

**HEALTH I**

**Course # 0106**

**Credits 1.25**

**2018**

## I. COURSE DESCRIPTION:

Health I consists of three basic units: Family Life Education, Nutrition, Bullying/Organ and Tissue Donation. Each unit provides and equips students with valuable knowledge and skills necessary for life in today's society. Family Life education provides instruction in the biological functioning of the reproductive systems, conception, pregnancy, childbirth, contraception and sexually transmitted diseases/infections and AIDS. The Nutrition unit examines the major concepts of nutrition, such as, nutrients and their functions, a healthy plate, selection of a healthy diet and discussion of snacks, fast foods and special diets that are special interest to teenagers. The Bullying/Organ and Tissue donation unit is designed to give students the knowledge and the understanding of the dangers of social networking, internet usage, and peer relationships. Additionally, the ramifications of these behaviors are discussed. The benefits of organ and tissue donations to both individuals and the community are also discussed.

## II. COURSE UNITS:

<b>Content Area:</b>	<b>Health I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	Community Health Skills and Character Education: Ethics, Morals, Decision Making, Bullying, Suicide Prevention, Gang Violence, Organ and Tissue Donation		
<b>NJSLS Standard(s) Addressed in this unit</b>			
2.2.2. C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others			
2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.			
2.2.12. B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.			
2.2.12. C.1 Analyze the impact of competition on personal character development			
2.2.12. D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation			
<b>Essential Questions (3-5)</b>			
What are some reasons why you have certain morals and ethics, who teaches you your character?			
What are your reasons for selecting certain role models?			
What is the importance of setting goals?			
How do healthy choices and behaviors, and the use of advanced technology, affect self and others?			

How can you spread the word to stand against bullying across your community?  
 How might becoming aware of the world around us (especially in our classrooms), individuality, affect how we treat people?  
 How is cyber-bullying just as dangerous as bullying in-person?  
 What meant by someone is being bullied?  
 What are some of the long term effects bullying can have on a person's life?  
 What are the warning signs of depression and suicide?  
 How can we prevent gang violence?  
 Why do young adults feel it necessary to join a gang?  
 What are some reasons why or why not you would consider organ donation?

**Anchor Text**

Health & Wellness , Meeks, Heit and Page, McGraw-Hill Companies, 2005 ISBN: 0-07-830861-5

**Informational Texts (3-5)**

**Short Texts (1-3)**

**Formative & Summative Assessments**

Tests  
 Quizzes  
 RST'S

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom, Canvas

**Suggested Time Frame:** 3 weeks

<b>Content Area:</b>	<b>Health I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	Nutrition: Diets, Nutritional guidelines, Eating Disorders, Nutrients, and Personal Hygiene		
<b>NJSLS Standard(s) Addressed in this unit</b>			

2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness  
2.1.12. B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12. B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.  
2.1.12. B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health  
2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies

### **Essential Questions (3-5)**

What types of diets are of special interest to teenagers?  
How can you plan a diet that fits your own personal needs?  
What types of food can give you all the nutrients you need on a daily basis?  
What should a typical day of eating look like?

### **Anchor Text**

Health & Wellness, Meeks, Heit and Page , McGraw-Hill Companies, 2005, ISBN: 0-07-830861-5

### **Informational Texts (3-5)**

### **Short Texts (1-3)**

### **Formative & Summative Assessments**

Formative Assessment/Summative Assessment  
Quizzes, Tests, RST's Projects

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

PowerPoints', Canvas, Google Classroom

**Suggested Time Frame:** 3 weeks

<b>Content Area:</b>	<b>Health I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Family Life /Sexuality, Puberty, Anatomy of males and female bodies, Breast cancer self-exams, Childbirth</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
<p>2.4.12. B.1 Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>2.4.12. B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.</p> <p>2.4.12. B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies</p> <p>2.4.12. B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>2.4.12. B.5 Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).</p>			
<b>Essential Questions (3-5)</b>			
<p>How can you detect breast cancer?</p> <p>How are the male and female bodies different?</p> <p>How does Puberty affect both males and females?</p> <p>What are the different types of STD's/STP'S and how can they be prevented?</p> <p>What is AIDS, and how can AIDS be prevented?</p>			
<b>Anchor Text</b>			
<u>Health &amp; Wellness, Meeks, Heit and Page , McGraw-Hill Companies, 2005, ISBN: 0-07-830861-5</u>			
<b>Informational Texts (3-5)</b>			
<b>Short Texts (1-3)</b>			
<b>Formative &amp; Summative Assessments</b>			
<u>Formative Assessment/Summative Assessment</u>			

Quizzes, Tests, RST's Projects	
<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>	
Google Classroom, Power points	
<b>Suggested Time Frame:</b>	<b>3 weeks</b>

### III. METHODS OF EVALUATION:

Students are evaluated using the following criteria:

1. Class Participation
2. Attendance
3. Periodic Tests and Quizzes
4. Homework
5. Projects
6. Class Assignments

### IV. TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Health & Wellness, Meeks, Heit and Page, McGraw-Hill Companies, 2005, ISBN: 0-07-830861-5

### V. INSTRUCTIONAL STRATEGIES:

Various teaching methods are used in this course. Instruction will be given using prepared worksheets, class notes, and exercises from the book. Group activities and cooperative learning may be used. Classroom demonstrations will be included. Board approved videos may be observed. Various topics may be covered by approved speakers.

### VI. SCOPE AND SEQUENCE CHART:

KEY I = INTRODUCED  
D = DEVELOPED IN DEPTH  
R = REINFORCED

**SKILL TO BE LEARNED****9 10 11 12**

<b>SKILL TO BE LEARNED</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Gain an understanding of Human Sexuality	IDR			
Gain a working knowledge of sexually transmitted diseases	IDR			
Understand the methods of STD/STI transmission	IDR			
Gain knowledge to identify the signs and symptoms of HIV/AIDS and transmission of it	IDR			
Gain knowledge of the nutritional aspects of human consumption	IDR			
Gain an understanding of family life skills necessary for living a rewarding adult life	IDR			
Gain the knowledge to understand character, ethics, morals and values	IDR			
Gain the knowledge of human reproduction	IDR			
Gain the knowledge of pregnancy and childbirth	IDR			
Gain the knowledge of contraceptives	IDR			
Gain the knowledge of health insurance, medical insurance, and different types of medical doctors	IDR			
Gain the knowledge to make informed decisions concerning social networking, internet and peer relationships that have the potential for injury either intended or unintended	IDR			
Understand the benefits of organ and tissue donation to the health and well-being of society generally, and the individuals whose lives are saved, so that students will be motivated to make an affirmative decision to register as a donor when they become adults	IDR			
Gang violence and its effects on society	IDR			

## **VII. Student Handout**

### **I. COURSE OVERVIEW**

Health I consists of three basic units: Family Life Education, Nutrition, Bullying/Organ and Tissue Donation. Each unit provides and equips students with valuable knowledge and skills necessary for life in today's society. Family Life education provides instruction in the biological functioning of the reproductive systems, conception, pregnancy, childbirth, contraception and sexually transmitted diseases/infections and AIDS. The Nutrition unit examines the major concepts of nutrition, such as, nutrients and their functions, a healthy plate, selection of a healthy diet and discussion of snacks, fast foods and special diets that are special interest to teenagers. The Bullying/Organ and Tissue donation unit is designed to give students the knowledge and the understanding of the dangers of social networking, internet usage, and peer relationships. Additionally, the ramifications of these behaviors are discussed. The benefits of organ and tissue donations to both individuals and the community are also discussed.

### **II. PROFICIENCIES**

- A. Demonstrate an understanding of Human Sexuality.
- B. Demonstrate working knowledge of and background of Sexually Transmitted Disease/Infections and their method of transmission.
- C. Distinguish and identify the signs and symptoms of AIDS and transmission.
- D. Demonstrate a working comprehension of the nutritional aspects of human consumption.
- E. Demonstrate a working comprehension of the knowledge and the understanding of the dangers of social networking, internet usage and peer relationships that could lead to harassment or bullying implications.
- F. Recognize the relationship between the reasons for organ and tissue donation and the value of this program for the individual and the community.