

GRADE ELEVEN: HEALTH EDUCATION
8/15/03

COURSE DESCRIPTION:

The eleventh grade course consists of topics concerning a maturing and aging population. It is designed to depict various life threatening occurrences and provide the basics on how to understand, cope and possibly overcome the various topics introduced.

The progression of this course will be as follows. The course will begin with mental illnesses which will cover teen depression and suicide, organic and functional disorders and stress. The unit on death and dying will include aging, loss, and the grieving process. First aid includes a brief introduction to the skeletal, muscular, and circulatory systems, emergency care, and adult, infant, and child C.P.R. The unit on abstinence will cover what it is and why it is so important. Contraceptives focuses on the various types, how they are used, and their advantages and disadvantages. The focus unit on AIDS will cover current research and the severity of the disease. The course will conclude with preventative health care including testicular and breast cancer as well as self exams.

CORE CURRICULUM CONTENT STANDARDS

- 2.1:** All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2:** All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.
- 2.3:** All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.
- 2.4:** All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

CUMULATIVE PROGRESS INDICATORS:

STANDARD 2.1 (Wellness)

D. Diseases and Health Conditions

- 5. Investigate the impact of mental illness on personal, family, and community wellness.

E. Safety

1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.
2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.
4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

F. Social and Emotional Health

1. Discuss psychological principles and theories of personality development.

STANDARD 2.2 (Integrated Skills)

A. Communication

1. Use appropriate research methodology to investigate a health problem or issue.
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.

B. Decision Making

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.
5. Critique significant health decisions and debate the choices made.

D. Character Development

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.

3. Analyze the impact of community or public service on individual and community core ethical values.

E. Leadership, Advocacy and Service

1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.

2. Evaluate personal participation as both a leader and follower.

3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.

4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.

5. Develop and articulate the group's goals, shared values, vision, and work plan.

6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.

7. Assess community awareness and understanding about a local, state, national, or international health issue.

F. Health Services and Careers

2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.

STANDARD 2.4 (Human Relationships and Sexuality)

B. Sexuality

1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.

2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.

3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.

4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.

5. Investigate current and emerging topics related to sexual orientation.
6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- Group and individual skill practice for CPR and First Aid
- Comic strip on first aid emergency situations and reactions
- Anatomy color book for skeletal, muscular and circulatory systems
- Video
 1. “As Good As It Gets”
 2. C. Ever Coop: Question and answers on Aids
- Power point presentations on the various contraceptive methods and the importance of abstinence
- Guest speaker for testicular and breast self exams
- Research topics on teen suicide and depression

INSTRUCTIONAL STRATEGIES:

- KWL
- Think-pair-share
- Cooperative learning activities
- Individual Work
- Teacher Presentations
- Team Games
- Assessments
- Research Projects
- Role Play
- Interviews
- Presentations
- Problem Solving
- Brainstorming
- Reflective Thinking

EVALUATION/ASSESSMENT OF STUDENTS:

- Exams
- Quizzes
- Projects
- Presentations
- Reports

- Class participation
- Homework
- Notebook

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

New Jersey Comprehensive health education and physical education curriculum frameworks.