

Irvington Public Schools  
Physical Education & Health Department



Health Curriculum Guide  
Grades 9-12  
Board Approved October 27, 2010

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### **Acknowledgements**

Teachers who are members of the department of  
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**Irvington Public Schools  
Irvington, New Jersey 07111**

**Vision Statement**

With the verbal, fiscal, and spiritual support of the people of Irvington, the children who attend the Township's public school shall be intellectually stimulated, instructionally challenged, and emotionally motivated to visually display and mentally portray their own unique gifts and talents as enhanced by the type of education offered by the Irvington Board of Education.

**Affirmative Action Statement**

The Irvington School District shall provide equal education and employment opportunities to all persons regardless of race, color, ethnicity, creed, religion, sexual orientation, gender, ancestry, national origin, social-economic status, or disability in accordance with NJAC 6:4-1-5.

Irvington Public Schools  
Irvington, New Jersey 07111

### **Physical Education and Health Department Vision Statement**

In today's times the premise of a strong mind and body is a challenge that must be met by our educational institutions. Our students of today face many unique physical problems induced by our society. Tobacco use, drug use, sexually transmitted infections, unhealthy dietary patterns, and physical activity must be addressed to enhance the quality of life of our children for their future.

The education of our students in the disciplines of Health and Physical Education promote citizenship, teamwork, intellectual capacity, spirit, emotional, and social development. All qualities that will aid our education process in producing citizens that will positively contribute to our society in the twenty-first century.

We in Irvington believe that both health and physical education provide crucial links to the improvement of academic achievement. As proven by scientific research in education, health and physical education are uniquely qualified to cultivate multiple intelligences and problem solving situations.

We in Irvington will expose all students to the benefits of leading a healthy lifestyle and the involvement of physical activities that they can participate in for a lifetime.

# Irvington Public Schools



## Health Curriculum Scope and Sequence

I = Introduce R= Reinforce M = Master

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	I	R	M											
2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).	I	R	M											
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.			I	R	M									
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.				IR	M									
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.					I	R	M							
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.						IR	M							
2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.							I	R	M					
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.								IR	M					
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.								IR	M					
2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	I	R	M											
2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	I	R	M											
2.1.2.B.1	Explain why some foods are healthier to eat than others.			I	R	M									
2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.			I	R	M									
2.1.2.B.3	Summarize information about food found on product labels.				IR	M									
2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.					I	R	M							
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.					I	R	M							
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.						IR	M							
2.1.4.B.4	Interpret food product labels based on nutritional content.						IR	M							
2.1.6.B.1	Determine factors that influence food choices and eating patterns.							I	R	M					
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.							I	R	M					
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.								IR	M					
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.								IR	M					
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	I	R	M											
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.			I	R	M									
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.				IR	M									
2.1.2.C.3	Determine how personal feelings can affect one’s wellness.				IR	M									

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.4.C.1	Explain how most diseases and health conditions are preventable.					I	R	M							
2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.					I	R	M							
2.1.4.C.3	Explain how mental health impacts one's wellness.						IR	M							
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.							I	R	M					
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.								IR	M					
2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.								IR	M					
2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	I	R	M											
2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	I	R	M											
2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	I	R	M											
2.1.P.D.4	Know how to dial 911 for help.	I	R	M											
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).			I	R	M									
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.			I	R	M									
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.				IR	M									
2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).					I	R	M							
2.1.4.D.2	Summarize the various forms of abuse and ways to get help.					I	R	M							
2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.						IR	M							
2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.						IR	M							
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.							I	R	M					
2.1.6.D.2	Explain what to do if abuse is suspected or occurs.							I	R	M					
2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.							I	R	M					
2.1.6.D.4	Assess when to use basic first-aid procedures.								IR	M					
2.1.2.E.1	Identify basic social and emotional needs of all people.			I	R	M									
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.			I	R	M									
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.				IR	M									
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.					I	R	M							

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2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.					I	R	M							
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.						IR	M							
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.						IR	M							
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.							I	R	M					
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.							I	R	M					
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.								IR	M					
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.			I	R	M									
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.					I	R	M							
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.						IR	M							
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.							I	R	M					
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.							I	R	M					
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.			I	R	M									
2.2.2.B.2	Relate decision-making by self and others to one's health.			I	R	M									
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.				IR	M									
2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.				IR	M									
2.2.4.B.1	Use the decision-making process when addressing health-related issues.					I	R	M							
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.					I	R	M							
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.						IR	M							
2.2.4.B.4	Develop a personal health goal and track progress.						IR	M							
2.2.6.B.1	Use effective decision-making strategies.							I	R	M					
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.							I	R	M					
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.								IR	M					
2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.								IR	M					
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.			I	R	M									
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.			I	R	M									
2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.					I	R	M							

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.						IR	M							
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.						IR	M							
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.							I	R	M					
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.								IR	M					
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.								IR	M					
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.			I	R	M									
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.					I	R	M							
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.							I	R	M					
2.2.6.D.2	Develop a position about a health issue in order to inform peers.								IR	M					
2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.	I	R	R	M										
2.2.2.E.1	Determine where to access home, school, and community health professionals.			I	R	M									
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.					I	R	M							
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.						IR	M							
2.2.6.E.1	Determine the validity and reliability of different types of health resources.							I	R	M					
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.							I	R	M					
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.			I	R	M									
2.3.2.A.2	Explain why medicines should be administered as directed.				IR	M									
2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.					I	R	M							
2.3.4.A.2	Determine possible side effects of common types of medicines.					I	R	M							
2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.							I	R	M					
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.								IR	M					
2.3.2.B.1	Identify ways that drugs can be abused.			I	R	M									
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.			I	R	M									
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.			I	R	M									
2.3.2.B.4	Identify products that contain alcohol.				IR	M									
2.3.2.B.5	List substances that should never be inhaled and explain why.				IR	M									
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.					I	R	M							
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.					I	R	M							

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2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.						IR	M							
2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.						IR	M							
2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.					I	R	M							
2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.							I	R	M					
2.3.6.B.2	Relate tobacco use and the incidence of disease.							I	R	M					
2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.							I	R	M					
2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.								IR	M					
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.								IR	M					
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.								IR	M					
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.								IR	M					
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			I	R	M									
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.				IR	M									
2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.					I	R	M							
2.3.4.C.2	Differentiate between drug use, abuse, and misuse.					I	R	M							
2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.						IR	M							
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.							I	R	M					
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.							I	R	M					
2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.								IR	M					
2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.								IR	M					
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.			I	R	M									
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.			I	R	M									
2.4.2.A.3	Determine the factors that contribute to healthy relationships.				IR	M									
2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.					I	R	M							
2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.						IR	M							
2.4.6.A.1	Compare and contrast how families may change over time.							I	R	M					
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.							I	R	M					
2.4.6.A.3	Examine the types of relationships adolescents may experience.							I	R	M					

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2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.								IR	M					
2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.								IR	M					
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.			I	R	M									
2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.					I	R	M							
2.4.6.B.1	Compare growth patterns of males and females during adolescence.							I	R	M					
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.							I	R	M					
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.								IR	M					
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.								IR	M					
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.			I	R	M									
2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.					I	R	M							
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.						IR	M							
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.							I	R	M					
2.4.6.C.2	Identify the signs and symptoms of pregnancy.							I	R	M					
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.								IR	M					
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.								IR	M					
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.									I	R	M			
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.									I	R	M			
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.										IR	M			
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.										IR	M			
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.											I	R		M
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.											I	R		M
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.									I	R	M			
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.										IR	M			
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.									I	R	M			
2.1.8.B.4	Analyze the nutritional values of new products and supplements.										IR	M			
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.												IR		M

<b>CPI#</b>	<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>P</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.												IR		M
2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.												IR		M
2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.									I	R	M			
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.										IR	M			
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.										IR	M			
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.											I	R		M
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.														IRM
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.														IRM
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.														IRM
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.									I	R	M			
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.									I	R	M			
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.										IR	M			
2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.										IR	M			
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.											I	R		M
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.											I	R		M
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.													IR	
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.													IR	
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).													IR	
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.											I	R		M
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.									I	R	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.									I	R	M			
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.										IR	M			
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.										IR	M			
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.														IRM
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.											I	R		M
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.											I	R		M
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.														IRM
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.									I	R	M			
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.										IR	M			
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.											I	R		M
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.											I	R		M
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.														IRM
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.										IR	M			
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.										IR	M			
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.										IR	M			
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.											I	R		M
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.														IRM
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.									I	R	M			
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.										IR	M			
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.										IR	M			
2.2.12.C.1	Analyze the impact of competition on personal character development.											I	R		M
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.											I	R		M
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.														IRM
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.									I	R	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.										IR	M			
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.														IRM
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.									I	R	M			
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.										IR	M			
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.														IRM
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.														IRM
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.									I	R	M			
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.										IR	M			
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.												I	RM	
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.												I	RM	
2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.												I	RM	
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.									I	R	M			
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.									I	R	M			
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.									I	R	M			
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.									I	R	M			
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.									I	R	M			
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.									I	R	M			
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.									I	R	M			
2.3.8.B.8	Analyze health risks associated with injected drug use.									I	R	M			
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.												I	R	M
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.												I	R	M
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.												I	R	M
2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.											I	R	R	M

<b>CPI#</b>	<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>P</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.											I	R		M
2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.									I	R	M			
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.									I	R	M			
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.												I	R	M
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.												I	R	M
2.3.12.C.3	Predict the societal impact of substance abuse on the individual, family, and community.												I	R	M
2.4.8.A.1	Predict how changes within a family can impact family members.									I	R	M			
2.4.8.A.2	Explain how the family unit impacts character development.									I	R	M			
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.									I	R	M			
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.									IR	M				
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.									IR	M				
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.									IR	M				
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.											I	R		M
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.														IRM
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.											I	R		M
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.											I			RM
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).														IRM
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.														IRM
2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.									I	R	M			
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.									I	R	M			
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.									I	R	M			
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.									IR	M				
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.									IR	M				

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.										IR	M			
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.											I			RM
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.											I			RM
2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.											I			RM
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.											I			RM
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, HPV vaccine).											I			RM
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.									I	R	M			
2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.									I	R	M			
2.4.8.C.3	Determine effective strategies and resources to assist with parenting.										IR	M			
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.										IR	M			
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.										IR	M			
2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.											IR			M
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.											IR			M
2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.											IR			M
2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.											IR			M
2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.											IR			M
2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.											IR			M
2.4.12.C.7	Analyze factors that affect the decision to become a parent.											I			RM

## Intent

The intent of the Health Education Curriculum is to promote a healthy active learning environment that promotes the following characteristics:

- Students excited by and interested in the practices involved with living a healthy lifestyle for life.
- Students experiencing content knowledge (hands- on) to gain experience.
- Students exposed to good safety practices in all facets of his or her life.
- Students will be better achieving in all academic areas.
- Students exposed to the physical, social, and emotional dimensions of wellness.
- Students gain an understanding of how sound health practices (nutrition, physical, social and emotional well being) enhance wellness.
- Students gain an understanding of human sexuality, including, STI's and HIV/AIDS.
- Students excite by and interested in the practices and procedures needed to gain a valid New Jersey Driver's License.
- Students exposed to the laws of the road, emotions on driving, substance abuse, and driving and the physical skills needed to be a safe, courteous driver.
- Students will realize that driving is a privilege and not a right.

## Statement of Purpose

This health education course is directly aligned to the New Jersey Core Curriculum Standards for Physical Education and Health. There are six standards for physical education and health, each of which governs how subject matter is to be taught to students in the two respective domains. Utilizing the state mandated New Jersey Core Curriculum Content Standards as our guide, students will be given the foundation needed to live an active, healthy lifestyle that fosters a lifelong commitment to wellness.

<b>STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.</b>
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***Descriptive Statement:*** This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.</b>
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***Descriptive Statement:*** This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be inter-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

**STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

***Descriptive Statement:*** This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

**STANDARD 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.**

***Descriptive Standard:*** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted infections, HIV/AIDS, and unintended pregnancies.

**STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

***Descriptive Statement:*** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

***Descriptive Statement:*** This standard enables to understand the component of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular and endurance) and skill-related fitness (speed and agility), and implement a personal fitness plan that supports a healthy, active lifestyle.

## Student Performance Assessments

Listed below are a variety of methods, which can be utilized to assess student performance. However, teachers are not limited to the assessment strategies below.

- Student respects the values and opinions of others in his or her class.
- Students demonstrate an understanding of diversity.
- Student demonstrates a positive attitude towards practices aimed at living a healthy lifestyle for life.
- Students demonstrate good personal hygiene practices.
- Students demonstrate understanding of abstinence, STI's, HIV/AIDS.
- Student realizes and takes responsibility for consequences of his or her sexual behavior and conduct.
- Students demonstrate cause and effect theories of alcohol, and illegal drug use as it relates to pregnancy.
- Student demonstrates a positive attitude in learning how to become a safe and courteous driver.
- Student realizes and takes responsibility for his or her actions while driving.
- Students successfully pass the New Jersey Department of Motor Vehicle written driver's test.
- Students graded on class participation.
- Students graded on written tests.
- Students graded on class projects.

## Unit Summary

Young people are confronted with many choices that can impact their health and well-being. Without the safety net provided by parents, family and the structure of school, many students experience a difficult transition and engage in behaviors that jeopardize their health and success. Students who are better prepared for the health challenges of independence are less likely to experience problems in the future and are better prepared to seek that necessary help should a problem arise. The health/physical education curriculum is designed to incorporate the current thinking and best practices found in the health and physical education field. All students will be required to participate in three marking periods of physical education and one marking period of health. The health portion of the curriculum will cover the revised 2009 N.J.C.C.C.S, which include: wellness, integrated skills, drugs and alcohol, human sexuality, and family living. The human sexuality portion of the course will include an in depth study of sexual anatomy, the reproduction process, prenatal care, abstinence, and birth control. HIV/AIDS and sexually transmitted infections will also be discussed. Character development and responsibility are common threads, which will run through all aspects of this course. The family living portion of the class will include dating, marriage, parenthood, family values, and the social, moral, and emotional implications that can occur over choices made regarding sexual behaviors as a teenager. All students will be able to identify proper resources, which provide information, assistance, and care in addressing sexual reproductive health issues. The drugs and medicine unit will provide students with the ability to identify a person who has a substance abuse problem and the preventative measures that would be needed for a healthy recovery. All students will be able to analyze the risks associated with drug use and abuse. Nutrition is an influential unit because of our society today. Students will be able to change their eating habits from unhealthy snacks and food to nutritious and beneficial foods that will decrease their health risks. Students will learn how to maintain a healthy lifestyle through their food choices.

## Unit Rationale

The New Jersey State Department of Education requires all students to participate in a comprehensive and sequential health and physical education program that emphasizes the connection between wellness and health. The standards provide a guide for the curriculum development, instruction, and assessment. The primary focus of grades 9-12 health education curriculum is on the development of knowledge and skills the influence healthy behaviors within the context of self, family, school, and the local and global community. Students will be better achieving in all academic areas. Health-literate students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate individuals take responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

# Irvington Public Schools



Health Curriculum

Grade 9

# **Irvington Public Schools**

**Course: Health Grade 9**

**Unit: Character Development**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 9  Unit: Character Development  Time &amp; Pacing: 4.5 class periods  N.J.C.C.C.S: 2.2.12.B.1, 2.2.12.C.1, 2.4.12.A.3, 2.2.12.C.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Making good health decisions requires the ability to access and evaluate reliable sources.</li> <li>• Effective communication skills enhance a person’s ability to express and defend their beliefs.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• Developing and implementing a plan to reach realistic wellness goals increases the likely hood of reaching those goals.</li> <li>• Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.</li> <li>• Character is who you are when no one is looking.</li> <li>• Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</li> <li>• Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do you know whether or not health information is accurate?</li> <li>• How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• In order to achieve lifetime wellness, what should I plan for, and what should I just let happen?</li> <li>• How are character and health related? What aspects of our character can be changed?</li> <li>• To what extent do outside influences shape values?</li> <li>• How can you learn to like yourself and others?</li> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do we know when a relationship is not worth saving?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How each pillar affects a person’s character?</li> <li>• Quality characteristics to look for when choosing your friends?</li> <li>• Critical vocabulary words.</li> <li>• The process of setting short and long term goals.</li> <li>• The importance of goal setting.</li> <li>• The various forms of wellness and how it can affect one's life.</li> <li>• Decision making steps.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the pillars of character development.</li> <li>• Create a goal using the goal setting process.</li> <li>• Identify the dimensions of wellness.</li> <li>• Explain how personal independence, past experiences and social responsibility influence the choice of friends in high school and young adulthood.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Students will be graded as follows:

40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects

Teacher observation

Participation

Written Tests/Quizzes

Projects

Oral Presentation

Homework

Technology projects/presentations

Role Playing

Do Now's

Promote class participation

Model positive leadership qualities

Lecture

Lead discussion groups

Collaborative learning

Promote problem solving qualities

Promote analytical thinking

Self directed learning

#### Student Performance/Evidence

See lesson plans

Identify 6 dimensions of wellness

Create a wellness chart

Develop short and long term goals

Examine "Character Pillars"

#### Resources

Teacher textbooks

Audio/visual equipment

Internet

# **Irvington Public Schools**

**Course: Health Grade 9**

**Unit: Sexuality and Human Reproduction**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 9  Unit: Sexuality and Human Reproduction  Time &amp; Pacing: 27.5 class periods  N.J.C.C.C.S: 2.4.12.B.4, 2.2.12.C.1, 2.4.12.B.5, 2.4.12.B.1, 2.4.12.A.4, 2.4.12.C.1, 2.4.12.C.2, 2.4.12.C.3, 2.4.12.C.4, 2.4.12.C.5, 2.4.12.C.6, 2.4.12.C.7</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• An individual’s health at different stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• External pressures and opportunities that present themselves may influence a person to become sexually active.</li> <li>• Learning about sexuality and discussing sexual issues is critical for sexual health, but it is a sensitive and challenging process.</li> <li>• There are many additional challenges that confront those who are not heterosexual.</li> <li>• Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> <li>• Prenatal care has a direct impact on the delivery and long-term health of the child.</li> <li>• Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What causes optimal growth and development?</li> <li>• How do you know when the time is right for you to become sexually active?</li> <li>• Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?</li> <li>• What determines a person’s sexual orientation?</li> <li>• In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do you know when you are ready to have a child?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The difference between sex and sexuality.</li> <li>• Why males and females are associated with certain gender roles.</li> <li>• The common stereotypes associated with gender.</li> <li>• The changes that males and females undergo during puberty.</li> <li>• The physical characteristics that occur during the transition from adolescence to adulthood.</li> <li>• The physical makeup of both the male and female reproductive system.</li> <li>• The common disorders associated with both reproductive systems.</li> <li>• The time period and stages a woman and her fetus go through during pregnancy.</li> <li>• How pregnancy can affect the various components of one’s current life</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Compare and contrast the terms sex and sexuality.</li> <li>• Describe how sexuality and gender roles are influenced by society.</li> <li>• Explain the stereotypes associated with gender.</li> <li>• Describe how puberty affects or changes a person’s sexuality.</li> <li>• Identify the primary and secondary sex characteristics.</li> <li>• Identify the different parts of the male and female reproductive system and explain each part’s responsibility.</li> <li>• Analyze the different disorders associated with the male and female reproductive systems.</li> <li>• Categorize the different stages of pregnancy.</li> </ul>

<p>and future.</p> <ul style="list-style-type: none"> <li>• The problems that can occur during pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how a pregnancy can affect ones life.</li> <li>• Identify the complications associated with pregnancy.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.</p> <p>Students will be graded as follows:  40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects.</p> <p>Teacher observation  Participation  Written Tests/Quizzes  Projects  Oral Presentation  Homework  Technology projects/presentations  Role Playing  Do Now's  Promote class participation  Model positive leadership qualities  Lecture  Lead discussion groups  Collaborative learning  Promote problem solving qualities  Promote analytical thinking  Self directed learning</p> <p><u>Suggested Performance/Experience</u>  Brainstorm gender stereotypes  Complete all critical vocabulary words</p> <p style="text-align: center;">Resources</p> <p>Teacher textbooks  Audio/visual equipment  Internet</p>	

# **Irvington Public Schools**

**Course: Health Grade 9**

**Unit: STI's, Contraceptives, and Abstinence**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

Course: Health Grade 9

Unit: STI's/Contraceptives/Abstinence

Time & Pacing: 9 class periods

N.J.C.C.C.S: 2.1.12.C.1, 2.4.12.B.4, 2.4.12.B.5, 2.4.12.B.1, 2.4.12.A.4, 2.1.12.A.1, 2.2.12.B.1, 2.3.12.B.5, 2.4.12.A.4, 2.4.12.B.2, 2.4.12.B.3

Enduring Understanding:

Students will understand that...

- External pressures and opportunities that present themselves may influence a person to become sexually active.
- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Learning about sexuality and discussing sexual issues is critical for sexual health, but it is a sensitive and challenging process.
- There are many additional challenges that confront those who are not heterosexual.
- Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.
- Reliable personal and professional resources are available to assist with relationship problems.
- Technological advances continue to provide increased opportunities to develop relationships anytime and any place for the worldwide audience.
- Current and future personal wellness is dependant upon applying health related concepts and skills in everyday lifestyle behaviors.
- Making good health decisions requires the ability to access and evaluate reliable resources.
- Effective communication skills enhance a person's ability to express and defend their beliefs.
- Decision-making can be affected by a variety of influences that may not be in a person's best interest.

Essential Questions:

- How do you know when the time is right for you to become sexually active?
- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- To what extent can we keep ourselves disease free?
- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to others or ourselves?
- Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?
- In order to achieve lifetime wellness, what should I plan for and what should I just let happen?
- How do we learn to understand and respect diversity in relationships?
- How do you know whether or not health information is accurate?
- How do I learn to stand for and communicate my beliefs to others without alienating them?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?

<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The various STI's that can be contracted and the effects they can have on an individual.</li> <li>• The various forms of contraception.</li> <li>• The advantages of remaining abstinent.</li> <li>• Know where to go to for help in regards to reproductive health or sexual issues.</li> <li>• How alcohol can effect decision making regarding sexual situations.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the various STI's and the physical and emotional effects they have on an individual.</li> <li>• Compare and contrast risk reduction and prevention strategies, including sexual abstinence, monogamy, and methods of contraception.</li> <li>• Identify the resources that provide information, assistance, and care in addressing sexual and reproductive health and legal issues.</li> <li>• Predict outcomes while under the influence of alcohol.</li> </ul>
<p style="text-align: center;">Assessment and Experience</p> <p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.</p> <p>Students will be graded as follows 40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects.</p> <p>Teacher observation  Participation  Written Tests/Quizzes  Projects  Oral Presentation  Homework  Technology projects/presentations  Role Playing  Do Now's  Promote class participation  Model positive leadership qualities  Lecture  Lead discussion groups  Collaborative learning  Promote problem solving qualities  Promote analytical thinking</p>	

## Resources

Teacher textbooks  
Audio/visual equipment  
Internet

# **Irvington Public Schools**

**Course: Health Grade 9**

**Unit: Relationships**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 9  Unit: Relationships  Time &amp; Pacing: 6 class periods  N.J.C.C.C.S: 2.1.12.A.1, 2.1.12.C.1, 2.1.12.D.2, 2.1.12.E.2, 2.1.12.E3, 2.2.12.A.1, 2.2.12.A.2, 2.2.12.B.1, 2.2.12.C.1, 2.2.12.C.2, 2.3.12.B.4, 2.3.12.B.5, 2.4.12.A.1, 2.4.12.A.3, 2.4.12.A.4, 2.4.12.B.4</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Current and future personal wellness is dependant upon applying health related concepts and skills in everyday lifestyle behaviors.</li> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>• Reliable personal and professional resources are available to assist with relationship problems.</li> <li>• Technological advances continue to provide increased opportunities to develop relationships anytime and any place with a worldwide audience.</li> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>• Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>• Effective communication skills enhance a person’s ability to express and defend their beliefs.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• Developing and implementing a plan to reach realistic wellness goals increases the likely hood of reaching those goals.</li> <li>• External pressures and opportunities that present themselves may influence a person to become sexually active.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• Why do we sometimes take risks that can cause harm to others and ourselves?</li> <li>• How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>• Why do people stay in unhealthy relationships?</li> <li>• In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> <li>• How do I make the right decisions in the face of peer, media, and other pressures?</li> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do we know when a relationship is not worth saving?</li> <li>• How do you know when the time is right for you to become sexually active?</li> <li>• How do we learn to respect diversity in relationships?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The characteristics that define a healthy or unhealthy relationship.</li> <li>• The methods to reduce the risk on abuse and assault.</li> <li>• The different types of personal relationships and how they evolve over time.</li> <li>• The various forms of abuse that can occur during a relationship.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Compare and contrast the aspects that make up a healthy and unhealthy relationship.</li> <li>• Explain ways to protect and prevent various forms of abuse and assault.</li> </ul>

<ul style="list-style-type: none"> <li>• The factors that occur with a person’s sexual orientation.</li> <li>• What a healthy relationship looks like.</li> <li>• How to remove themselves from an unhealthy relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.</li> <li>• Discuss issues regarding sexual orientation, sexual harassment, sexual assault, and domestic violence.</li> <li>• Identify warning signs and signals of domestic/ relationship abuse.</li> </ul>
<p>Assessment and Experience</p> <p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given  Students will be graded as follows 40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects.  Teacher observation  Participation  Written Tests/Quizzes  Projects  Oral Presentation  Technology projects/presentations  Role Playing  Do Now’s  Promote class participation  Model positive leadership qualities  Lecture  Lead discussion groups  Collaborative learning  Promote problem solving qualities  Promote analytical thinking  Self directed learning  Critical vocabulary words</p>	
<p>Resources</p> <p>Teacher textbooks  Audio/visual equipment  Internet</p>	

# Irvington Public Schools



Health Curriculum

Grade 10

# **Irvington Public Schools**

**Course: Health Grade 10**

**Unit: Nutrition**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 10  Unit: Nutrition  Time &amp; Pacing: 6 class periods  N.J.C.C.C.S: 2.12.B1, B2, B3, 2.2.12.B.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Decision-making can be affected by a variety of factors that may not be in a persons' best interest.</li> <li>• There are many short and long term health benefits, and risks associated with food choices.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Why might educated people make poor health decisions?</li> <li>• What makes a food healthy?</li> <li>• How do you determine appropriate portion sizes?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The different classes of nutrients.</li> <li>• How the body obtains energy from foods.</li> <li>• The role nutrients play in the body.</li> <li>• The Dietary Guidelines for Americans</li> <li>• The recommendations of the food pyramid</li> <li>• The reasons why the body needs food.</li> <li>• How to read a food label.</li> <li>• The factors that affect a persons' weight.</li> <li>• Health risks associated with weight.</li> <li>• Weight management strategies.</li> <li>• The necessary nutrients needed in order to obtain a healthy diet.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Name the three classes of nutrients that supply your body with energy.</li> <li>• Explain how the body obtains energy from foods.</li> <li>• Describe the roles that carbohydrates, fats, and proteins play in your body.</li> <li>• Explain how the Dietary Guidelines for Americans can help you plan a healthy diet.</li> <li>• Summarize the recommendations of the Food Pyramid.</li> <li>• Summarize three main reasons why you eat.</li> <li>• Analyze and evaluate the information on a food label.</li> <li>• Examine how heredity, activity level, and body composition influence a person's weight.</li> <li>• Identify health problems associated with being overweight and underweight.</li> <li>• Summarize the strategies for gaining and losing weight.</li> <li>• Create a dietary nutrition journal based on their own diets and be able to make healthy recommendations.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Students will be graded as follows 40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects.

Teacher observation

Participation

Written Tests/Quizzes

Projects

Oral Presentation

Homework

Technology projects/presentations

Role Playing

Do Nows

Promote class participation

Model positive leadership qualities

Lecture

Lead discussion groups

Collaborative learning

Promote problem solving qualities

Promote analytical thinking

Self directed learning

### Resources

Teacher textbooks

Audio/visual equipment

Internet

# **Irvington Public Schools**

**Course: Health Grade 10**

**Unit: Drugs and Medicine**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 10  Unit: Drugs/Medicine  Time &amp; Pacing: 14 class periods  N.J.C.C.C.S: 2.3.12.A.3, 2.3.12.B.2, 2.3.12.B5, 2.3.12.A2, 2.3.12.A1, 2.3.12.B1, 2.3.12.C3, 2.3.12.C2, 2.3.12.C1</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Medicines must be used correctly in order to be safe and have the maximum benefit.</li> <li>• Research has clearly established that alcohol and other drugs have a variety of harmful effects on the body.</li> <li>• There are common indicators, stages and influencing factors of chemical dependency.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do I determine whether or not a medication will be effective?</li> <li>• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>• How do I make the “right” decisions in the face of peer, media and other pressures?</li> <li>• Why are some individuals more prone to addiction?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to determine the difference between drug use, misuse, and abuse.</li> <li>• The risks and benefits of new and experimental drugs.</li> <li>• The various legal and financial consequences of drug use, sale, and possession.</li> <li>• The classifications of drugs and the various effects they have on the body.</li> <li>• The impact drugs have on individuals and communities both in the United States and other countries.</li> <li>• The strategies that support an individual’s ability to stop abusing drugs and remain drug free.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Define drug abuse and distinguish it from both appropriate use and misuse.</li> <li>• Describe the process an experimental drug goes through to get approved by the FDA.</li> <li>• Summarize the legal, financial, personal, and physical risks of drug abuse.</li> <li>• Compare and contrast the effects of depressants, stimulants, hallucinogens, marijuana, club drugs, inhalants, and steroids.</li> <li>• Describe the trends of drug abuse in America and other countries.</li> <li>• Identify treatment options for people who abuse drugs.</li> </ul>

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Students will be graded as follows 40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects.

Teacher observation

Participation

Written Tests/Quizzes

Projects

Oral Presentation

Homework

Technology projects/presentations

Role Playing

Do Nows

Promote class participation

Model positive leadership qualities

Lecture

Lead discussion groups

Collaborative learning

Promote problem solving qualities

Promote analytical thinking

Self directed learning

Resources

Teacher textbooks

Audio/visual equipment

Internet

# **Irvington Public Schools**

**Course: Health Grade 10**

**Unit: Alcohol**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 10  Unit: Alcohol  Time &amp; Pacing: 10 class periods  N.J.C.C.C.S: 2.3.12.B3, 2.3.12.B4, 2.3.12.C3</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Research has clearly established that alcohol and other drugs have a variety of harmful effects on the body.</li> <li>• There are common indicators, stages and influencing factors of chemical dependency.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>• How do I make the “right” decisions in the face of peer, media and other pressures?</li> <li>• Why are some individuals more prone to addiction?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The effects alcohol has on the body.</li> <li>• The factors influencing teenage drinking.</li> <li>• The various blood alcohol contents and the effects associated with them.</li> <li>• The factors that influence how intoxicated a person becomes.</li> <li>• How the use of alcohol can lead to injury, illness, and death.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe how alcohol acts as a depressant in the body.</li> <li>• Identify three major factors that influence underage drinking.</li> <li>• Summarize the effects of intoxication on the body systems.</li> <li>• Describe the factors that affect blood alcohol concentration.</li> <li>• Identify the ways that intoxication may lead to death.</li> </ul>
<p style="text-align: center;">Assessment and Experience</p> <p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.</p> <p>Students will be graded as follows 40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects.</p> <p>Teacher observation  Participation  Written Tests/Quizzes  Projects  Oral Presentation  Homework  Technology projects/presentations  Role Playing  Do Nows  Promote class participation  Model positive leadership qualities</p>	

Lecture  
Lead discussion groups  
Collaborative learning  
Promote problem solving qualities  
Promote analytical thinking  
Self directed learning

Resources

Teacher textbooks  
Audio/visual equipment  
Internet

# **Irvington Public Schools**

**Course: Health Grade 10**

**Unit: Tobacco**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 10  Unit: Tobacco  Time &amp; Pacing: 5 class periods  N.J.C.C.C.S: 2.3.12.B.1</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Research has clearly established that alcohol, tobacco, and other drugs, have a variety of harmful effects on the body.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Why do people choose to use alcohol, tobacco, and other drugs, when they are aware of the detrimental effects?</li> <li>• How do I make the right decisions in the face of peer, media, and other pressures?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The reasons why teens decide to smoke.</li> <li>• The various products that contain tobacco.</li> <li>• The harmful chemicals and substances found in tobacco smoke and products.</li> <li>• The harmful effects associated with tobacco use.</li> <li>• How tobacco plays a role in their community.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify factors that influence teens' decisions about tobacco use.</li> <li>• Describe the various forms of tobacco products.</li> <li>• Identify the dangerous substances in tobacco smoke.</li> <li>• Explain the health risks of tobacco use.</li> <li>• Analyze data on tobacco use.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Students will be graded as follows 40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects.

Teacher observation

Participation

Written Tests/Quizzes

Projects

Oral Presentation

Homework

Technology projects/presentations

Role Playing

Do Nows

Promote class participation

Model positive leadership qualities

Lecture

Lead discussion groups

Collaborative learning

Promote problem solving qualities

Promote analytical thinking

Self directed learning

### Resources

Teacher textbooks

Audio/visual equipment

Internet

# **Irvington Public Schools**

**Course: Health Grade 10**

**Unit: First Aid and Safety**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 10  Unit: First Aid/Safety  Time &amp; Pacing: 4 class periods  N.J.C.C.C.S: 2.12.D.1, 2.1.12.D.6</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What is the difference between healthy and unhealthy risks?</li> <li>Why do we sometimes take risks that cause harm to others and ourselves?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>The proper techniques that should be applied while giving first aid treatment.</li> <li>The causes of intentional and unintentional injuries and prevention strategies.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Demonstrate first aid procedures including caring for head trauma, burns and bleeding, bone, joint and muscle injuries, responding to an emergency, and heat and cold injuries.</li> <li>Determine the causes and outcomes of intentional and unintentional injuries and propose prevention strategies.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Students will be graded as follows 40 % of the grade will be completion of all class work homework, 35 % written tests, and 25% class projects.  Teacher observation  Participation  Written Tests/Quizzes  Projects  Oral Presentation  Homework  Technology projects/presentations  Role Playing  Do Nows  Promote class participation  Model positive leadership qualities  Lecture  Lead discussion groups  Collaborative learning  Promote problem solving qualities  Promote analytical thinking</p>	

## Resources

Teacher textbooks  
Audio/visual equipment  
Internet

# Irvington Public Schools



Health Curriculum

Grade 11

# **Irvington Public Schools**

**Course: Driver's Education, Grade 11**

**Unit: Driving Laws**

**Year: 2010-2011**

**Textbook: New Jersey Driver's Manual**

Course: Drivers Education Grade 11

Unit: Drivers Education (Driver Laws)

Time & Pacing: 10 class periods

N.J.C.C.C.S: 2.1.12.D.3, 2.1.12.D.4, 2.1.12.D.5, 2.3.12.A.2, 2.3.12.A.3, 2.3.12.B.1, 2.3.12.B.2, 2.3.12.B.3, 2.3.12.C.1, 2.3.12.C.2, 2.3.12.C.3

Enduring Understanding:

Students will understand that...

- Signs, signals and roadway markings will guide the driver
- I know the effects of alcohol, drugs and distractions such as texting on driving, and will avoid all.
- As a driver I will improve my knowledge of natural and man made laws.
- All drivers need to know how to negotiate city, rural, and highway traffic.
- Drivers need to know “under the hood basics, and to utilize the car’s safety features.
- Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.
- Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.

Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.

Essential Questions:

- How will I know if I have made the right health decisions?
- How will I know what basic driving maneuvers to conduct?
- How will I become skilled at controlling my vehicle
- What environments should I be prepared to drive in?
- What should I know about maintaining a vehicle?
- How will substance abuse affect my driving?
- How will I show I am a responsible driver?
- How can I balance the freedom of independence with responsibility for my own health?
- Why is it so hard to transition from adolescent to young adult?
- How can I learn from my mistakes and the mistakes of others?
- How can I take control of my future?

<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Indicate a positive attitude towards the laws that govern safe driving</li> <li>• Identify all D. W. I. laws and relevant penalties that apply</li> <li>• Identify, recognize, and comprehend specific driving rules and regulations in order to pass the N.J driver Examination Test</li> <li>• Research: prevalent agencies relating to Drivers Education; Organ Donation, MADD, SADD, National Highway Traffic Safety Administration, (<a href="http://www.nhtsa.dot">www.nhtsa.dot</a> ), (<a href="http://www.madd.org">www.madd.org</a> ) (<a href="http://www.sharingetwork">www.sharingetwork</a>).</li> <li>• Develop multimedia presentations based on research findings.</li> <li>• Participate in simulations and skill practice based on scenarios related to the identified problems.</li> <li>• Create campaigns dealing with road safety and drinking and driving. Have local merchants donate prizes for the winners.</li> <li>• Develop a plan focused on recognizing, preventing, and addressing common problems that may arise or are experienced by young adults when put in precarious situations</li> <li>• Hold a Driving Fair for all pre-drivers planning to get their learner's permit during the school year. Invite businesses and public safety officers to have booths (i.e., defensive driving and Driver's Ed schools, police officers, medical personnel form trauma room, car dealers, insurance agents, local AAA office etc.</li> <li>• Visit Students Against Destructive Decisions (<a href="http://www.SADD.org">www.SADD.org</a> )</li> <li>• Create a personalized Web page to share information about their life goals.</li> <li>• Serve as a critical friend to provide feedback to others.</li> <li>• Reflect on personal learning, achievement, and goals.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Student excited by and interested in the practices and procedures needed to gain a valid New Jersey Driver's License.</li> <li>• Identify regulatory and warning signs, guide and international signs, and pavement marking.</li> <li>• State and administrative laws</li> <li>• Right-of-way rules, speed limits collision procedures.</li> <li>• Indicate a positive attitude towards the laws that govern safe driving.</li> <li>• Identify, recognize, and comprehend specific driving rules and regulations in order to pass the N.J. driver examination test.</li> <li>• Identify all D. W. I. laws and relevant penalties that apply.</li> <li>• Recognize that driving in N.J. is a privilege not a right.</li> <li>• Student exposed to the laws of the road, emotions on driving, substance abuse, and driving and the physical skills needed to be a safe, courteous driver.</li> <li>• Student will be better achieving in all academic areas.</li> </ul>
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### Assessment and Experience

**Summative Assessment** - Student who complete all course assignments with a B average, 30 hours of attendance in class and a score of 80 or better on the New Jersey State Motor Vehicle Test will be issued a Drivers Education student learning permit. Students will be graded as follows 40 % of the grade will be completion of all class work /homework, 35 % written tests, and 25% class projects.

After spending more than 8 weeks learning, investigating and exploring issues related to Drivers Education they will be expected to present their final project The projects will be assigned at the beginning of the course and periodic checks will be made throughout the semester/markng period.

Students will be allowed to work in groups or individually, but it must be determined at the onset of the project. First, they present their topic and exchange plans with their peers (1) to ensure the plans address all requirements and (2) to make suggestions for improvement. Next, students will present their project topics to their teacher for approval. After a final revision based on this second round of feedback, the plans are submitted for teacher evaluation.

The unit ends with students taking the State Motor Vehicle Exam.

- Contributions to brainstorming lists
- Class discussions
- Sharing of future plans and goals
- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
- Contributions to brainstorming list
- Sharing of future plans and goals
- Multimedia presentations (content, delivery, appropriate use of media)
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essays
- Multimedia presentations (content, delivery, appropriate use of media)

## Resources

Drivers Education Manual, Teacher computer/projection set-up, student computer/Internet access, computer/projection set-up for Web conference with multiple participants, multimedia resources.

Teacher web – based search engines

Drivers Education Manual, Textbook - Drive Right, Internet,  
Audio/visual equipment

# **Irvington Public Schools**

**Course: Driver's Education, Grade 11**

**Unit: Emotions and Driving**

**Year: 2010-2011**

**Textbook: New Jersey Driver's Manual**

Course: Grade 11

Unit: Drivers Education (Impact of Emotions and Driving)

Time & Pacing: 10 class periods

N.J.C.C.C.S.: 2.1.12.D.3, 2.1.12.D.4, 2.1.12.D.5, 2.3.12.A.2, 2.3.12.A.3, 2.3.12.B.1, 2.3.12.B.2, 2.3.12.B.3, 2.3.12.C.1, 2.3.12.C.2, 2.3.12.C.3

Enduring Understanding:

Students will understand that...

- Signs, signals and roadway markings will guide the driver
- I know the effects of alcohol, drugs and distractions such as texting on driving, and will avoid all.
- As a driver I will improve my knowledge of natural and man made laws.
- All drivers need to know how to negotiate city, rural, and highway traffic.
- Drivers need to know “under the hood basics, and to utilize the car’s safety features.
- Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.
- Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.

Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.

Essential Questions:

- How will I know if I have made the right health decisions?
- How will I know what basic driving maneuvers to conduct?
- How will I become skilled at controlling my vehicle
- What environments should I be prepared to drive in?
- What should I know about maintaining a vehicle?
- How will substance abuse affect my driving?
- How will I show I am a responsible driver?
- How can I balance the freedom of independence with responsibility for my own health?
- Why is it so hard to transition from adolescent to young adult?
- How can I learn from my mistakes and the mistakes of others?
- How can I take control of my future?

<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Investigate the relationship between drug use and emotions while driving</li> <li>• Analyze the affects of the emotions on driving performance</li> <li>• Indicate a positive attitude towards the laws that govern safe driving</li> <li>• Research: prevalent agencies relating to Drivers Education; Organ Donation, MADD, SADD, National Highway Traffic Safety Administration,(<a href="http://www.nhtsa.dot">www.nhtsa.dot</a> ), (<a href="http://www.madd.org">www.madd.org</a> ) (<a href="http://www.sharingetwork">www.sharingetwork</a>).</li> <li>• Develop multimedia presentations based on research findings.</li> <li>• Participate in simulations and skill practice based on scenarios related to the identified problems.</li> <li>• Discuss issues surrounding emotions and driving.</li> <li>• Create campaigns dealing with road safety and drinking and driving. Have local merchants donate prizes for the winners.</li> <li>• Develop a plan focused on recognizing, preventing, and addressing common problems that may arise or are experienced by young adults when put in precarious situations</li> <li>• Hold a Driving Fair for all pre-drivers planning to get their learner's permit during the school year. Invite businesses and public safety officers to have booths (i.e., defensive driving and Driver's Ed schools, police officers, medical personnel form trauma room, car dealers, insurance agents, local AAA office etc.</li> <li>• Visit Students Against Destructive Decisions (<a href="http://www.SADD.org">www.SADD.org</a> )</li> <li>• Create a personalized Web page to share information about their life goals.</li> <li>• Serve as a critical friend to provide feedback to others.</li> </ul> <p>Reflect on personal learning, achievement, and goals.</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Student excited by and interested in the practices and procedures needed to gain a valid New Jersey Driver's License.</li> <li>• Indicate a positive attitude towards the laws that govern safe driving.</li> <li>• Analyze the affects of emotions on driving performance.</li> <li>• Investigate the relationship between alcohol and drug use and emotions while driving.</li> <li>• Demonstrate and describe good safety habits while driving.</li> <li>• Recognize that driving in N.J. is a privilege not a right.</li> <li>• Student exposed to the laws of the road, emotions on driving, substance abuse, and driving and the physical skills needed to be a safe, courteous driver.</li> <li>• Student will be better achieving in all academic areas.</li> </ul>
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### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Sharing of future plans and goals
- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
- Contributions to brainstorming list
- Sharing of future plans and goals
- Multimedia presentations (content, delivery, appropriate use of media)
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essays
- Multimedia presentations (content, delivery, appropriate use of media)

### Resources

Drivers Education Manual, Teacher computer/projection set-up, student computer/Internet access, computer/projection set-up for Web conference with multiple participants, multimedia resources.

Teacher web – based search engines

Drivers Education Manual, Textbook - Drive Right, Internet,  
Audio/visual equipment

# **Irvington Public Schools**

**Course: Driver's Education, Grade 11**

**Unit: Substance Abuse & Driving**

**Year: 2010-2011**

**Textbook: New Jersey Driver's Manual**

Course: Grade 11  
Unit: Drivers Education (Substance Abuse)  
Time & Pacing: 10 class periods  
N.J.C.C.C.S: 2.1.12.D.3, 2.1.12.D.4, 2.1.12.D.5, 2.3.12.A.2, 2.3.12.A.3, 2.3.12.B.1, 2.3.12.B.2, 2.3.12.B.3, 2.3.12.C.1, 2.3.12.C.2, 2.3.12.C.3

Enduring Understanding:

Students will understand that...

- Signs, signals and roadway markings will guide the driver
- I know the effects of alcohol, drugs and distractions such as texting on driving, and will avoid all.
- As a driver I will improve my knowledge of natural and man made laws.
- All drivers need to know how to negotiate city, rural, and highway traffic.
- Drivers need to know “under the hood basics, and to utilize the car’s safety features.
- Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.
- Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.

Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.

Essential Questions:

- How will I know if I have made the right health decisions?
- How will I know what basic driving maneuvers to conduct?
- How will I become skilled at controlling my vehicle
- What environments should I be prepared to drive in?
- What should I know about maintaining a vehicle?
- How will substance abuse affect my driving?
- How will I show I am a responsible driver?
- How can I balance the freedom of independence with responsibility for my own health?
- Why is it so hard to transition from adolescent to young adult?
- How can I learn from my mistakes and the mistakes of others?
- How can I take control of my future?

Students will know...

- Investigate the relationship between drug use and emotions while driving
  - Analyze the affects of the emotions on driving performance.
  - Identify all D. W. I. laws and relevant penalties that apply.
  - Predict outcomes while driving under the influence of alcohol.
  - Research: prevalent agencies relating to Drivers Education; Organ Donation, MADD, SADD, National Highway Traffic Safety Administration, ([www.nhtsa.dot](http://www.nhtsa.dot) ), ([www.madd.org](http://www.madd.org) ) ([www.sharingnetwork](http://www.sharingnetwork)).
  - Develop multimedia presentations based on research findings.
  - Participate in simulations and skill practice based on scenarios related to the identified problems.
  - Discuss issues surrounding emotions and driving.
  - Create campaigns dealing with road safety and drinking and driving. Have local merchants donate prizes for the winners.
  - Develop a plan focused on recognizing, preventing, and addressing common problems that may arise or are experienced by young adults when put in precarious situations
  - Hold a Driving Fair for all pre-drivers planning to get their learner's permit during the school year. Invite businesses and public safety officers to have booths (i.e., defensive driving and Driver's Ed schools, police officers, medical personnel from trauma room, car dealers, insurance agents, local AAA office etc.
  - Visit Students Against Destructive Decisions ([www.SADD.org](http://www.SADD.org) )
  - Create a personalized Web page to share information about their life goals.
  - Serve as a critical friend to provide feedback to others.
- Reflect on personal learning, achievement, and goals.

Students will be able to...

- Student excited by and interested in the practices and procedures needed to gain a valid New Jersey Driver's License.
- Indicate a positive attitude towards the laws that govern safe driving.
- Analyze the affects of emotions on driving performance.
- Investigate the relationship between alcohol and drug use and emotions while driving.
- Identify all D. W. I. laws and relevant penalties that apply.
- Predict outcomes while driving under the influence of alcohol and drugs.
- Demonstrate and describe good safety habits while driving.
- Student exposed to the laws of the road, emotions on driving, substance abuse, and driving and the physical skills needed to be a safe, courteous driver.
- Student will be better achieving in all academic areas.
- Student will realize that driving is a privilege and not a right.

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Sharing of future plans and goals
- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
- Contributions to brainstorming list
- Sharing of future plans and goals
- Multimedia presentations (content, delivery, appropriate use of media)
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essays
- Multimedia presentations (content, delivery, appropriate use of media)

### Resources

Drivers Education Manual, Teacher computer/projection set-up, student computer/Internet access, computer/projection set-up for Web conference with multiple participants, multimedia resources.

Teacher web – based search engines

Drivers Education Manual, Textbook - Drive Right, Internet,

Audio/visual equipment

# **Irvington Public Schools**

**Course: Driver's Education, Grade 11**

**Unit: Vehicle Ownership/ Physical Skills of Driving**

**Year: 2010-2011**

**Textbook: New Jersey Driver's Manual**

Course: Grade 11  
 Unit: Drivers Education (Vehicle Ownership and Physical Skills)  
 Time & Pacing: 10 class periods  
 N.J.C.C.C.S: 2.1.12.D.3, 2.1.12.D.4, 2.1.12.D.5, 2.3.12.A.2, 2.3.12.A.3, 2.3.12.B.1, 2.3.12.B.2, 2.3.12.B.3, 2.3.12.C.1, 2.3.12.C.2, 2.3.12.C.3

Enduring Understanding:

Students will understand that...

- Signs, signals and roadway markings will guide the driver
- I know the effects of alcohol, drugs and distractions such as texting on driving, and will avoid all.
- As a driver I will improve my knowledge of natural and man made laws.
- All drivers need to know how to negotiate city, rural, and highway traffic.
- Drivers need to know “under the hood basics, and to utilize the car’s safety features.
- Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.
- Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.

Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.

Essential Questions:

- How will I know if I have made the right health decisions?
- How will I know what basic driving maneuvers to conduct?
- How will I become skilled at controlling my vehicle
- What environments should I be prepared to drive in?
- What should I know about maintaining a vehicle?
- How will substance abuse affect my driving?
- How will I show I am a responsible driver?
- How can I balance the freedom of independence with responsibility for my own health?
- Why is it so hard to transition from adolescent to young adult?
- How can I learn from my mistakes and the mistakes of others?
- How can I take control of my future?

Students will know...

- Recognize that ownership of a motor vehicle entails responsibilities, including cost, repair, maintenance, and insurance
  - Indicate a positive attitude towards the laws that govern safe driving
  - Research: prevalent agencies relating to Drivers Education; Organ Donation, MADD, SADD, National Highway Traffic Safety Administration, ([www.nhtsa.dot](http://www.nhtsa.dot) ), ([www.madd.org](http://www.madd.org) ) ([www.sharingetwork](http://www.sharingetwork)).
  - Develop multimedia presentations based on research findings.
  - Participate in simulations and skill practice based on scenarios related to the identified problems.
  - Discuss issues surrounding emotions and driving.
  - Create campaigns dealing with road safety and drinking and driving. Have local merchants donate prizes for the winners.
  - Develop a plan focused on recognizing, preventing, and addressing common problems that may arise or are experienced by young adults when put in precarious situations
  - Hold a Driving Fair for all pre-drivers planning to get their learner's permit during the school year. Invite businesses and public safety officers to have booths (i.e., defensive driving and Driver's Ed schools, police officers, medical personnel from trauma room, car dealers, insurance agents, local AAA office etc.
  - Visit Students Against Destructive Decisions ([www.SADD.org](http://www.SADD.org) )
  - Create a personalized Web page to share information about their life goals.
  - Serve as a critical friend to provide feedback to others.
- Reflect on personal learning, achievement, and goals.

Students will be able to...

- Student excited by and interested in the practices and procedures needed to gain a valid New Jersey Driver's License.
- Right-of-way rules, speed limits collision procedures.
- Indicate a positive attitude towards the laws that govern safe driving.
- Demonstrate and describe good safety habits while driving.
- Recognize that ownership of a motor vehicle entails responsibilities, including costs, repair, maintenance and insurance.
- Promotes sound economic budget practices to foster individual vehicle ownership.
- Student experiencing content knowledge (hands-on) to gain experience.
- Student exposed to the laws of the road, emotions on driving, substance abuse, and driving and the physical skills needed to be a safe, courteous driver.
- Student will be better achieving in all academic areas.
- Student will realize that driving is a privilege and not a right.

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Sharing of future plans and goals
- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
- Contributions to brainstorming list
- Sharing of future plans and goals
- Multimedia presentations (content, delivery, appropriate use of media)
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essays
- Multimedia presentations (content, delivery, appropriate use of media)

### Resources

Drivers Education Manual, Teacher computer/projection set-up, student computer/Internet access, computer/projection set-up for Web conference with multiple participants, multimedia resources.

Teacher web – based search engines

Drivers Education Manual, Textbook - Drive Right, Internet, Audio/visual equipment

# Irvington Public Schools



Health Curriculum

Grade 12

# **Irvington Public Schools**

**Course: Health Grade 12**

**Unit: Consumer and Community Health**

**Year: 2010-2011**

**Textbook: Choosing Wellness  
Education in Sexuality**

<p>Course: Health Grade 12  Unit: Consumer and Community Health  Time &amp; Pacing: 4 class periods  N.J.C.C.C.S: 2.1.12.C.2, 2.2.12.E.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> <li>• Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifetime behaviors.</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Develop strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.</li> <li>• Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify health care systems</li> <li>• Compare and contrast HMO, Traditional Care, and Specialists</li> <li>• Evaluate several doctor advertisements for clarity and authenticity</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.</p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Sharing of future plans and goals</li> <li>• Interview questions</li> <li>• Small group collaboration</li> <li>• Answers to research questions</li> <li>• Multimedia presentations (content, delivery, appropriate use of media)</li> </ul>	
<p>Resources</p>	
<p>Teacher textbooks</p>	

<p>Course: Health Grade 12  Unit: Consumer and Community Health (Disabilities)  Time &amp; Pacing: 2 class periods  N.J.C.C.C.S: 2.2.12.C3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> <li>• Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifetime behaviors.</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Analyze current issues facing a disability community and make recommendations to address those issues.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify and analyze current issues facing the disabled community.</li> <li>• Identify specific types of disabilities.</li> <li>• Identify and locate specific examples of provisions for the handicapped at Irvington High School.</li> <li>• Draft specific concerns to which will be presented to the high school SLC committee.</li> </ul>

### Assessment and Experience

- Contributions to brainstorming lists
- Class discussions
- Sharing of future plans and goals
- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
- Contributions to brainstorming list
- Sharing of future plans and goals
- Multimedia presentations (content, delivery, appropriate use of media)
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essays
- Multimedia presentations (content, delivery, appropriate use of media)

### Resources

Teacher textbooks - Prentice Hall Health

Textbook- Teen talk video series-building health skills- focus on issues- online hyperlinks

Graphic Organizer

Cyber –bullying additional video project

A variety of rubrics and resources are provided on the

[New Jersey Department of Education Core Curriculum Content Standards website.](#)

[www.p.e.central.com](http://www.p.e.central.com), [www.kidshealth.com](http://www.kidshealth.com), [www.discoveryeducation.com](http://www.discoveryeducation.com), [www.PHSchool.com](http://www.PHSchool.com),

# **Irvington Public Schools**

**Course: Health Grade 12**

**Unit: Diseases and Health Conditions**

**Year: 2010-2011**

**Textbook: Choosing Wellness  
Education in Sexuality**

<p>Course: Health Grade 12  Unit: Diseases and Health Conditions  Time &amp; Pacing: 5 class periods (additional project on going 2 weeks) comparative article (5)  N.J.C.C.C.S: 2.1.12.C.1, 2.1.12.C.2, 2.2.12.E.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness ?</li> <li>•</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> <li>• Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifetime behaviors.</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Develop strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.</li> <li>• Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Build content knowledge about the spread of disease (disease defense).</li> <li>• Build content knowledge about the spread of disease (emerging infectious disease.).</li> <li>• Improve strategies to impact local, state, and public health.</li> <li>• Prevent/ control disease.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Sharing of future plans and goals
- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
- Contributions to brainstorming list
- Sharing of future plans and goals
- Multimedia presentations (content, delivery, appropriate use of media)
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essays
- Multimedia presentations (content, delivery, appropriate use of media)

### Resources

Teacher textbooks - Prentice Hall Health

Textbook- teen talk video series-building health skills- focus on issues- online hyperlinks

Graphic Organizer

Cyber –bullying additional video project

A variety of rubrics and resources are provided on the

[New Jersey Department of Education Core Curriculum Content Standards website.](#)

[www.p.e.central.com](http://www.p.e.central.com), [www.kidshealth.com](http://www.kidshealth.com), [www.discoveryeducation.com](http://www.discoveryeducation.com), [www.PHSchool.com](http://www.PHSchool.com),

# **Irvington Public Schools**

**Course: Health Grade 12**

**Unit: Human Relationships**

**Year: 2010-2011**

**Textbook: Choosing Wellness  
Education in Sexuality**

<p>Course: Health Grade 12  Unit: Human Relationships  Time &amp; Pacing: 20 class periods  N.J.C.C.C.S: 2.4.12.A.2, 2.4.12.A.3, 2.4.12.A.4, 2.4.12.A.5, 2.4.12.A.6, 2.4.12.B.1, 2.4.12.B.2, 2.4.12.B.3, 2.4.12.C.7</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness ?</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> <li>• Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifetime behaviors.</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</li> <li>• Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</li> <li>• Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</li> <li>• Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).</li> <li>• Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</li> <li>• Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</li> <li>• Evaluate information that supports abstinence from sexual activity using reliable research data.</li> <li>• Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify historical roles to present attitudes related to marriage</li> <li>• Develop dating contracts specific to gender groups</li> <li>• Determine effective prevention to address domestic/dating violence</li> <li>• Record long term effects of adolescent sex into adulthood</li> <li>• Predict effects of teenage relationships into adulthood</li> <li>• Record personal comparisons of long term effects on teenage decisions</li> <li>• Support opinions on specific impacts to students who become teenage parents</li> <li>• Identify long term effects of adolescent sex on future education, career plans and wellness</li> <li>• List positive advantages of abstinence</li> <li>• Identify social networking websites</li> <li>• Identify cyber bullying and its effects on participants</li> <li>• Identify causes of cyber bullying</li> <li>• Identify positive applications to social networking</li> <li>• Analyze current factors that influence choice, usage, and effectiveness of contraception</li> <li>• Identify and evaluate specific gender roles</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Sharing of future plans and goals
- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
- Contributions to brainstorming list
- Sharing of future plans and goals
- Multimedia presentations (content, delivery, appropriate use of media)
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essays
- Multimedia presentations (content, delivery, appropriate use of media)

### Resources

Teacher textbooks - Prentice Hall Health

Textbook- teen talk video series-building health skills- focus on issues- online hyperlinks

Graphic Organizer

Cyber –bullying additional video project

A variety of rubrics and resources are provided on the

[New Jersey Department of Education Core Curriculum Content Standards website.](#)

[www.p.e.central.com](http://www.p.e.central.com), [www.kidshealth.com](http://www.kidshealth.com), [www.discoveryeducation.com](http://www.discoveryeducation.com), [www.PHSchool.com](http://www.PHSchool.com),

# **Irvington Public Schools**

**Course: Health Grade 12**

**Unit: Social, Emotional, and Mental Health**

**Year: 2010-2011**

**Textbook: Choosing Wellness  
Education in Sexuality**

<p>Course: Health Grade 12  Unit: Social and Emotional Health  Time &amp; Pacing: 5 class periods  N.J.C.C.C.S: 2.1.12.A.2, 2.2.12.A.3</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness ?</li> <li>•</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> <li>• Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifetime behaviors.</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Decide- Formulate personal opinions related to medical advances to support wellness.</li> <li>• Debate and record results of medical treatments.</li> <li>• Debate a treatment for FDA approval</li> <li>• Develop a personal stress management plan to improve/maintain wellness.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</li> <li>• Describe what causes a person to experience stress</li> <li>• Identify personal life changes which causes stress</li> <li>• Develop a personal stress management plan using</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

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- Contributions to brainstorming lists
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- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
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- Multimedia presentations (content, delivery, appropriate use of media)
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essays
- Multimedia presentations (content, delivery, appropriate use of media)

### Resources

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Textbook- teen talk video series-building health skills- focus on issues- online hyperlinks

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<p>Course: Health Grade 12  Unit: Mental Health  Time &amp; Pacing: 5 class periods  N.J.C.C.C.S: 2.1.12.C.3, 2.1.12.C.4, 2.2.12.A.3, 2.2.12.C.3, 2.2.12.E.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> <li>• Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifetime behaviors.</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</li> <li>• Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</li> <li>• Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</li> <li>• Analyze current issues facing a disability community and make recommendations to address those issues.</li> <li>• Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Develop content knowledge to identify 4 causes of mental disorders</li> <li>• List common traits relating to anxiety and mood disorders</li> <li>• Emotional, social, and financial impact of mental illness on the family/ individual</li> <li>• Determine emotional, social, and financial impact of mental illness on the family/ individual</li> <li>• Determine emotional, social, and financial impact of mental illness on the family/ individual</li> <li>• Collect specific data which reflects social and financial impact of mental illness on the individual and or family</li> </ul>

### Assessment and Experience

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Present critical vocabulary words

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- Sharing of future plans and goals
- Interview questions
- Top-10 list
- Small group collaboration
- Research
- Answers to research questions
- Contributions to brainstorming list
- Sharing of future plans and goals
- Multimedia presentations (content, delivery, appropriate use of media)
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- Simulations/skill application and demonstration
- Peer reviews
- Fish Bowl discussions
- Peer reviews
- Web pages
- Reflective Essay
- Multimedia presentations (content, delivery, appropriate use of media)

### Resources

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## Health Education Pacing Guides

<b>Grade 9 Lesson Plans &amp; Pacing Guide</b>	
<b>Lesson</b>	<b>Timeframe</b>
<u>Orientation/Character Development</u>	Three class periods on Orientation Two class periods on Character Development
<u>Character Development/Sexuality</u>	Two and a half class periods on Character Development Two and a half periods on Sexuality
<u>Sexuality/Human Reproduction (Male)</u>	Two and a half class periods on Sexuality Two and a half class periods on Human Reproduction (Male)
<u>Human Reproduction (Male)</u>	Five class periods on Human Reproduction (Male)
<u>Human Reproduction (Female)</u>	Five class periods on Human Reproduction (Female)
<u>Human Reproduction (Pregnancy)</u>	Five class periods on Human Reproduction (Pregnancy)
<u>Human Reproduction</u>	Five class periods
<u>Abstinence/Contraceptives</u>	Five class periods
<u>STI's/Relationships</u>	Four class periods on STI's One class period on Relationships
<u>Relationships</u>	Five class periods on Relationships
<p><b>Resources/ Teacher Notes</b>            Prentice Hall – Human Sexuality Text is the book used for 9<sup>th</sup> grade. (Blue Book)            Computer Lab will need to be scheduled for students to work on their projects.            For contraceptives unit you will use the contraceptive kit found in room 400.</p> <p><u>Electronic Gradebook</u></p> <p><a href="#">Graphic Organizers</a></p> <p><u>Health &amp; Physical Education Online Resources</u></p> <p><a href="#">9<sup>th</sup> Grade Worksheets</a></p>	

<b>Grade 10 Lesson Plans &amp; Pacing Guide</b>	
<b>Lesson</b>	<b>Timeframe</b>
<u>Orientation</u>	two class periods
<u>Nutrition</u>	Five class periods
<u>Nutrition &amp; Medicines</u>	One class period on Nutrition Four class periods on Medicines
<u>Medicines &amp; Drugs</u>	Two class periods on Medicines Three class periods on Drugs
<u>Drugs</u>	Five class periods
<u>Alcohol</u>	Five class periods
<u>Alcohol</u>	Five class periods
<u>Tobacco</u>	Five class periods
<u>First Aid &amp; Safety</u>	Four class periods
<p><b>Teacher Notes</b></p> <p>If students do not have access to computers in the classroom itself, teacher will need to schedule appropriate computer lab days ahead of time. Computers will be needed for the following:</p> <p>1 lesson – week 2  2 lessons – week 4  1 lesson – week 5</p> <p>During week 6 “drunk goggles” will be used. You will need to see Ms. Vanhorn to obtain these goggles.</p> <p><u>Additional Resources</u>  <a href="#">Sophomore Nutrition Project</a>  <a href="#">Sample Nutrition Log</a>  <a href="#">Health DAT Gradebook</a>  <a href="#">DWI Articles</a>  <a href="#">Graphic Organizers</a>  <a href="#">Health &amp; Physical Education Online Resources</a></p>	

<b>Grade 11 Lesson Plans &amp; Pacing Guide</b>	
<b>Lesson</b>	<b>Timeframe</b>
<b>The New Jersey Driver License System</b> <a href="#">Lesson Plan</a>  <u>Worksheets</u>	Five class periods
<b>Driver Safety &amp; The Rules of the Road</b> <a href="#">Lesson Plan</a>  <u>Worksheets</u>	Five class periods
<b>Safe Driving Rules and Regulations</b> <a href="#">Lesson Plan</a>  <u>Work Sheets</u>	Five class periods
<b>Defensive Driving</b> <a href="#">Lesson Plan</a>  <u>Worksheets</u>	Five class periods
<b>Drinking, Drugs, and Health</b> <a href="#">Lesson Plan</a>  <u>Worksheets</u>	Five class periods
<b>Driver Privileges &amp; Penalties</b> <a href="#">Lesson Plan</a>  <u>Worksheets</u>	Five class periods
<b>Sharing the Road with Others</b> <a href="#">Lesson Plan</a>  <u>Worksheets</u>	Five class periods
<b>Vehicle Information</b> <a href="#">Lesson Plan</a>	Five class periods

<b>Essential Driver Information</b> <a href="#">Lesson Plan</a> <a href="#">Worksheets</a>	Five class periods
<b>Teacher Notes:</b> <a href="#">Additional Driver's Education Worksheets</a> <a href="#">Online Resource List</a> Electronic Gradebook <a href="#">Graphic Organizers</a>	

### Grade 12 Lesson Plans & Pacing Guide

Lesson	Timeframe
<b>Orientation</b> <a href="#">Lesson Plan</a> <u>Health care project</u>	5 class periods
<b>Social &amp; Emotional Health</b> <a href="#">Experimental Medications</a> <u>Stress</u>	5 class periods
<b>Mental Health</b> <a href="#">Mental Illness</a> <u>Health care project</u>	5 Class periods (Additional project-3 days)
<b>Disease</b> <u>Lesson</u> <u>Disease Library Project</u>	5 class periods (additional project on going 2 weeks) comparative article (5)
<b>Community Health</b> <u>Lesson Plan</u>	4 class periods
<b>Human Relationships</b> <u>Lesson Plan</u>	Marriage/Dating Violence (7) abstinence research (5) teen mom article (4) cyber bullying 5 class periods contraceptives (4)
<b>The Gender Fish Bowl</b> <a href="#">Lesson Plan</a> <u>Activity</u>	3 class periods
<b>Disabilities</b> <u>Lesson Plan</u>	2 class periods
<b>Senior Project</b> <u>Lesson Plan</u>	3 class periods

**Resources Teacher Notes:**

**TEXTBOOK** teen talk video series-building health skills- focus on issues- online hyperlinks

**[ELECTRONIC GRADEBOOK FOR HEALTH](#)**

**[GRAPHIC ORGANIZERS](#)**

**ADDITIONAL RESOURCES FOR HUMAN RELATIONSHIPS UNIT:**

Cyber bullying

[Sticks and Stones Cyber bullying Unit](#)

[Lesson Plan](#)

[What is Cyberbullying](#)

[Questions](#)

[Cyberbullying website](#)

Teen Mom

[Lesson Plan](#)

[Article](#)

[Questions](#)

**ADDITIONAL RESOURCES FOR DISEASE UNIT:**

[Bubonic Plague Lesson Plan](#)

[Plague website](#)

[Do Now](#)

[Questions](#)

[Article](#)

[Online Health Resources List](#)

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## Physical Education and Health Education Resource List

## Health and Physical Education Internet Resource Sites

Action for Health Kids: [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Adolescent Health On-Line - posted by the American Medical Association:

<http://www.ama-assn.org/ama/pub/physician-resources/public-health/promoting-healthy-lifestyles/adolescent-health.shtml>

Adolescent - Social Skills for Middle School Students: <http://www.ccoec.net/social/skillslist.htm>

Alliance for a Healthier Generation: [www.healthergeneration.org](http://www.healthergeneration.org)

American Alliance for Health, Physical Education, Recreation, and Dance: [www.aahperd.org](http://www.aahperd.org)

American Heart Association: [www.americanheart.org](http://www.americanheart.org)

Answer-Network for Family Life Education Teen Magazine/Web: [www.sexetc.org](http://www.sexetc.org)

A Puff Doesn't Make You Cool - [grades 9-12] project-based lesson:

<http://web.archive.org/web/20070211031735/http://www.thesolutionsite.com/lpnew/lesson/5105/lesson2.htm>

Association for Supervision and Curriculum Development: [www.wholechildeducation.org](http://www.wholechildeducation.org)

Awesome Library Physical Fitness: [http://www.awesomelibrary.org/Classroom/Health\\_PE/Physical\\_Education/Physical\\_Education.html](http://www.awesomelibrary.org/Classroom/Health_PE/Physical_Education/Physical_Education.html)

BAM - Body and Mind: <http://www.bam.gov/index.html>

Basketball Coach's Clipboard: <http://www.coachesclipboard.net/>

Blue zones web based intervention program: <http://www.bluezones.com>

Brain Compatible Active Learning: [www.actionbasedlearning.com](http://www.actionbasedlearning.com)

Center for Disease Control (CDC): [www.cdc.gov](http://www.cdc.gov)

Coaching Guide: <http://www.brianmac.co.uk/index.htm>

Coordinated approach to child health: (CATCH): [www.flaghouse.com](http://www.flaghouse.com)

Comprehensive health education foundation (CHEF): [www.chef.org](http://www.chef.org)

Discovery Education Health Lessons: [www.discoveryhealthconnection.com](http://www.discoveryhealthconnection.com)

Drugs Use in Sports: [http://sports.findlaw.com/sports\\_law/drugs/testing/](http://sports.findlaw.com/sports_law/drugs/testing/)

Energizers-classroom physical education activities: <http://www.ncpe4me.com/energizers.html>

Exercise Training Program: <http://www.netfit.co.uk/wkmen.htm>

Fit4Fun Kids: <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/NewsFlash4.stm>

Fitness Tests: <http://www.topendsports.com/testing/tests/>

Georgia State University Exercise and Fitness page: <http://www2.gsu.edu/~wwwfit/index.html>

Human Anatomy Online: <http://www.innerbody.com/htm/body.html>

Health Lesson Plans for Block Scheduling: <http://www.glencoe.com/sec/health/teachres/lessonplans.shtml>

Health Teacher Lessons: [www.healthteacher.com](http://www.healthteacher.com)

Human Kinetics: [www.humankinetics.com](http://www.humankinetics.com)

Human Heart: <http://www.fi.edu/learn/heart/index.html>

Health and academic achievement coordinated school health model: [www.thesociety.org](http://www.thesociety.org)

Internet for Classrooms (comprehensive list of PE and physical education resources):  
[http://www.internet4classrooms.com/links\\_grades\\_kindergarten\\_12/physical\\_education\\_pe\\_health.htm](http://www.internet4classrooms.com/links_grades_kindergarten_12/physical_education_pe_health.htm)

Kids Health: [http://kidshealth.org/teen/your\\_body/](http://kidshealth.org/teen/your_body/)

Mind over Matter the effects of drugs on the body: <http://teens.drugabuse.gov/mom/index.php>

NCAA Drug Testing:

[http://web.archive.org/web/20071116032313/http://www2.ncaa.org/portal/legislation\\_and\\_governance/eligibility\\_and\\_recruiting/d rug\\_testing.html](http://web.archive.org/web/20071116032313/http://www2.ncaa.org/portal/legislation_and_governance/eligibility_and_recruiting/d rug_testing.html)

New Jersey Association for Health, P.E., Recreation, and Dance: [www.njahperd.org](http://www.njahperd.org)

Nickelodeon: Let's just play campaign: [www.nick.com/all\\_nick/everything\\_nick/ljp\\_home07.jhtml](http://www.nick.com/all_nick/everything_nick/ljp_home07.jhtml)

New Jersey Model Nutrition Policy: [www.nj.gov/agriculture/divisions/fn/childadult/school\\_model.html](http://www.nj.gov/agriculture/divisions/fn/childadult/school_model.html)

New Jersey Obesity Prevention Action Plan: [www.state.nj.us/health/fhs/documents/obesity\\_prevention.pdf](http://www.state.nj.us/health/fhs/documents/obesity_prevention.pdf)

PE Central: [www.pecentral.org](http://www.pecentral.org)

National Heart Lung and Blood Institute: <http://www.nhlbi.nih.gov/>

Science of Movement: [www.exploratorium.edu/sports/](http://www.exploratorium.edu/sports/)

Smart Mouth all about foods: <http://www.cspinet.org/smartmouth/index1.html>

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## Reference List

## References

New Jersey Department of Education (2010). New Jersey Core Curriculum Content Standards. Retrieved June 29, 2010 from <http://www.lib.wsc.ma.edu/webapa.htm>

Mount Laurel Board of Education. Health & Physical Education Curriculum. Retrieved June 30, 2010, from <http://www.mtlaurelschools.org/curriculum/index.php>

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## Appendix