

**SOUTHERN REGIONAL SCHOOL DISTRICT
HEALTH AND PHYSICAL EDUCATION CURRICULUM**

Content Area: Health and Physical Education

Course Title: Health

Grade Level: 11

**Unit Plan 1
Wellness and Fitness**

**Pacing Guide
10 days**

**Unit Plan 2
Nutrition**

**Pacing Guide
13 days**

**Unit Plan 3
Drugs and Alcohol**

**Pacing Guide
13 days**

**Unit Plan 4
Communicable and Non-Communicable
Diseases**

**Pacing Guide
9 days**

Date Revised: January 2024

Board Approved: January 2024

SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview

Content Area: Health

Unit Plan 1: Wellness and Fitness

Target Course/Grade Level: Health/11

Unit Summary:

The study of wellness and fitness allows the student to understand the different types of health and how they relate to fitness. Without an understanding of wellness and fitness, students will not have the ability to make good choices for a healthy productive life.

Primary Interdisciplinary Connections:

NJSLSA.R.1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RST.11-12.1: Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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WHST.9-12.1: Write arguments focused on discipline-specific content.

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

21st Century Themes/Careers:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Technology Connections:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

New Jersey Learning Standards

Focus Standards

CPI # / Cumulative Progress Indicator (CPI)

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

Additional and Supporting Standards

2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What constitutes total wellness? • How can an individual assess his/her own personality as well as wellness needs? • What is stress? • How can an individual cope with stress? • What is physical, social and mental health? • How do risk factors affect components in health? • How does fitness relate to wellness? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The role lifestyle factors play in maintaining an individual's wellness.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Health and wellness <ul style="list-style-type: none"> • Health continuum • Lifestyle factors • Health Triangle <ul style="list-style-type: none"> • Physical <ul style="list-style-type: none"> ▪ Personal care and healthy behaviors • Social <ul style="list-style-type: none"> ▪ Skills for healthy relationships ▪ Family relationships ▪ Peer relationships/bullying • Mental Health <ul style="list-style-type: none"> ▪ Personality types ▪ Stress ▪ Stressors ▪ Coping techniques • Components of fitness <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength • Muscular endurance • Flexibility • Body Composition • FIT principle • Heart rate <ul style="list-style-type: none"> • Resting • Maximum heart rate • Target heart rate • Aerobic vs. anaerobic 	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the interdependency of the three components of total wellness. • Be cognizant of the factors which will influence their health, happiness, and longevity. • Define mental health. • Demonstrate their knowledge of stress and the skills that are involved in the process of coping with stress. • Identify and define the components of fitness and the FIT principle. • Define resting, maximum and target heart rate. • Identify aerobic and anaerobic exercises.

SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning

Formative Assessments

- Observation
- Homework
- Class participation
- Do Now

Summative Assessments

- Chapter/Unit Test
- Quizzes

Benchmark Assessments

- SGO's
- Exams

Alternate Assessments

- Online Programs
- Quizzes

Modifications

ELL

- Vocabulary translation
- Translated Instructional Materials
- ELL after school help
- Alternate assessments
- Extra time
- Coordination with ELL staff

Special Education

- Accommodations consistent with IEP
- Provide a calculator
- Extended time
- Guided notes
- Preferential seating
- Chunking material
- Modified assignments

504

- Accommodations consistent with 504
- Extended time
- Preferential seating

At-Risk

- MTSS
- I&RS
- Parent Communication

Gifted and Talented

- Extended Learning Goals
- Challenge Problems

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Glencoe Health: Ninth Edition
- Stop the Bleed Presentation SRHS Nursing Staff

SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview

Content Area: Health

Unit Plan 2: Nutrition

Target Course/Grade Level: Health/11

Unit Summary:

The study of nutrition and its effects on the quality of life are essential for a student's lifelong fitness. Without an understanding of nutrition, students will not have the ability to lose, gain or maintain body weight throughout the course of their lives.

Primary Interdisciplinary Connections:

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WHST.9-12.1: Write arguments focused on discipline-specific content.

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

21st Century Themes/Careers:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Technology Connections:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

New Jersey Learning Standards	
Focus Standards	
CPI # / Cumulative Progress Indicator (CPI)	
<p>2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p> <p>2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.</p> <p>2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.</p> <p>2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.</p>	
Additional and Supporting Standards	
<p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p>	

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What constitutes a healthy diet? • What is nutrition? • What is my nutritional profile? • How can I alter my nutritional profile? • How can I use websites to update current nutritional trends? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Developing healthy eating habits. • Understanding the importance of consuming all of the essential nutrients on a daily basis. • Using technology (Dietary Analysis) can help regulate and maintain healthy eating habits.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to develop a nutritional profile. • How to determine and interpret one’s body mass index. • Caloric intake levels necessary to maintain a healthy lifestyle. • The role nutrients and vitamins play in an individual’s overall health. • The use of the food guide pyramid to make daily food selections. • How to manage weight. • Common eating disorders. 	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Formulate their personalized diet program. • Effectively read and assess food labels. • Develop a program that will enable them to lose, gain or maintain their weight. • Organize, analyze and answer nutritional questions that will affect their quality of life. • Access a bio-impedance scale, evaluate their body fat content and formulate changes to alter their body fat percentage.

SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning

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- Homework
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Summative Assessments

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- Exams

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Modifications

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Special Education

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At-Risk

- MTSS
- I&RS
- Parent Communication

Gifted and Talented

- Extended Learning Goals
- Challenge Problems

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Glencoe Health: Ninth Edition
- The Quick Series Guide to Performance Nutrition
- Website: <http://www.livestrong.com>
- Videos: “Supersize Me” and “Dying to be Thin”

SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview

Content Area: Health

Unit Plan 3: Drugs and Alcohol

Target Course/Grade Level: Health/11

Unit Summary:

The student will recognize how drug use and abuse and their effects on the body are essential components when evaluating an individual's quality of life.

Primary Interdisciplinary Connections:

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Technology Connections:

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New Jersey Learning Standards

Focus Standards

CPI # / Cumulative Progress Indicator (CPI)

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual’s ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support)

Additional and Supporting Standards

2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What constitutes a drug? • What are the five categories of drugs? • What is the history of the drug? • What is drug use in comparison to drug abuse? • What are the short and long-term effects of drug use on the body? • Why do adolescents abuse drugs? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Consider how to use medicines safely and how to avoid the use of illegal drugs. • Pressures that exist in a social setting can determine an individual's decision to use drugs.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The dangers of using tobacco in any form. • The risks and rights of nonsmokers. • Strategies for quitting tobacco use and ideas for advocating for smoke free environments. • The risks alcohol poses to all three aspects of the health triangle. • Useful strategies for refusing alcohol. • How to use medicines safely and how to avoid the use of illegal drugs. • The harmful effects of marijuana, inhalants, steroids, and psychoactive drugs. • The harmful physical, mental/emotional, social, and legal consequences of drug use. 	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Evaluate the effects of drug use and abuse on the body. • Define substance abuse and recognize the health risks involved. • Recognize the differences between illegal and legal drugs. • Identify and assess community health services for getting help with the prevention and treatment of drug addiction and abuse.

SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning

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At-Risk

- MTSS
- I&RS
- Parent Communication

Gifted and Talented

- Extended Learning Goals
- Challenge Problems

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Glencoe Health: Ninth Edition
- “Chasing the Dragon” video

SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview

Content Area: Health

Unit Plan 4: Communicable and Non-Communicable Diseases

Target Course/Grade Level: Health/11

Unit Summary:

This is the study of communicable and non-communicable diseases and its effects on the body's immune system. Without the understanding of these diseases, the student will not know how to prevent them and will compromise their health as well as others in their surrounding areas.

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Technology Connections:

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8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

New Jersey Learning Standards
Focus Standards
<p>CPI # / Cumulative Progress Indicator (CPI)</p> <p>2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p> <p>2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis)</p> <p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).</p>
Additional and Supporting Standards
<p>2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What constitutes a communicable disease? • What is the difference between a virus and bacteria? • What constitutes a virus? • How does the immune system work? • How can communicable diseases be prevented? • What constitutes a non-communicable disease? • How can non-communicable diseases be prevented? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Developing an understanding of communicable and non-communicable diseases allows for the ability to prevent, treat, and control the transmission of these diseases.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • What communicable diseases are. • Means of transmission. • How the risk of infection can be reduced. • How the immune system works. • Common communicable diseases. • The symptoms, causes, treatments, and prevention of common non-communicable diseases. • A few of the more common disabilities that result from physical and mental impairment. • The importance of eliminating barriers that hinder individuals with a disability. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe the differences between communicable and non-communicable diseases. • Recognize the differences between bacteria and viruses. • Prevent basic diseases by using proper hygiene. • Understand ways to treat bacterial diseases. • Make recommendations to address issues facing those with disabilities.

SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning

Formative Assessments

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At-Risk

- MTSS
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- Extended Learning Goals
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Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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