

Cedar Grove School District

Health -Grade 11

Approved by the Cedar Grove Board of Education

February 2017

Superintendent of Schools
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Board of Education
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Health – Grade 11

This course is founded upon the theme of relationships through the life cycle. The student will gain understanding about types and characteristics of healthy families. Family responsibilities, communication within the family, and coping with family conflict and crisis are explored. The aim is development of a person who can identify and sustain healthy relationships while acknowledging destructive elements as well. Discussion culminates with a focus on abusive relationships including those involving sexual assault and dating violence.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for
Comprehensive Health and Physical Education**

The standards are located at
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>

Health – Grade 11

Unit Calendar

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3 4 5 6	7 8 9 10	11 12 13 14 15	16 17	18 19 20 21	22 23 24 25	26 27 28 29 30	31 32 33	34 35 36 37 38	39 40
<u>Life's Changing Relationships</u>	█									
<u>Adolescent Relationships</u>	█									
<u>Moient Relationships</u>		█								
<u>Committed Relationships</u>			█							



Physical Education-Grade 4
Unit: Locomotor Movements
Cedar Grove District



Week 1 - Week 40



Life's Changing Relationships

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

E. Social and Emotional Health

- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 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.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

B. Decision-Making and Goal Setting

- 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.

C. Character Development

- 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.

2.3 Drugs and Medicines

C. Dependency/Addiction and Treatment

- 2.3.12.C.3 Analyze the societal impact of substance abuse on the individual, family, and community.

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
- 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.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

Enduring Understandings

Relationships develop at every stage in the life cycle, but vary in purpose, type, length and depth of commitment.

Qualities important to healthy relationships remain the same regardless of the type of relationship that is formed.

Essential Questions

For what reasons are healthy family relationships important?
What characteristics are common to healthy families?
What qualities will enhance a relationship?
What elements can cause a relationship to falter?

Content

- A. Family relationships
- B. Interpersonal relationships

Skills

- A. 1 List healthy family characteristics
- A. 2 Identify functions of families and apply those understandings to a personal project
- A. 3 Investigate families in crisis and how it can affect the dynamic of the family
- A. 4 Research resources for families in crisis
- B. 1 Discuss types of interpersonal relationships including friendship, romantic.
- B. 2 List healthy qualities/characteristics that are essential for a positive dating/friendship relationship
- B. 3 Present the three different communication styles that can affect the function of a relationship
- B.4. Compose "I" messages to diffuse conflict and foster compromise
- B.4 List causes of relationship failure

Stage 2: Assessment Evidence

Assessments

Formative: Other written assessments

Quizzes, homework assignments relating to topics

"I" Message Dialogue

Formative: Dramatization

Students will pair up to create dialogue which addresses a conflict in a relationship They will illustrate the aggressive style, the passive style and the assertive style and then discuss effectiveness of each

Formative: Dramatization

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative learning situations
- Guided practice
- Performance assessments
- Projects
- Simulation activities

Resources

*Health: Making Life Choices, 2nd Edition.*Sizer-Webb, Frances; Whitney, Elanor; DeBruyne, Linda. McGraw Hill, 2014

Technology infusion
Tests
Quizzes



Adolescent Relationships

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

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

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
- 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.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.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
- 2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

B. Sexuality

- 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.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.
- 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.
- 2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
- 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).

C. Pregnancy and Parenting

- 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.C.3 Evaluate the methods and resources available to confirm pregnancy.
- 2.4.12.C.4 Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
- 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.7 Analyze factors that affect the decision to become a parent.

Our sexuality is a part of who we are as people that is expressed in many facets of our lives.

Exploring personal thoughts, feelings, and behaviors can have positive effects on dating relationships.

The decision to be physically intimate requires consideration of physical, emotional and social consequences.

What is sexuality?

What is love and how is it expressed?

When, how, and why should I experience physical intimacy?

What are some guidelines in breaking up?

Content

- A. Sexuality and sexual orientation
- B. The spectrum of adolescent relationships

Skills

- A. 1 Define sexuality, sexual orientation, gender, gender identity, and sex
- A. 2 Differentiate between heterosexual, homosexual, bisexual
- A. 3 Explore feelings that come with sexuality (thoughts, actions)
- B1. Differentiate between types of dating relationship
- B2. Understand that romantic relationships take time and effort
- B3. Conclude that the three components of a complete lifelong relationship are communication, emotional intimacy, and passion. (triangle theory)
- B4. Having 1, 2, or 3 and different combinations of sides of the triangle creates different types of relationships throughout life.
- B3. Distinguish between love and Infatuation by relating this concept to current, past or hypothetical relationships.
- B4. Interpret the reasons teenagers engage in physical intimacy
- B5. Understand the benefits of delaying physical intimacy
- B6. list the consequences of becoming physically intimate in a relationship (physical, emotional, social)
- B7. Debate pregnancy choices/options and the social, emotional, and physical effects they can have on the mother and biological father
 - a. abortion- methods(medical, surgical)
 - b. adoption- processes
 - c. parenthood
- B8. Discuss pregnancy prevention strategies with emphasis on the benefits of abstinence and options to support that choice
- B9. Explore feelings after a break up and suggest ways to recover self esteem and move forward

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Formative: Other oral assessments

Students will engage in a debate about pregnancy options and abortion.

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

Resources

Lecture
Class Discussions
Cooperative learning situations
Guided practice
Performance assessments
Projects
Simulation activities
Technology infusion
Tests
Quizzes

*Health: Making Life Choices, 2nd Edition.*Sizer-Webb, Frances; Whitney, Elanor; DeBruyne, Linda. McGraw Hill, 2014

Teen Health and Wellness. <http://www.teenhealthandwellness.com>



Violent Relationships

Collaboration

Stage 1: Desired Results

NJ Standards

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2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
- 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.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.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
- 2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

B. Sexuality

- 2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

Enduring Understandings

Awareness is the first step in minimizing your chances of experiencing a destructive relationship.

There is help for those who are in destructive or violent relationships.

Essential Questions

- What is abuse?
- What kinds of relationships are abusive?
- How does one recover from an abusive situation or relationship?
- What is rape/date rape?
- What are date rape drugs?
- What are ways we can prevent or minimize our risks of getting drugged?
- What are examples of sexual harassment and what can we do to stop it?
- How does it make a person feel to be sexually harassed?
- What lasting effects can being sexually harassed have on a person?

Content

- A. Dating violence
- B. Sexual assault
- C. Sexual harassment

Skills

- A1. List type of abuse as physical, emotional and sexual
- A2. Recognize signs and signals of an abusive relationship
- A3. Discuss resources and protective steps that should be taken in an abuse situation
- B1. Define sexual assault as an abuse of power over a vulnerable person unrelated to a desire for sex
 - a. rape, date rape, molestation, statutory rape

- b. age of consent
- B2. Understand the role of drugs in sexual assault (effects, form, legal/illegal)
- B3. Verbalize preventive measures
- B4. Research current trends and statistics
- B5. Devise a plan for a victim of sexual assault
 - a. hospital care
 - b. legal action
- B6. Identify rape trauma syndrome as a psychological aftermath of sexual assault
- C1. Define Sexual Harassment
 - a. quid pro quo - supervisor to subordinate
 - b. hostile environment
- C2. Provide examples of sexual harassment, promote empathy for harassed victims and understand the effects of prolonged harassment on a persons emotional well being
- C3. Do's and don'ts of reporting harassment
- C4. Establish guidelines to prevent sexual harassment

Stage 2: Assessment Evidence

Assessments

Formative: Dramatization

Class participation

Formative: Other written assessments

Quizzes related to new material taught Homework assignments

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative learning situations
- Guided practice
- Performance assessments
- Projects
- Simulation activities
- Technology infusion
- Tests
- Quizzes

Resources

*Health: Making Life Choices, 2nd Edition.*Sizer-Webb, Frances; Whitney, Elanor; DeBruyne, Linda. McGraw Hill, 2014

Teen Health and Wellness. <http://www.teenhealthandwellness.com>



Committed Relationships

Collaboration

Stage 1: Desired Results

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2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
- 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.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

C. Pregnancy and Parenting

- 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.C.3 Evaluate the methods and resources available to confirm pregnancy.
- 2.4.12.C.4 Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
- 2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.
- 2.4.12.C.7 Analyze factors that affect the decision to become a parent.

Enduring Understandings

Commitment brings responsibilities to both parties that are integral to it's success and can be instrumental to it's failure.

Committed relationships can last a lifetime.

Essential Questions

What is commitment and how is it achieved?

In what ways are goals and values important to committed relationships?

Why marriage?

Content

- A. Marriage
- B. Domestic partnership
- C. Divorce

Skills

- A1. Define compatibility and describe its role in committed relationships
- A2. Relate the history of marriage through the centuries as the roles and views of women changed
- A3. Utilize resources to budget for daily living expenses in a committed relationship
- A3. Discuss responsibilities for each party in the relationship
- A4. Predict the effects of children on the marriage experience
- B.1 Define domestic partnership and debate the rights afforded to partners as delineated in the law
 - a. New Jersey's Domestic Partnership Act

- C1. Discuss different reasons for divorce and current trends in divorce
- C2. Research legal rights after divorce (properties, children)
- C3. Discuss the effect of emotions on family
- C4. Explore counseling options

Stage 2: Assessment Evidence

Assessments

Summative: Extended Essay

Final Exam-Covering Various topic from each unit.

Summative: Personal Project

Marriage/Commitment project

Discussion

Formative: Other oral assessments

 Senior_Health_Project .doc

 SENIOR HEALTH FINAL.doc

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Article Analysis
- Cooperative learning situations
- Guided practice
- Performance assessments
- Projects
- Simulation activities
- Technology infusion
- Tests
- Quizzes

Resources

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