

HEALTH IV

Course # 0109

Credits 1.25

2018

HEALTH IV

I. COURSE DESCRIPTION

The Health IV curriculum is designed for students to become aware that health is a state of physical, social, and mental well-being. The Health IV curriculum presents subject matter organized around 4 major themes: consumer education, interpersonal relations, family life, and human growth and development. The course also provides practical information relating to sexually transmitted diseases/infections, methods of treatment and prevention, communication skills, and contraceptive choices including abstinence. The goal of this course is for the student to understand they are responsible for their decisions.

II. UNITS

Content Area:	Health IV	Grade(s)	12th grade
Unit Plan Title:	Consumer Education <ul style="list-style-type: none">• Influences on purchases• Consumer Bill of Rights• Advertising Techniques<ul style="list-style-type: none">• Project(s)<ul style="list-style-type: none">• Recall• Commercial• Complaint email• Governmental Agencies• Health Care Options<ul style="list-style-type: none">• Family<ul style="list-style-type: none">• Doctors- primary, specialists• Community<ul style="list-style-type: none">• Clinics, ER, Hospitals, Urgent Care, IN/Out patient• Global<ul style="list-style-type: none">• Medicare, Medicaid, Affordable Health Care		

NJSLS Standard(s) Addressed in this unit	
2.2.12. E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. 2.2.12. E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.	
Essential Questions (3-5)	
Who is a consumer and why is consumer education important? What does it mean to be a responsible consumer? What are your rights as a consumer? How do you access health information, products, and services? How can a consumer make wise purchases and be an efficient consumer?	
Anchor Text	
<u>Glencoe Health - A Guide to Wellness</u> , Bronson, Merki; Glencoe/McGraw-Hill, New York, New York 2006. ISBN: 9780078238642	
Informational Texts (3-5)	
Consumer Health and Safety Activities- Just for the Health of It (Unit 1), Consumer Action Handbook	
Short Texts (1-3)	
USA.gov, CPSC.gov	
Formative & Summative Assessments	
Tests, Quizzes, Projects	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Affordable Health Care video (Understanding Your Health: Health Insurance Cost), USA.gov, CPSC, Consumer Bill of Rights, Advertising Techniques	
Suggested Time Frame:	2 weeks

Content Area:	Health IV	Grade(s)	12th grade
Unit Plan Title:	Interpersonal Relations		

- Communication
 - Types of Communicators
 - Communication Style Quiz
 - Passive
 - Assertive
 - Aggressive
 - Passive Aggressive
- Methods of Communication
 - One Way Communication Activity
- Relationships
 - Types
 - Healthy vs. Unhealthy
 - Traits/characteristics
 - Influences
 - 3 C's (Communication, Cooperation, Compromise)
 - Marriage and Family Living
- Abuse within relationships
 - Types
 - Cycle of violence
 - Dating violence
- Domestic Violence
 - Sexual Harassment
 - Sexual Assault
 - Guest speaker - Passaic County Women's Center; Teen Center at PCTI

NJSLS Standard(s) Addressed in this unit

2.2.12. A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

2.2.12. A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

2.1.12. E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.1.12 .D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.

2.4.12. A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12. A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

2.4.12. A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12. A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

2.4.12. A.2 Compare and contrast the current and historical role of life commitments, such as marriage.

2.4.12. A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).

Essential Questions (3-5)

How does communication affect relationships?
What impact has technology had on communication and relationships?
What are qualities of a healthy relationship?
How do you recognize an unhealthy relationship?
How do we learn to understand and respect diversity in relationships?

Anchor Text

Glencoe Health - A Guide to Wellness, Bronson, Merki; Glencoe/McGraw-Hill, New York, New York 2006. ISBN: 9780078238642

Informational Texts (3-5)

Relationships and Communication Activities - Just for the Health of It (Unit 3),

Short Texts (1-3)

Formative & Summative Assessments

Tests, Quizzes, Projects

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

[What's Your Communication Style?](#); [Amy Cuddy TED Talk- Fake It Till You Make It](#)

Suggested Time Frame:

3 weeks

Content Area:	Health IV	Grade(s)	12th
Unit Plan Title:	Reproduction <ul style="list-style-type: none">• Anatomy Review<ul style="list-style-type: none">○ Who's Who○ Vocabulary Challenge○ Pathway of Egg & Sperm• Review of Human Growth<ul style="list-style-type: none">○ Signs & Symptoms of pregnancy○ Stages of growth○ Stages of labor and delivery• Responsible Personal Behavior<ul style="list-style-type: none">○ Factors affecting becoming a parent○ Effects on long term goals & life plans○ Financial Impact○ Legal rights & responsibilities○ Parenting Strategies		
NJSLS Standard(s) Addressed in this unit			
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, HPV vaccine).			
2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy.			
2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.			

2.4.12.C.2 Analyze the relationship of an individual’s lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.

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.

2.4.12.C.7 Analyze factors that affect the decision to become a parent.

2.4.12.C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.

2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.

Essential Questions (3-5)

What are the major features of the male/female reproductive systems?

How does prenatal development proceed from conception through birth?

What factors contribute to a healthy pregnancy?

What are the responsibilities of parenting?

Anchor Text

Glencoe Health - A Guide to Wellness Glencoe Health - A Guide to Wellness, Bronson, Merki; Glencoe/McGraw-Hill, New York, New York 2006. ISBN: 9780078238642

Informational Texts (3-5)

Short Texts (1-3)

Sex Education Activities- Just for the Health of It! (Unit 4)

Formative & Summative Assessments

Tests, Quizzes, Projects

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

[The Great Sperm Race 1-6](#); [Welcome to Life!](#)

Suggested Time Frame:

2 weeks

Content Area:	Health IV	Grade(s)	12
Unit Plan Title:	<p>Family Life</p> <ul style="list-style-type: none"> • Abstinence/Contraceptives <ul style="list-style-type: none"> ○ Options/Methods <ul style="list-style-type: none"> ▪ Prescription vs. Over the Counter (OTC) ▪ Effectiveness ▪ Pros vs. Cons ▪ Prevent STI's ▪ Availability ▪ Cost • Review Sexually Transmitted Diseases (STD's) / Sexually Transmitted Infections (STI's) • Contraception Project <ul style="list-style-type: none"> ○ Rubric 		
NJSLS Standard(s) Addressed in this unit			
2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.			
2.4.12.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.			
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, HPV vaccine).			
2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy			
Essential Questions (3-5)			
What are the benefits of being abstinent?			
Are there health benefits associated with some forms of contraception?			
What is the most effective form of contraception?			
Are any STD's/STI's prevented by using contraceptives?			
How are abstinence and contraception related to responsible sexual behavior?			
Anchor Text			
<u>Glencoe Health - A Guide to Wellness</u> , Bronson, Merki; Glencoe/McGraw-Hill, New York, New York 2006. ISBN: 9780078238642			

Informational Texts (3-5)	
Sex Education Activities: Just For the Health of It- Unit 4	
Short Texts (1-3)	
Formative & Summative Assessments	
Tests, Quizzes, Projects	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Planned Parenthood.org;	
Suggested Time Frame:	2 weeks

III. METHODS OF STUDENT 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

Glencoe Health - A Guide to Wellness, Bronson, Merki; Glencoe/McGraw-Hill, New York, New York 2006. ISBN: 9780078238642

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

12

Gain an understanding of Human Sexuality	IDR
Gain a working knowledge of sexually transmitted diseases/infections	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 the knowledge and background to make intelligent decisions regarding the use and abuse of controlled substances.	IDR
Gain knowledge to become a wise health consumer.	IDR
Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.	IDR
Determine the effect of accessibility and affordability of healthcare on family, community, and global health.	IDR
Gain an understanding of how one's character and values can influence society	IDR
Gain knowledge to communicate effectively and handle conflict	IDR
Gain an understanding of strategies to prevent, manage, or resolve interpersonal conflicts.	IDR
Gain an understanding of helpful strategies to enhance and maintain mature, respectful, and healthy relationships	IDR
Gain an understanding of family life skills necessary for living a rewarding adult life	IDR
Analyze how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.	IDR
Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).	IDR
Gain the knowledge of human reproduction	IDR

Gain the knowledge of pregnancy and childbirth	IDR
Evaluate parenting strategies used at various stages of child development based on valid sources of information.	IDR
Analyze factors that affect the decision to become a parent.	IDR
Gain the knowledge of contraceptives	IDR
Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.	IDR
Gain the knowledge of health insurance, medical insurance, and different types of medical doctors.	IDR

VII. STUDENT HANDOUT

COURSE OVERVIEW

The Health IV curriculum is designed for students to become aware that health is a state of physical, social and mental well-being. It is a necessary goal that seniors receive accurate health information, become familiar with various related issues, and develop the ability to make responsible decisions.

The Health IV curriculum presents information organized around 4 major themes: consumer education, interpersonal relations, family life, and human growth and development. The course also provides practical information relating to sexually transmitted diseases/infections, methods of treatment and prevention, communication skills, and contraceptive choices including abstinence. The goal of this course is for the students to understand that they are responsible for their decisions and actions.

PROFICIENCIES

Upon successful completion of the requirements for this course the student will be able to:

- A. Demonstrate a working comprehension of particular skills necessary for living a rewarding adult life.
- B. Demonstrate a working knowledge of and background of Sexually Transmitted Diseases/Infections and their methods of transmission.
- C. Demonstrate a working knowledge of consumer education and acquire skills to become an informed consumer.

- D. Demonstrate a working comprehension of interpersonal relationships and communication skills necessary to develop healthy relationships.
- E. Acquire information regarding health insurance, medical insurance, different types of doctors and areas they specialize in and birth control.
- F. Acquire information relating to human growth and development.
- G. Acquire information about abstinence and other contraceptive choices available for individuals.
- H. Acquire information about factors which may affect parenting strategies that include individual goals, rights and financial responsibilities.