Grade Health Curriculum is centered on Personal Health and Development. Students will learn about Adolescence/Adulthood, Personal Hygiene, Effective Communication, Relationships, Sexual Activity, Pregnancy, Marriage, Family and Parenting, Substance Abuse, Addiction and Treatment, and Personal Health Choices.

2. COURSE PHILOSOPHY

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. The purpose of this course is to help the students learn concepts about health and wellness issues and to develop skills that will enable them to practice behaviors that will contribute to their well-being.

3. SCOPE AND SEQUENCE

This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 1</u> Coming of Age Adolescence vs. Adulthood</p>	<p>CCCS: 2.4A1, 2, B4</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate how different family structures, values, rituals, and traditions meet basic human needs. 2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood. 3. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>By the end of Day 1, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 2-3</u> Personal Hygiene</p> <ul style="list-style-type: none"> • Hair and Skin Issues • Oral Hygiene • Sleep Restoration • Preventative Health Care/Self Exams 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults. 2. Recommend behaviors to enhance and support optimum functioning body systems. 3. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventative health care.
INSTRUCTIONAL BENCHMARK	
<p><i>By the end of Day 3, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p>CCCS: 2.2A1,3,4,5, 2.2B1,4, E2,3,4,5</p>
<p>Day 4</p> <p>Effective Communication</p> <ul style="list-style-type: none"> • “I” Messages • Active Listening • Assertiveness • Body Language • Eye Contact 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Use appropriate research methodology to investigate a health problem or issue. 2. Teach others how to use communication skills, including refusal, negotiation, and assertiveness. 3. Employ strategies to improve communication and listening skills and assess their effectiveness. 4. Evaluate the economical and political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television. 5. Demonstrate and evaluate the use of decision-making skills. 6. Analyze the use of ethics and personal values when making decisions. 7. Evaluate personal participation both as a leader and follower. 8. Discuss factors the influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity. 9. Evaluate a group’s ability to be respectful, supportive, and adherent to codes of conduct. 10. Develop and articulate the group’s goals, shared values, vision, and work plan.

INSTRUCTIONAL BENCHMARK

By the end of Day 4, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Projects

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Day 5</p> <p>Relationship Characteristics</p> <ul style="list-style-type: none"> • Cooperation • Commitment • Compromise • Friendship • Sexual Pressure 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate how different family structures, values, rituals, and traditions meet basic human needs. 2. Discuss how personal independence, past experiences, and social responsibilities influence the choice of friends in young adulthood. 3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships. 4. Compare and contrast adolescent and adult dating practices. 5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage. 6. Discuss the importance of physical and emotional intimacy in a healthy relationship. 7. Investigate current and emerging topics relating to sexual relations.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>By the end of Day 5, students will:</i></p> <p>Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p>CCCS: 2.1A2,B2, 2.2B1,2,5, 2.2D1,3</p>
<p><u>Day 6</u> Physical Attraction and Dating</p> <ul style="list-style-type: none"> • Dating/Hooking Up • Infatuation • Physical Intimacy • Peer Pressure 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate the impact of health choices and behaviors on personal, family, and community wellness. 2. Predict and discuss significant developmental issues or concerns that impact each life stage. 3. Demonstrate and evaluate the use of decision-making skills. 4. Compare and contrast the influence of peers, family, media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages. 5. Critique significant health decisions and discuss how the outcomes might have changed if the appropriate communication and decision-making skills had been employed. 6. Analyze how character development can be enhanced and supported by individual, group, and team activities. 7. Explain how community and public service supports the development of core ethical values.

INSTRUCTIONAL BENCHMARK

By the end of Unit 6, students will:
 Complete Graphic Organizer
 Journal Entry/Log
 Analytical Questions: Scenarios/Brainstorming
 Student/Group Project Complete Graphic Organizer
 Journal Entry
 Analytical Questions/Scenarios

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 7-9</u> Sexual Activity</p> <ul style="list-style-type: none"> • Male Anatomy • Female Anatomy • Menstruation • Mechanics • Fertilization • Facts/Myths about Sex and Pregnancy 	<p>CCCS: 2.1B2, 3</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Predict and discuss significant developmental issues or concerns that impact each life stage. 2. Predict the impact of heredity and genetics on human growth and development.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>By the end of Day 9, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 10-11</u> Birth Control and Abstinence</p> <ul style="list-style-type: none"> • Options • STD's • Risk Management 	<p>CCCS: 2.3B8, 2.4B3,C6</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs in the incidence of date rape, sexual assault, STD's, and unintended pregnancy. 2. Analyze factors that influence the choice, the use, and effectiveness contraception, risk reduction, or risk elimination strategies. 3. Investigate the relationship between the exposure to alcohol, tobacco, and other drugs, infections, and environmental hazards and incidence of fetal alcohol syndrome, SIDs, and low birth weight, and disabilities.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>By the end of Day 11, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

<p style="text-align: center;">Topical outline of content or performance cluster in order of presentation</p>	<p style="text-align: center;">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p>CCCS: 2.3B8, 2.4C1-7</p>
<p><u>Day 12-13</u> Pregnancy</p> <ul style="list-style-type: none">• Testing• Gestation Period• Consumer awareness-Pre-natal Care• Factors Affecting Pregnancy Outcome• Childbirth	<p>Students will:</p> <ol style="list-style-type: none">1. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs in the incidence of date rape, sexual assault, STD's, and unintended pregnancy.2. Compare and contrast embryonic and fetal development in single and multiple pregnancies.3. Describe the stages of labor and childbirth and compare childbirth options.4. Analyze the physical and emotional changes that occur during each trimester of pregnancy and post-partum.5. Compare and contrast pregnancy options.6. Discuss the physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.7. Investigate the relationship between the exposure to alcohol, tobacco, and other drugs, infections, and environmental hazards and incidence of fetal alcohol syndrome, SIDs, and low birth weight, and disabilities.8. Analyze the physical, economical, emotional, social, intellectual, and cultural demands of raising a child.

INSTRUCTIONAL BENCHMARK

By the end Day 13, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project Complete Graphic Organizer

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 14-15</u> Teen Pregnancy</p> <ul style="list-style-type: none"> • Legal Rights and Responsibilities • Pregnancy Options • Adoption • Trends in Teen Pregnancy (%) 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Assess and evaluate parenting strategies used at various stages of child development. 2. Investigate the legal rights and responsibilities of teen mothers and fathers. 3. Discuss factors that influence the decision to have or to adopt a child. 4. Analyze trends in teen pregnancy rates, teen births, out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>By the end of Day 15, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p>Day 16 Marriage</p> <ul style="list-style-type: none"> • General Information • History • Reasons: Right and Wrong • Successful Marriage • Stressors • Teens and Marriage 	<p>CCCS: 2.1A2, 2.4A3,5</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate the impact of health choices on personal, family, and community wellness. 2. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships. 3. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage
INSTRUCTIONAL BENCHMARK	
<p><i>By the end of Day 16, students will:</i></p> <p>Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p>CCCS: 2.2B1-5, 2.2C1,2, 2.2D1-3, 2.1E2</p>
<p><u>Day 17</u> Family and Parenting</p> <ul style="list-style-type: none"> • Family Structure and Forms • Family Stressors • Qualities of a Healthy Family • Elements of Parenting • EMS System • Recognition: Signs and Symptoms 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate and evaluate the use of decision-making skills. 2. Evaluate factors the influence major health decisions and factors that will change or conflict at various life stages. 3. Use reliable and valid health information to assess social situations and conditions that impact health and safety. 4. Analyze the use of ethics and personal values when making decisions. 5. Critique significant health decisions and debate the choices made. 6. Appraise individual family needs in order to achieve and maintain wellness, and design an plan for life-long wellness. 7. Evaluate how family, peers, healthcare providers, and community support or hinder the achievement of a wellness plan. 8. Demonstrate character based on core ethical values. 9. Analyze how role models and the core ethical values represent and influence society. 10. Analyze the impact of community or public service on the individual and core ethical values. 11. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.

INSTRUCTIONAL BENCHMARK

By the end of Day 17, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project Complete Graphic Organizer

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p>
<p><u>Day 18-20</u> Substance Abuse</p> <ul style="list-style-type: none"> • Medicines and Herbal Supplements • Alcohol • Tobacco Products • Recreational Drugs 	<p>CCCS: 2.3B1-8</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema, and other lung diseases, and stroke. 2. Assess the impact of passive smoke on the health of children, and asthma, and non-smokers, and describe initiatives created to lessen the impact. 3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular systems, liver, the reproductive systems, and the immune system. 4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time, and assess the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory. 5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes. 6. Predict the physical, behavioral, and legal impacts of commonly abused substances; such as marijuana, inhalants, anabolic steroids, and party drugs. 7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis. 8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs in the incidence of date rape, sexual assault, STD's, and unintended pregnancy.

INSTRUCTIONAL BENCHMARK

By the end of Day 20, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project Complete Graphic Organizer

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 21</u> Dependency/Addiction Treatment and Recovery</p> <ul style="list-style-type: none"> • Dependency • Addiction • Treatment • Recovery 	<p>CCCS: 2.3C1-5</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse. 2. Compare and contrast physical and psychological stages of dependency. 3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs. 4. Evaluate factors that support an individual to quit using substances. 5. Predict the short and long term impacts of substance abuse on the individual, family, community, and society.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>By the end of Dayt 21, students will:</i></p> <p>Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 22-23</u> Personal Health Choices</p> <ul style="list-style-type: none"> • Predictions About Wellness • Impact on Community Wellness • Local, State, National, International Health Efforts 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate the impact of health choices and behaviors on personal, family, and community wellness. 2. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness. 3. Investigate and assess local, state, national, and international public health efforts.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>By the end of Day 23, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

5. EVALUATION AND GRADING

Students will be evaluated in the following manners: quizzes, tests, individual and group projects, journals, rubrics, and participation. Grading will be in accordance with the Morris School District Grading Policy.

6. NEW JERSEY CORE CONTENT STANDARDS

Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy active lifestyle.

Standard 2.2 (Integrated Skills) All students will use the health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs, and medicines to make decisions that support a healthy, active lifestyle.

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

7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

SUBMITTED BY: _____ DATE: _____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____

**PROPOSED COURSE OF STUDY
MORRISTOWN SCHOOL DISTRICT**

COURSE TITLE:

CURRICULUM AREA:

CREDITS: 1.25

NEW COURSE: 11th Grade Health

REVISION OF EXISTING COURSE: Yes

COURSE PRE-REQUISITES: None

1. COURSE DESCRIPTION

The 11th Grade Health curriculum is centered on Wellness. Topics to be covered are: “Who am I”, Choices, Conflict Resolution, Stress and Stress Reduction, Nutrition, Tobacco, Alcohol and Drugs, and STD’s.

2. COURSE PHILOSOPHY

Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle. The purpose of this course is to help the students learn concepts about health and wellness issues and to develop skills that will enable them to practice behaviors that will contribute to their well-being.

4. SCOPE AND SEQUENCE

This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill CCCS: 2.1A2,3, 2.1B1,2,3, 2.2A3,4 2.2B1,2,4
<p><u>Day 1</u> Wellness “Who Am I?”</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate the impact of health choices and behaviors on personal, family, and community wellness. 2. Use health data to make predictions on wellness and recommend behavior changes to improve lifelong wellness. 3. Recommend behaviors to enhance and support optimal functioning of body systems. 4. Predict and discuss significant developmental concerns that impact each life stage. 5. Predict the impact of heredity and genetics on human growth and development. 6. Teach others how to use communication skills including refusal, negotiation, and assertiveness. 7. Employ strategies to improve communication skills and assess their effectiveness. 8. Demonstrate and evaluate the use of decision making skills. 9. Evaluate factors that influence health decisions and predict how those factors will change or conflict at various life stages. 10. analyze the use of ethics and personal values when making decisions.

INSTRUCTIONAL BENCHMARK

By the end of Day 1, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project Complete Graphic Organizer

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill CCCS: 2.1F1-5, 2.2A1-5, 2.2B4,5

Day 2-4

Conflict Resolution

- Problem Solving
- Self-Esteem Issues

Students will:

1. Discuss psychological principals and theories of personality development.
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations and the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, family, and the community.
5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.
6. Use appropriate research methodology to investigate a health problem or issue.
7. Develop, present, and evaluate a multi-media health presentation and adapt it to the needs and interests of varying audiences.
8. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
9. Use health data to make predictions on wellness and recommend behavior changes to improve lifelong wellness.
10. Employ strategies to improve communication and listening skills and assess their effectiveness.
11. Evaluate the economic, political, social, and esthetic impact of health messages found in literature, art, music, theater, and television.
12. Analyze the use of ethics and personal values when making decisions.
13. Critique significant health decisions and debate the choices made.

INSTRUCTIONAL BENCHMARK

By the end of Day 4, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill CCCS: 2.1A2,3,4 2.1B1,2,3 2.2A1,2,3,4,5 2.2B1,2,3

Day 5-6

Stress

- Physical, Social, Emotional, Environmental Stress
- Signs and Symptoms
- Stages

Students will:

1. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
2. Use health data to make predictions on wellness and recommend behavior changes to improve lifelong wellness.
3. Debate the social and ethical implications of the use of technology and medical advances to support wellness.
4. Recommend behaviors to enhance and support optimal functioning of body systems.
5. Predict and discuss significant developmental concerns that impact each life stage.
6. Predict the impact of heredity and genetics on human growth and development.
7. Use appropriate research methodology to investigate a health problem or issue.
8. Develop, present, and evaluate a multi-media health presentation and adapt it to the needs and interests of varying audiences.
9. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
10. Use health data to make predictions on wellness and recommend behavior changes to improve lifelong wellness.
11. Employ strategies to improve communication and listening skills and assess their effectiveness.
12. Evaluate the economic, political, social, and esthetic impact of health messages found in literature, art, music, theater, and television.
11. Demonstrate and evaluate the use of decision making skills.
12. Evaluate factors that influence health decisions and predict how those factors will change or conflict at various life stages.
13. Use reliable and valid health information to assess social situations and conditions that impact health and safety.

INSTRUCTIONAL BENCHMARK

By the end of Day 6, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Projects

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p>CCCS: 2.1A3,4 2.1B1-3 2.1F4 2.2B1,2</p>
<p><u>Day 7-9</u> Stress Reduction Techniques Stress Analysis Time Management Prioritization Relaxation and Breathing Exercises Diet and Exercise</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Use health data to make predictions on wellness and recommend behavior changes to improve lifelong wellness. 2. Debate the social and ethical implications of the use of technology and medical advances to support wellness. 3. Recommend behaviors to enhance and support optimal functioning of body systems. 4. Predict and discuss significant developmental concerns that impact each life stage. 5. Predict the impact of heredity and genetics on human growth and development. 6. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, family, and the community. 7. Demonstrate and evaluate the use of decision making skills. 8. Evaluate factors that influence health decisions and predict how those factors will change or conflict at various life stages.

INSTRUCTIONAL BENCHMARK

By the end of Day 9, students will:
 Complete Graphic Organizer
 Journal Entry/Log
 Analytical Questions: Scenarios/Brainstorming
 Student/Group Project

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 10-14</u> Nutrition</p> <ul style="list-style-type: none"> • Dietary Guidelines • Food Pyramid • Nutrients • Weight Loss/Gain • Eating Disorders • Career Choices 	<p>CCCS: 2.1C1-4 2.6B3 2.6C6</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources. 2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture. 3. Recommend health ways to lose, gain, or maintain weight. 4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body including healthy bone development and immune system functioning. 5. Compare and contrast the use of drugs, fitness products and fads to achieve fitness. 6. Discuss the use of body mass index, body fat percentage and fat deposition as measures of fitness.

INSTRUCTIONAL BENCHMARK

By the end of Day 14, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project Complete Graphic Organizer

Journal Entry

Analytical Questions/Scenarios

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 15-16</u> Tobacco/Choices</p> <ul style="list-style-type: none"> • Relationship to Diseases • Passive Smoking • Advertising • Legal and Financial Issues 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze how peer norms and expectations and the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior. 2. Evaluate the economic, political, social, and aesthetic health impacts of health messages found in literature, art, music, theater, and television. 3. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema, and other lung diseases and stroke. 4. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and non-smokers and describe initiatives created to lessen the impact. 5. Assess and evaluate factors that influence the use of tobacco, alcohol, and other drugs. 6. Evaluate factors that support an individual to quit using substances.
INSTRUCTIONAL BENCHMARK	
<p><i>By the end of Day 16, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill CCCS: 2.3A1,2,3 2.3B3,4,5,6,7 2.3C1,2,3,4,5

<p>Day 17-18</p> <p>Alcohol and Drugs Relationship to Diseases Facts versus Myths Classifications Drug-free Lifestyle</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate the use of new or experimental medicines and discuss the potential risk and benefits. 2. Evaluate the effectiveness of a medicine considering the dosage of side effects, route of administration, cost and benefits versus risks. 3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements. 4. Summarize the impact of alcohol use and abuser on body systems and organs including the cardiovascular system, liver, reproductive system, and immune system. 5. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory. 6. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes. 7. Predict the physical, behavioral, and legal impacts of commonly abused substances such as marijuana, inhalants, anabolic steroids, and party drugs. 8. Investigate the relationship injected drug use and the incidence of diseases of HIV and hepatitis. 9. Compare and contrast the physical, social, and emotional indicators of possible substance abuse. 10. Compare and contrast the physical and psychological stage of dependency. 11. Assess and evaluate factors that influence of alcohol, tobacco, and other drugs. 12. Evaluate factors that support an individual to quit using substances. 13. Predict the short and long term impacts of substance abuse on the individual, family, community, and society.
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INSTRUCTIONAL BENCHMARK

By the end of Day 18, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project Complete Graphic Organizer

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p>CCCS: 2.1E5 2.3B6,7,8 2.3C5 2.4B2,3,5</p>
<p><u>Day 19-20</u> Sexually Transmitted Diseases HIV AIDS Relationships between Substance Abuse and STD's</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate the relationship between the exposure to alcohol, tobacco, and other drugs, infections, and environmental hazards and incidence of fetal alcohol syndrome, SIDs, and low birth weight, and disabilities. 2. Describe and demonstrate ways to protect against sexual assault and describe ways to protect against sexual assault. 3. Predict the physical, behavioral, and legal impacts of commonly abused substances such as marijuana, inhalants, anabolic steroids, and party drugs. 4. Investigate the relationship injected drug use and the incidence of diseases of HIV and hepatitis. 5. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs in the incidence of date rape, sexual assault, STD's, and unintended pregnancy. 6. Predict the short and long term impacts of substance abuse on the individual, family, community, and society. 7. Critique behaviors that place one a greater risk for HIV,AIDS, STD's, and unintended pregnancies. 8. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies. 9. Investigate current and emerging topics related to sexual orientation.

INSTRUCTIONAL BENCHMARK

By the end Day 20, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project Complete Graphic Organizer

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><u>Day 21-22</u> Wellness Conclusions</p>	<p>CCCS: 2.1A2,3 2.1B2 2.1C2 2.1D5 2.2B1 2.2C1</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate the impact of health choices and behaviors on personal, family, and community wellness. 2. Use health data to make predictions on wellness and recommend behavior changes to improve lifelong wellness. 3. Predict and discuss significant developmental concerns that impact each life stage. 4. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture. 5. Investigate and assess local, state, national, international public health efforts. 6. Demonstrate and evaluate the use of decision making skills. 7. Appraise individual family needs in order to achieve and maintain wellness, and design an plan for life-long wellness.
INSTRUCTIONAL BENCHMARK	
<p><i>By the end of Day 22, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer</p>	

5. EVALUATION AND GRADING

Students will be evaluated in the following manners: quizzes, tests, individual and group projects, journals, rubrics, and participation. Grading will be in accordance with the Morris School District Grading Policy.

8. NEW JERSEY CORE CONTENT STANDARDS

Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy active lifestyle.

Standard 2.2 (Integrated Skills) All students will use the health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs, and medicines to make decisions that support a healthy, active lifestyle.

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

Standard 2.5

Standard 2.6

9. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

SUBMITTED BY: _____ DATE: _____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____

**PROPOSED COURSE OF STUDY
MORRISTOWN SCHOOL DISTRICT**

COURSE TITLE:

CURRICULUM AREA:

CREDITS: 1.25

NEW COURSE: 12th Grade Health

REVISION OF EXISTING COURSE: Yes

COURSE PRE-REQUISITES: None

1. COURSE DESCRIPTION

The 12th Grade Health Curriculum is centered on Adulthood. Topics to be covered are: Abusive Relationships, Adulthood, Healthy Living, Health and Career Services, and First Responder Safety.

2. COURSE PHILOSOPHY

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. The purpose of this course is to help the students learn concepts about health and wellness issues and to develop skills that will enable them to practice behaviors that will contribute to their well-being.

5. SCOPE AND SEQUENCE

This section of the curriculum specifies the course's units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill CCCS: 2.1E5 2.2B1-5 2.2D1-3 2.3B8 2.4A7,B2,B5

<p>Day 1-6</p> <p>Abusive Relationship</p> <ul style="list-style-type: none"> • Sexual Assault • Rape and Date Rape • Date Rape Drugs • Hazing • Prevention • Unhealthy Relationships • Types of Abuse • Effects of Abuse • Sexual Harassment 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe and demonstrate the ways to protect against sexual assault and what to do if sexually assaulted. 2. Demonstrate and evaluate the use of decision making skills. 3. Evaluate factors that influence health decisions and predict how those factors will change or conflict at various life stages. 4. Use reliable and valid health information to assess social situations and conditions that impact health and safety. 5. Analyze the use of ethics and personal values when making decisions. 6. Critique significant health decisions and debate the choices made. 7. Demonstrate character based on core ethical values. 8. Analyze how role models and the core ethical values represent and influence society. 9. Analyze the impact of community or public service on the individual and core ethical values. 10. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs in the incidence of date rape, sexual assault, STD's, and unintended pregnancy. 11. Develop strategies to address domestic or dating violence and end unhealthy relations. 12. Critique behaviors that place one a greater risk for HIV, AIDS, STD's, and unintended pregnancies. 13. Investigate current and emerging topics related to sexual orientation.
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INSTRUCTIONAL BENCHMARK

By the end of Day 6, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project Complete Graphic Organizer

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill CCCS: 2.1A4 2.1B2 2.2B2 2.4A1-6 2.4C7

<p><u>Day 7-12</u> Adulthood</p> <ul style="list-style-type: none"> • Sexual Relationships • Parenthood/Responsibilities • Love/Family Development • Healthy Family • Living Wills 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Debate the social and ethical implications of the use of technology and medical advances to support wellness. 2. Predict and discuss significant developmental issues or concerns that impact each life stage. 3. Evaluate factors that influence health decisions and predict how those factors will change or conflict at various life stages. 4. Investigate how different family structures, values, rituals, and traditions meet basic human needs. 5. Discuss how personal independence, past experiences, and social responsibilities influence the choice of friends in young adulthood. 6. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships. 7. Compare and contrast adolescent and adult dating practices. 8. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage. 9. Discuss the importance of physical and emotional intimacy in a healthy relationship. 10. Analyze the physical, economical, emotional, social, intellectual, and cultural demands of raising a child.
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INSTRUCTIONAL BENCHMARK

By the end of Day 12, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill CCCS: 2.1A4 2.1B2 2.1C4 2.1D1-5 2.3A1-3 2.4B6

Day 13-16

Healthy Living

- Drugs and Alcohol
- Chronic Disease
- Medicines
- Exercise/Nutrition
- Cosmetic Surgery
- Self Exams: Breast/Testicular

Students will:

1. Debate the social and ethical implications of the use of technology and medical advances to support wellness.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body including healthy bone development and immune system functioning.
4. analyze the availability and effectiveness of current and emerging diagnostic treatment modalities for various diseases and health conditions.
5. Discuss the relationship between signs and symptom of disease and the functioning of the body's immune system.
6. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including , cancer, cardiovascular disease, respiratory disease, arthritis, osteoporosis, and Alzheimer's.
7. Investigate and assess local, state, national, international public health efforts.
8. Investigate the impact of mental illness on personal, family, and community wellness.
9. Investigate the use of new or experimental medicines and discuss the potential risk and benefits.
10. Evaluate the effectiveness of a medicine considering the dosage of side effects, route of administration, cost and benefits versus risks.
11. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.
12. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventative health care.

INSTRUCTIONAL BENCHMARK

By the end of Day 16, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Projects

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill CCCS: 2.2E7 2.2F1-3

<p>Day 17-18 Health and Career Services</p> <ul style="list-style-type: none"> • Research Health/Fitness Careers • Health Insurance 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Assess community awareness and understanding about a local, state, national, or international health issue. 2. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation. 3. Analyze the preparation, licensing, and responsibilities of wellness, and fitness professionals. 4. Compare and contrast health insurance and reimbursement plans.
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INSTRUCTIONAL BENCHMARK

By the end of Day 18, students will:

Complete Graphic Organizer

Journal Entry/Log

Analytical Questions: Scenarios/Brainstorming

Student/Group Project

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	<p style="text-align: center;">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p>CCCS: 2.1E1-4</p>

<p>Day 19-23 First Responder/Safety Risk Assessment Personal Protection Strategies First-Aid/CPR/AED</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries. 2. Develop a personal protection strategy to reduce the incidence of injuries and evaluate their effectiveness. 3. Assess the short and long term impacts of injuries on the individual, family members, the community, and the workplace. 4. Describe and demonstrate first-aid procedures, including: Basic Life Support, AED, caring for bone and joint injuries, caring for cold and heat emergencies, and responding to medical emergencies.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>By the end of Day 23, students will:</i> Complete Graphic Organizer Journal Entry/Log Analytical Questions: Scenarios/Brainstorming Student/Group Project Complete Graphic Organizer Journal Entry Analytical Questions/Scenarios</p>	

4. REQUIRED INSTRUCTIONAL RESOURCES

Essentials of Health and Wellness, video/DVD, internet resources, guest speakers

5. EVALUATION AND GRADING

Students will be evaluated in the following manners: quizzes, tests, individual and group projects, journals, rubrics, and participation. Grading will be in accordance with the Morris School District Grading Policy.

10. NEW JERSEY CORE CONTENT STANDARDS

Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy active lifestyle.

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

11. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

SUBMITTED BY: _____ DATE: _____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____