

**HEALTH CURRICULUM GRADE 12**

<b>Topic</b>	<b>Families / Relationships</b>
<b>Big Idea</b>	Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>• Reliable personal and professional resources are available to assist with relationship problems.</li> <li>• Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>• There are many additional challenges that confront those who are not heterosexual.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do we know when a relationship is not worth saving?</li> <li>• Why does the USA have such a high number of unintended pregnancies and STI's.</li> <li>• What determines a person's sexual orientation?</li> </ul>	
<b>NJCCCS:</b>	<b>2.2: A.1, A.3, B.1, B.2, E, E.2</b> <b>2.4: A.1, A.2, A.3, A.4, A.5, A.6, B.4</b>
<b>Areas of Focus</b>	
<ul style="list-style-type: none"> <li>• To identify that all families are different and that is okay</li> <li>• To identify professional services available in our school and community to help students with different family issues</li> <li>• To provide students with the traits of a healthy relationship.</li> <li>• To provide students with information that will promote a sense of well being.</li> <li>• To encourage communication and positive self-esteem.</li> </ul>	
<b>Activities and Assessment</b>	
<ul style="list-style-type: none"> <li>• Note Taking</li> <li>• Class Debates-Why is did divorce become so popular in the 1970's</li> <li>• Class Discussions-Crossover-chemical dependency is the #1 reason for chaos/stress in a home.</li> <li>• Class Activity-"The Twist"</li> <li>• Video "Radio Flyer"</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Dysfunctional Family Quiz</li> <li>• Relationship or Family Current Event</li> <li>• Written essay on the importance of good communication in relationships</li> </ul>	

## HEALTH CURRICULUM GRADE 12

<b>Topic</b>	<b>STI's / AIDS</b>
<b>Big Idea</b>	Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Current and future wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors.</li> <li>● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What are the consequences of our choices in terms of wellness?</li> <li>● Why are 85% of people with an STI between the age of 15 and 30 years of age?</li> <li>● How is abstinence an essential component of Sexually Transmitted Infection prevention?</li> <li>● What should a person do if they believe they may be infected with a STI?</li> </ul>	
<b>NJCCCS:</b>	<b>12.2.2.12: B.1</b> <b>12.2.4.12: B.1, B.2, B.3, B.5</b>
<b>Areas of Focus</b>	
<ul style="list-style-type: none"> <li>● To identify the signs and symptoms of Chlamydia, Gonorrhea, Herpes, Genital Warts, Syphilis, Hepatitis B, C, and HIV/AIDS.</li> <li>● To recognize high risk behaviors that increase the possibility of contracting a Sexually Transmitted Infection</li> <li>● To identify professional services available in our school and community to go to for professional help and screening</li> <li>● To identify and avoid high risk social situations.</li> <li>● Identify the different means of contraception and the pros and cons of each</li> <li>● To encourage communication and positive self-esteem.</li> </ul>	
<b>Activities and Assessment</b>	
<ul style="list-style-type: none"> <li>● Note Taking</li> <li>● Class Debates-Why should teens be abstinent</li> <li>● Class Discussions-How will you teach your kids the birds and Bees, What age should your kids begin dating?</li> <li>● Class Activities-build the perfect mate.</li> <li>● Videos "The band played on", "She's too Young", "AIDS in pop culture"</li> </ul>	
Assessment	
<ul style="list-style-type: none"> <li>● Written Quizzes/Tests</li> <li>● Teacher Observation</li> <li>● Projects</li> <li>● Preparation</li> <li>● Participation</li> </ul>	

## HEALTH CURRICULUM GRADE 12

<b>Topic</b>	<b>Drugs / Alcohol</b>
<b>Big Idea</b>	Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body</li> <li>• There are common indicators, stages, and influencing of chemical dependency</li> <li>• To identify the changes, both physical and emotional, associated with drug use.</li> <li>• To recognize the legal implications associated with chemical use.</li> <li>• To identify professional services available in our school and community and the methods to activate them.</li> <li>• To provide the environment that will foster a “no use” message at our school.</li> <li>• To provide students with information that will promote a sense of well being.</li> <li>• To encourage communication and positive self-esteem.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is the difference between drug use, drug misuse, and drug abuse?</li> <li>• What are the different classifications of drugs?</li> <li>• Why it is important for teens to understand that Alcohol is drug, and the dangers of alcohol use.</li> <li>• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>• How do I make the “right” decisions in the face of peer, media and other pressures? Why does one person become addicted and another does not?</li> </ul>	
<b>NJCCCS:</b>	<b>12.2.3.12: A.3, B.1, B.2, B.3, B.4, B.5, C.3</b>
<b>Areas of Focus</b>	
<ul style="list-style-type: none"> <li>• Overview of drug classifications and facts about each classification.</li> <li>• Facts about Tolerance, Addiction, and Detoxification.</li> <li>• How and where to get assistance for Recovery and Counseling</li> <li>• Review of Drug Classifications</li> <li>• Signs and symptoms of substance abuse</li> <li>• Negative effects on the body</li> <li>• Effects of substance abuse on family and friends</li> <li>• Risks of performance-enhancement supplements</li> <li>• Prevention</li> <li>• How and where to get assistance</li> </ul>	
<b>Activities and Assessment</b>	
<ul style="list-style-type: none"> <li>• Note Taking</li> <li>• Class Debates-Why the drinking age should remain 21?</li> <li>• Class Discussion-Should NJSIAA Drug test?</li> <li>• Class Activities-2 Visits from Planned Parenthood</li> <li>• Videos “Real Sports”-HS drug Testing, “Rehab”, “Intervention”, “The Party never stops”, “The Price of XTC”, “Traffic”,</li> <li>• Debates</li> </ul>	

## **HEALTH CURRICULUM GRADE 12**

### **ASSESSMENTS**

- Quizzes/Tests Teacher Observation
- Drug and Alcohol Quiz
- Drug or Alcohol Current Event
- Written essay on the Drinking age or Legalization of Marijuana
- Preparation/Participation
- Unit Worksheet
- Projects

## HEALTH CURRICULUM GRADE 12

<b>Time Frame</b>	1 week						
<b>Topic</b>							
Dating Violence and Abuse Prevention							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>What are characteristics of a healthy relationship?</li> <li>What preventive techniques can be used to curtail abusive behavior?</li> <li>How can you protect against sexual assault and what to do if sexually assaulted?</li> <li>How can you protect yourself from being a victim of a date rape drug?</li> </ul>						
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• What are characteristics of a healthy relationship?</li> <li>• What preventive techniques can be used to reduce abusive behavior?</li> <li>• How can you protect against sexual assault and what to do if sexually assaulted?</li> </ul>							
<b>Alignment to NJCCCS</b>							
2.3B 4 2.4 A 4, 5							
<b>• Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>to develop strategies to address domestic or dating violence and end unhealthy relationships</li> <li>to explain the consequences of abusive behaviors.</li> <li>to identify the procedures following a sexual assault.</li> <li>to identify and discuss the association between alcohol and drugs and date rape and sexual assault.</li> </ul>						
<b>Learning Activities</b>							
Notes and Lecture Discussion Video Worksheets Group work Handouts Quick Writes (Do Now)							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Participation</li> <li>• Worksheets</li> <li>• Written unit test</li> <li>• Journals</li> <li>• Portfolios</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>• History</li> <li>• Technology</li> </ul>							
<b>Technology Integration</b>							
Computer							

## HEALTH CURRICULUM GRADE 12

Elmo

Ipad/ipod/iphone (smart phone)