

**Southern Regional High School
Manahawkin, New Jersey**

Course of Study

For

**HEALTH
GRADE 12**

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Southern Regional High School District Course of Study

Department: Health and Physical Education

Course Title: Health 12

Essential Questions of the Course:

- 1. How do students become citizens that are health literate?**
- 2. How do students interpret basic health information?**
- 3. How do students develop competence to use such information and services in ways which enhance health?**
- 4. How do students make decisions that will enable us to develop a better quality of life for the individual, family, and community?**

Assessments:

**Test and quizzes
Research
Pamphlets
Discussions
Presentations
Participation**

Unit of Study #1

Unit Title: Wellness Profile: Family Health History

Essential Questions of the Unit:

- 1. What role does physical fitness play in overall wellness?**
- 2. How has my family genetic history and lifestyle contributed to my wellness?**
- 3. What issues may I face in the future based on my family wellness profile, and how will I be proactive in addressing those health concerns?**

Assessments:

- 1. Students will interview a family member, identify health issues and create an accurate wellness profile.**
- 2. From a student generated family health tree, students will identify potential health risks, explain the genetic links and generate an individual plan to address their risks. They will present orally or in writing the plan to their peers.**
- 3. Students will complete tests and quizzes.**

Content:

Fitness

Components

Heart Rate

Cholesterol

Blood Pressure

Target Heart Rate

Benefits of exercise

Causes of illness

Genetics: How they are passed to us

Understanding a classic block family tree

Gathering an oral health history from a parent or grandparent

Plotting and interpreting our family tree

Skills:

- 1. Students will organize and analyze his/her family health history.**
- 2. Students will gather a family oral health history.**
- 3. Students will read content to gather information.**
- 4. Write clearly on the genetic impact on long term wellness.**
- 5. Students will be able to predict the physical, social and emotional benefits associated with regular physical activity.**

Purpose / Rational of the unit:

The study of family health history is essential because of future lifestyle and longevity implications.

New Jersey Core Curriculum Content Standards:

- 2.1 A.2 Investigate the impact of health choices and behaviors on personal, family and community wellness.**
- 2.1 A.3 Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.**
- 2.1 B.1 Recommend behaviors to enhance and support the optimal functioning of the body systems.**
- 2.1 B.2 Predict and discuss significant developmental issues or concerns that impact each stage of life.**
- 2.1 B.3 Predict the impact of heredity and genetics on human growth and development.**
- 2.1 D.3 Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.**
- 2.2 A.1 Use appropriate research methodology to investigate a health problem or issue.**
- 2.3 B.1 Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases and stroke.**
- 2.6 A.1 Predict the short and long-term physical, social and emotional benefits and potential problems associate with regular physical activity.**
- 2.6 A.2 Summarize the causes, influences and responses of body systems during exercise.**
- 2.6 A.4 Evaluate the role of genetics, gender, age, nutrition activity level and exercise type on body composition.**

Time Frame of Unit: 2 weeks

Instructional Activities:

- 1. Worksheets**
- 2. Discussions**
- 3. Debates**
- 4. Research paper**
- 5. Web Research**

Materials and Resources:

- 1. Linear pedigree charts**
- 2. Block family chart**
- 3. Video: The Code Genetics**

Unit of Study #2

Unit Title: Chronic and Life Threatening Diseases: Health Assessment

Essential Questions of the Unit:

- 1. How does a student's awareness of debilitating or potentially debilitating diseases contribute to personal wellness?**
- 2. How does the understanding of the value of early self diagnosis benefit the student in the identification of health problems.**
- 3. Where do I go to access and choose health care in our community when I encounter life altering illness.**
- 4. How do I research and assess health resources when I encounter a chronic illness.**

Assessments:

- 1. Students will research an illness and prepare a pamphlet to a specific audience.**
- 2. Students will identify potential disease risks in addition to awareness of self testing and self examination through a reflective essay.**
- 3. Students will take a test comprised of objective and essay questions.**

Content:

- **Diseases/Cancer**
 1. **Genetic implications**
 2. **Lifestyle implications**

- **Significance of early detection and self diagnosis**
 1. **Chronic symptoms**
 2. **Genetic/lifestyle risk**
 3. **American Cancer Society**

- **Community health resources**
 1. **County resources**
 2. **Local hospitals**
 3. **Research hospitals**

Skills:

- 1. Students will interpret their personal family health history and research a pertinent chronic disease.**
- 2. Students will read content and know where to gather reliable information.**
- 3. Students will create a pamphlet on a family health risk.**
- 4. Students will know when to access health care services.**
- 5. Students will be able to apply BSE (females) and TSE (males).**

Purpose / Rational of the unit:

In this unit, knowing where to access health care, the services that are available and being in tune with responsible early detection practices will enhance the student's confidence for personal wellness. In this unit students will familiarize and understand the significance of reliable health related information.

New Jersey Core Curriculum Content Standards:

- 2.1 B.2** Recommend behaviors to enhance and support the optimal functioning of the body systems.
- 2.1 B.3** Predict the impact of heredity and genetics on human growth and development.
- 2.1 D.1** Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.
- 2.1 D.2** Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
- 2.1 D.3** Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.
- 2.1 D.4** Investigate and assess local, state, national, and international public health efforts.
- 2.2 A.1** Use appropriate research methodology to investigate a health problem or issue.
- 2.2 A.2** Develop, Present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
- 2.2 F.1** Access health and fitness services, programs, and resources and evaluate them for cost, availability, benefits and accreditation.

Time Frame of Unit: 2 weeks

Instructional Activities:

- 1. Development of disease profile pamphlet**
- 2. Oral presentations**
- 3. Group work**
- 4. Web research**

Materials and Resources:

Family Tree

Web sites of interest:

**Most recommended- www.mayoclinic.com
webMD**

Unit of Study #3

Unit Title: Relationships and Marriage

Essential Questions of the Unit:

- 1. What are the cornerstones of successful, healthy and lifelong relationships?**
- 2. What are the financial expenses involved in planning a wedding?**
- 3. How do we choose a marriage partner and what are your expectations and roles in marriage?**
- 4. What resources are available that provide information and assistance in reproductive health care.**
- 5. What are the ramifications of becoming sexually active?**

Assessments:

- 1. Using a survey, students will individually assess and rank characteristics and qualities of successful relationships.**
- 2. In groups, students will research, estimate and tally the financial costs of a fictitious but realistic wedding.**
- 3. Students will complete tests and quizzes.**
- 4. Class work**
- 5. Homework**

Content:

Relationships

- 1. The role of physical and emotional intimacy.**
- 2. Characteristic signs of honest, equitable and respectful relationships**
- 3. Teen Pregnancy**
- 4. Abstinence**
- 5. Contraception**
- 6. STD's**
- 7. Dating, Sexual and Domestic Violence/Bullying**

Marriage

- 1. Choosing a marriage partner**
- 2. Expectations, roles, responsibilities**
- 3. Accessing reproductive health resources**
- 4. The financial planning of a wedding.**

Skills:

- 1. Students will analyze the importance of establishing healthy, risk free dating relationships.**
- 2. Students will be able to communicate personal beliefs.**
- 3. Students will evaluate the components of successful marriages.**
- 4. Students will know where to access reproductive health care counseling.**
- 5. Students will evaluate the potential costs in planning a wedding.**

Purpose / Rational of the unit:

In this unit students will come to an understanding of the detail and complexity in choosing a marriage partner.

New Jersey Core Curriculum Content Standards:

- 2.1 E.5** Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.
- 2.1 F.3** Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
- 2.1 F.4** Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families and the community.
- 2.1 F.5** Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.
- 2.2 A.3** Teach others how to use communication skills including refusal, negotiation and assertiveness.
- 2.2 A.4** Employ strategies to improve communication and listening skills to assess their effectiveness.
- 2.2 A.5** Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater and television.
- 2.2 B.1** Demonstrate and evaluate the use of decision making skills
- 2.2 B.2** Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
- 2.2 B.3** Use reliable and valid health information to assess social situations and conditions that impact health and safety.
- 2.2 B.4** Analyze the use of ethics and personal values when making decisions.
- 2.2 B.5** Critique significant health decisions and debate the choices made.
- 2.2 D.1** Demonstrate character based on core ethical values.
- 2.2 D.2** Analyze how role models and the core ethical values they represent influence society.
- 2.2 D.3** Analyze the impact of community or public service on individual and community core ethical values.
- 2.2 E.7** Assess community awareness and understanding about a local, state, national or international health issue.
- 2.3 A.1** Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
- 2.3 A.2** Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, costs, and benefits vs. risk.
- 2.4 A.1** Investigate how different family structures, values, rituals, and traditions meets basic human needs.
- 2.4 A.2** Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.
- 2.4 A.3** Recommend strategies to enhance and maintain mature, loving respectful and healthy relationships.
- 2.4 A.4** Compare and contrast adolescent and adult dating practices.
- 2.4 A.5** Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.
- 2.4 A.6** Discuss the importance of physical and emotional intimacy in a healthy relationship.
- 2.4 A.7** Develop strategies to address domestic or dating violence and end unhealthy relationships.
- 2.4 B.1** Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist these pressures.
- 2.4 B.2** Critique behaviors that place one at greater risk for HIV/AIDS, STD's and unintended pregnancy.
- 2.4 B.3** Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction or risk elimination strategies.
- 2.4 B.4** Predict how cultural and religious beliefs, popular trends and fads and current and emerging technological advances influence sexuality and reproductive health.
- 2.4 B.5** Investigate current and emerging topics related to sexual orientation.
- 2.4 B.6** Investigate female and male reproductive and sexual healths issues and discuss the importance of education and preventive healthcare.
- 2.4 C.4** Compare and contrast pregnancy options.
- 2.4 C.5** Discuss physical, emotional, social, cultural, religious and legal issues relate to pregnancy termination.
- 2.4 C.10** Discuss factors that influence the decision to have or to adopt a child.
- 2.4 C.11** Analyze trend in teen pregnancy rates, teen births, and out of wedlock birth, considering shifts in marriage patterns, sexual norms, contraceptive practices, availability of abortion and the size and composition of the teen population.

Time Frame of Unit: 3 weeks

Instructional Activities:

- 1. STD acronym**
- 2. Compose a letter to adolescent son or daughter concerning premarital sex.**
- 3. Checklist for choosing a mate.**
- 4. Chores inventory**
- 5. Marriage quiz**
- 6. Financial planning of a wedding**
- 7. Family budget**

Materials and Resources:

- Family planning guest speaker**
- Open door pregnancy guest speaker**
- Videos: Dating bill of rights**
Marriage partnership
Father of the Bride

Unit of Study #4

Unit Title: Parenting Roles and Responsibilities

Essential Questions of the Unit:

- 1. What are the joys, responsibilities and challenges of parenthood?**
- 2. What are the stages of fetal development, labor and delivery?**
- 3. What determines a low risk pregnancy and how does it differ from a high risk pregnancy?**

Assessments:

- 1. Test and Quizzes.**
- 2. Students will write an essay relating how raising a child impacts family dynamics.**
- 3. Students will be assigned a specific time frame in fetal development and research the developmental stage. This work will be presented to the class orally and with a visual presentation.**
- 4. Calculate the cost of raising a child for a month.**

Content:

Pregnancy

Conception

Growth and development

Labor and delivery

Complications

Multiple births

Infant characteristics

Care

Health Insurance

Types

Coverage

Parenting

Family dynamics

Responsibilities

Financial

Child's needs and development

Guidance and discipline

Child care

Skills:

- 1. Students will analyze and assess information gathered.**
- 2. Students will compare use and contrast procedures.**
- 3. Students will apply parenting skills to a hypothetical situation**

Purpose / Rational of the unit:

The concept of being a parent is a complex task, involving major lifestyle changes.

New Jersey Core Curriculum Content Standards:

- 2.2 F.3 Compare and contrast health insurance and reimbursement plans.**
- 2.4 C.1 Compare and contrast embryonic and fetal development in single and multiple pregnancies.**
- 2.4 C.2 Describe the stages of labor and childbirth and compare childbirth options.**
- 2.4 C.3 Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.**
- 2.4 C.6 Investigate the relationship between prenatal exposure to alcohol and other drugs, infections and environmental hazards and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight and disabilities.**
- 2.4 C.7 Analyze the physical, economic, emotional, social intellectual and cultural demands of raising a child.**
- 2.4 C.8 Assess and evaluate parenting strategies used at various stages of child development.**
- 2.4 C.9 Investigate the legal rights and responsibilities of ten mothers and fathers.**

Time Frame of Unit: 3 weeks

Instructional Activities:

Pregnancy and Delivery Interview

“Ask a Mom”

“Ask a Dad”

Trip to Birthing Unit Southern Ocean County Hospital

Worksheets

Stages of Labor

Anatomy of Pregnancy

Cost of Parenthood

Materials and Resources:

Video- Childbirth