

**GRADE TWELVE: HEALTH EDUCATION**  
**8/15/03**

**COURSE DESCRIPTION:**

This ten week course will provide a foundation towards adult life skills. These skills provide the framework to assist an individual to become a productive member of society.

The progression of this course will be as follows. The first step in this framework will be on careers; sound choices and opportunities, salaries, budget and life spending. The students will learn the importance of relationships and building a strong foundation through communication and recognizing responsibilities to themselves and their partner. With all relationships conflicts may arise. The students will have an understanding of the dangers and pitfalls of dating violence and rape as well as spousal abuse. The unit on relationships will conclude with monogamy and abstinence. The final progression of this course will be about marriage and commitment. This unit will discuss different family structures, pregnancy and childbirth, the influences of genetics on pregnancy, early childhood development, the negative influences of drugs and alcohol on the fetus, and abortion.

**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)**

**E. Safety**

- 5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

## **F. Social and Emotional Health**

5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

## **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.
3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
4. Employ strategies to improve communication and listening skills and assess their effectiveness.

### **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**

1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
3. Compare and contrast health insurance and reimbursement plans.

#### **STANDARD 2.3 (Drugs and Medicines)**

##### **B. Alcohol, Tobacco, and Other Drugs**

8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.

#### **STANDARD 2.4 (Human Relationships and Sexuality)**

##### **A. Relationships**

1. Investigate how different family structures, values, rituals, and traditions meet basic human needs.
2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.

3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.
4. Compare and contrast adolescent and adult dating practices.
5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.
6. Discuss the importance of physical and emotional intimacy in a healthy relationship.
7. Develop strategies to address domestic or dating violence and end unhealthy relationships.

## **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.

## **C. Pregnancy and Childbirth**

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
4. Compare and contrast pregnancy options.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.
6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
8. Assess and evaluate parenting strategies used at various stages of child development.

9. Investigate the legal rights and responsibilities of teen mothers and fathers.
10. Discuss factors that influence the decision to have or to adopt a child.
11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.

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

- Web page design on dating violence, rape and spousal abuse; how to get help, where to turn, etc.
- Research careers
- Create a fictional future life using salary and budget skills
- Worksheets on communication; small group activities
- Oral presentations on the various stages of fetal development
- Debate on abortion
- Hands on parenting skills; students are required to carry a “baby” for one week and keep a journal of activities.

**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.