

# Orange Public Schools Office of Innovation

Fundamentals of Health and Wellness



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**"GOOD TO GREAT"**

Revised: 8/17/21

**Course Description:** This course provides a comprehensive overview of health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. The course will explore topics related to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self responsibility. Students taking this course have the potential to be dual enrollment in the Rutgers School Health Science Program for college credit.

### Scope and Sequence

Timeline	Concepts
<b>Marking Period 1</b>	<p><b>Unit 1: Achieving Wellness: Achieving Personal Health</b> (30 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> <li>● Mind-Body Communications Maintain Wellness</li> <li>● Managing Stress: Restoring Mind-Body Harmony</li> <li>● Mental Health and Mental Illness</li> </ul> <p><b>Unit 2: Eating and Exercising Towards a Healthy Lifestyle</b> (28 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> <li>● Choosing a Nutritious Diet</li> <li>● Managing a Healthy Weight</li> <li>● Physical Activity for Health and Well-Being</li> </ul>
<b>Marking Period 2</b>	<p><b>Unit 3: Building Healthy Relationships: Sexuality and Intimate Relationships</b> (30 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> <li>● Protecting Against STDs and AIDS</li> <li>● Understanding Pregnancy and Parenthood</li> <li>● Choosing a Fertility Method</li> </ul> <p><b>Unit 4: Understanding and preventing diseases Reducing Infections and Building Immunity: Knowledge Encourages Prevention</b> (28 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> <li>● Cancer: Understanding Risks and Means of Prevention</li> <li>● Cardiovascular Diseases: Understanding Risks and Measures of Prevention</li> <li>● Heredity and Disease</li> </ul>
<b>Marking Period 3</b>	<p><b>Unit 5: Explaining Drug Use and Abuse: Using Drugs Responsibly</b> (28 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> <li>● Eliminating Tobacco Use</li> <li>● Using Alcohol Responsibly</li> </ul>
<b>Marking Period 4</b>	<p><b>Unit 6: Making Healthy Choices: Making Decisions About Health Care</b> (28 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> <li>● Exploring Alternative Medicines</li> <li>● Accidents and Injuries</li> </ul>

	<p><b>Unit 7: Overcoming Obstacles: Understanding Aging and Dying</b>          (28 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> <li>● Violence in Our Society</li> <li>● Working Towards a Healthy Environment</li> </ul>
<p><b><i>Universal Instructional Strategies Used in Units 1 -7 of this Course</i></b></p> <p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b><u>Multi-Tiered System of Supports/ Differentiation and UDLG=Universal Design for Learning Guide:</u></b></p> <p><b><u>Special education students:</u></b></p> <p>Adhere to all modifications and health concerns stated in each Individualized Educational Plan (IEP).</p> <p>D-1: Provide clear and concise instructions. Provide consistency of structure. Provide fair and challenging assessments. Provide scaffolding of assignments to encourage engagement of all levels.</p> <p>UDLG 2.1 Clarify vocabulary and symbols</p> <p>D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.</p> <p>Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.</p> <p>UDLG 5-Provide options for expression and communication.</p> <p>D-3: Modify Unit content to meet student ability. Provide pictorial or graphic representation on the content area.</p> <p>Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.</p> <p>Accommodating Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines.</p> <p>Utilize Snap-n-Read and Co-writer.</p> <p>D-4: Reduce the number of questions that need to be answered on assignments and tests.</p> <p>D-5: Provide one-step commands when applicable. Allow students to answer orally when applicable.</p> <p>D-7: Use positive reinforcement for work completed.</p> <p><b><u>English Language Learners (ELL) students:</u></b></p> <p>Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</p> <p>D-ESL-1. Provide students with translations of key terms prior to presenting each chapter. Encourage student use of dictionaries.</p>

Snap and Read Google extension addition. It will be read to the student in the language selected.

D-ESL-2. Allow for longer pauses when asking questions and encourage students to restate what was said in their own words.

Vocabulary Spelling City word banks.

Use visuals whenever possible to support classroom instruction and classroom activities.

UDLG 5-Provide options for expression and communication.

D-6: Provide flexible groupings based on student abilities and languages spoken.

Teacher modeling and written instruction for every assignment.

UDLG 2.4-Promote understanding across languages.

**At risk of failure students:**

Give students a MENU option, allowing students to pick activities based on interests that address the objectives and standards of the unit.

UDLG 5-Provide options for expression and communication.

Modified Instructional Strategies, Reading Alouds, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer Support, one-on-one instruction.

D-SLD-1. Encourage students to maintain a daily log that describes their academic performance, what activities they worked on in class.

D-SLD-2. Provide students with structured questions that they will be successful in answering.

Constant parental contact and mandatory tutoring appointments.

Academic contracts.

UDLG 7.3-Minimize threats and distractions

**Gifted and Talented students:**

Modified Instructional Strategies, Socratic Seminar, Group discussion, Think-Pair-Share, Individual assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.

Student led classroom instruction and Project Based Learning.

UDLG 8.2-Vary demands and resources to optimize challenge

UDLG 9.4-Develop self-assessment and reflection.

**Students with a 504:**

Adhere to all modifications and health concerns stated in 504 plans. Then assess the academics of the student to implement the necessary modifications as described in this document.

Utilize Snap-n-Read and Co-writer.

**Syllabus**

Teacher creates and distributes an overview of the course to students and parents at the beginning of the course.

**Student-Self Assessment: Bio-Poem**

**Socratic seminar/group classroom discussion:**

Divide the class into groups of three or four, and instruct each on the parameters of their assignment.

**Games: Quizlet**

Games used to reinforce key medical terms and also serve as study guides.

**Individual Contracts**

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

**Video**

Video clips can be used to enhance learning of the topic area.

**Homework and Practice**

Homework and Practice will be assigned to give students extra practice with skills or concepts that have already been presented or demonstrated. Typical Homework and Practice will entail reading the chapter and creating an outline or answering the objectives at the beginning of chapter.

**Summarizing and Note Taking**

Student summarizes information presented by teacher or classmates.

**Silent reading, Read Aloud, Jigsaw or Read and Respond**

**Independent Study**

Students are given the opportunity to investigate a project independently with guidance and support from the teacher.

**Note booking/Journaling writing assignments in Google Classroom/Reinforcing Efforts**

Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content. Teacher to reflect bi-weekly in student's journals, providing positive recognition and answer questions and concerns.

**Exit Ticket: Journal Entry: 3-2-1**

Students will write three key terms learned, two ideas they'd like to learn about, and one mastered skill.

**Free Write and Share**

Students write in response to a stimulus (topic or question oriented), then share their writing with the class.

**Lecture: 5 + 1**

Teacher transmits information with the use of audio visuals for five minutes; students summarize and reflect on information for one minute.

**Direct Instruction, Lecture**

**Accountable talk**

**Word Wall**

**Reciprocal teaching or peer teaching and collaboration**

**Role play/simulations/hands on learning and guest speakers**

**ARES:** Model, practice and perform skills learned on ARES manikin, vital signs

**Anatomaage Table-**Practice knowledge of human diseases

**Conferencing one-on-one with student at least once per making period**

**Reinforcing effort and targeted feedback**

**Effective Questioning**

**QFT-Question Formulation Technique or Free Write and Share:**

Provide students with a stimulus, topic or assignment. Ask them to write down as many questions as possible without discussion. Share, Reflect

**Student Goal Setting / Behavior Change Portfolio**

**Student Organization Participation** Student organizations (career and technical) can be an integral component of a health program. A student organization is an excellent vehicle for providing leadership development and technical reinforcement for this instructional program content. Health Occupations Students of America (HOSA) is the official recognized organization for those enrolled in the Rutgers, SHRP health science courses of study.



Unit 1	Achieving Wellness	Grade(s)	11
<b>Overview/Rationale</b>			
The focus of this unit is on understanding the key elements and issues related to achieving optimal wellness.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</li> <li>● 9.3. HL-THR.4 Evaluate patient/client needs strengths and problems in order to determine if treatment goals are being met.</li> <li>● 9.3. HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</li> <li>● 9.3. HL-DIA. 4 Explain procedures and goals to the patient/client accurately and effectively using strategies to respond to questions and concerns.</li> <li>● 9.3. HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines upholding the strictest standards of confidentiality.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).</li> <li>● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>			

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

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

NJSLS - CHPE: 2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

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.

2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness

2.2.12.A.1 Employ skills for communicating with family and peers and people from other backgrounds and cultures that may impact the health of oneself and others.

2.4.12.B.5 Relate preventative healthcare strategies of male and female reproductive systems to the prevention and treatment of disease (e.g., breast testicular exams Pap smear regular STI testing and HPV vaccine)

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

**21<sup>st</sup> Century Skills**

	Civic Literacy	x	Communication
	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
X	Environmental Literacy		Other:

**Essential Questions**

- How does the mind and body communicate with one another to promote wellness?
- How can managing stress provide a person with mind and body harmony?
- How would you differentiate between mental health and mental illness?

**Enduring Understandings**

- Taking responsibility for your health is the first step toward attaining optimal health and wellness.
- The major factors to living healthy are the following:
  - being responsible for one’s behaviors
  - living in harmony with oneself and the environment
  - contributing to the health of one’s social and physical environment
  - realizing that health and wellness encompass one’s entire being, including the body, mind, spirit and relationships with the environment.
- Improving and maintaining optimal health is a lifelong process requiring lifelong commitment.

**Student Learning Targets/Objectives**

**Unit 1**

**Lesson 1- Achieving Personal Health**

- Explain the key points of the World Health Organization definition of health.
- Describe the medical, environmental, and holistic, or wellness, models of health and the six dimensions of wellness.
- Define lifestyle disease and explain the three health behaviors responsible for most of the actual causes of death.
- Identify the goals of Healthy People 2020.
- Compare and contrast the Health Belief Model, Transtheoretical Model, and Theory of Reasoned Action/Theory of Planned Behavior

**Lesson 2-Mind-Body Communications Maintain Wellness**

- Describe the ways the mind and body communicate biologically.
- Explain psychosomatic illness and describe and give examples of the placebo effect.
- Describe how faith, religion, and spirituality affect health.
- Explain hypnotherapy and describe meditation and image visualization.

**Lesson 3- Managing Stress: Restoring Mind-Body Harmony**

- Differentiate between the terms stress, stressor, eustress, and distress and describe the physiological, environmental, mental and emotional components of stress.
- Describe the components of stress and describe four ways that stress causes illness.
- Differentiate between problem-focused and emotion-focused coping.
- Explain how secondary and postsecondary students can manage overload and practice time management and test management.

**Lesson 4- Mental Health**

- Describe the role of meeting basic needs and mental health and explain the role of positive emotions in mental and physical health.
- Define defense mechanisms and provide examples and describe strategies for coping with emotional distress.
- Describe four common anxiety disorders and explain five signs of depression.
- Describe anger and dealing with it constructively.
- Describe adult attention deficit hyperactivity disorder.
- Explain the importance of sleep for wellbeing and list and describe seven facets of sleep hygiene and differentiate between the terms stress, stressor, eustress, and distress.
- Describe the physiological, environmental, mental and emotional components of stress.

**Assessments**

**Pre-and Formative**

Course outline / syllabus agreement, along with question-and-answer session

Unit Group Scenarios and discussion

Topical On-line quiz

Journal writing reflection on items learned.

Unit assignments

Lesson and key term quiz

Textbook Worksheet pages

Textbook Chapter Review and Objectives

**Summative**

Unit test- Ch 1 and Ch 2 Unit Test 1.8

Unit test - Ch 3 and 4 Test 1.20

Rutgers On-line Final Exam at end of course

**Other assessment measures**

Lesson 1:

- HW Quiz Ch. 1 Medical Models/Key Terms 1.2
- Chapter 1 Question 4 activity (surgeon general) 1.1
- Applied Education Systems: Health Center 21: aeducation.com Modules on Wellness and Nutrition Site contains lessons, power points, video clips, worksheets, activities, quiz and tests.

Lesson 2:

- Create a chapter outline
- Answer Objectives at the beginning of chapter
- Define and create sentences for key terms in Chapter 2
- Partly Cloudy, Partly Sunny Handout
- Relaxation Techniques

Lesson 3:

- When Daily Stress Gets in the Way of Life
- “A Little Bit of Everything, a Little Bit of Everywhere”
- “Benefits of Therapeutic Clowns in Hospitals”
- Medical Student Stress and Burnout article and questions
- Stressors and Responses
- Word Wall Example

Scenario pictures for do now

Lesson 4:

- Defense Mechanism Worksheet
- Mental Health Research questions and Rubric
- Defense Mechanism Quiz 1.18
- Chapter 4 key term Quiz 1.19

Teaching and Learning Actions

*Learning Activities*

**Unit 1**

**Lesson 1- Achieving Personal Health**

Applied Education Systems: Health Center 21: aeducation.com Modules on Wellness and Nutrition. Site contains lessons, power points, video clips, worksheets, activities, quiz and tests.

Sample Discussion Questions 1. How can the meaning of ‘health’ be viewed individually from various perspectives? 2. How will understanding how different individuals consider health on a personal level provide professionals with useful

insight related to health promotion? 3. How can perspectives and experiences influence an individual's strategies for making changes

Create a journal or project assignment asking students to set goals for their 3-year, 7 years, and 15-year future in all wellness domains (Emotional, Environmental, Financial, Intellectual, Occupational, Physical, Social, Spiritual).

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Do Now's:

Students can write down what they believe is their definition of health. After 5 minutes students will share their thoughts and then compare the classes combined definition with that of the WHO

How does the Medical Belief Models influence the education you give to a newly diagnosed diabetic regarding lifestyle change and disease management?

Give 3 examples of each dimension of Health and Wellness.

4) What is the significance to American society of the data in Figure 1.3. in the text, titled, "Number of Preventable Deaths in the United States in 2000"

Activities:

Review of Chapter PowerPoint

Find 3 articles/current events that discuss studies that show examples of each model of healthcare. Students will share the interesting articles found for each model.

Students will be grouped in 2's and will be asked to choose a demographic of our population. (Elderly, low-income, teenagers) and then choose 4 Healthy People 2020 initiatives that relate to their demographic that they chose. The group is to develop simple intervention ideas to address each initiative. Each group will be asked to share 2 initiatives with their intervention.

Class discussion of Critical Thinking #4 (Worksheet/Chart included) Doc 1.1

Assignments:

- 1) Answer the chapter objectives at the front of the chapter.
- 2) Study key terms in preparation of quiz

Assessment:

- 1) HW Quiz Ch 1 Medical Models/Key Terms 1.2

2) Ch 1 and Ch 2 Unit Test (after Ch 2 has been completed) 1.3

Documents:

1) HW Quiz Ch 1 Medical Models 1.2

2) Chapter 1 Question 4 activity (surgeon general) 1.1

3) Unit Test

**Lesson 2-Mind-Body Communications Maintain Wellness.**

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Do Now's:

1) Write three short introspective sentences about:

A time in your life when you felt in control

A time when you felt powerless

A time when you felt hopeless

2) Have students complete the "Partly Cloudy, Partly Sunny" exercise handout. 1.5  
Display a glass halfway with water for class to observe.

The essays should not be shared with class in order to promote introspective authenticity. Reiterate to the students that there are no right or wrong answers to this activity. Grading will be on thoroughness and grammar.

Activities:

1) Demonstrate with the class relaxation techniques. Examples are enclosed in documents. 1.6

2) <http://documentaryaddict.com/alternative+medicine+acupuncture+the+evidence-10573-doc.html> Have students view up to the 22-minute mark in documentary. This video shows the power of acupuncture and the capacity of our bodies through manipulation via acupuncture to endure surgery without anesthesia and to cure basic pains and ailments in China.

Discussion questions:

a. Is this video credible?

b. Do you foresee American medicine ever using complete acupuncture in lieu of anesthesia? Why or why not?

c. Do you believe that this could work for everybody? (Mind-body connection should be mentioned)



3) Review of chapter PowerPoint

4) Students will be asked to read the article “Psychosomatic Illness (Somatoform Disorders) (1.7) and write down 8 interesting facts from the article. Students will present these facts to the class.

Assignments:

1) Read Chapter

2) Answer Objectives at the beginning of chapter

3) Define and study key terms in Chapter 2

Assessments:

1) Key Term Quiz from Chapter 1.4 or Key Term and Medical Model 1.3 2) Ch 1 and Ch 2 Unit Test 1.8

Documents:

1) Partly Cloudy, Partly Sunny Handout

2) Relaxation Techniques

3) Key Term Quizzes

4) HW Ch 1 and 2 Test and Answer Key

### **Lesson 3- Managing Stress: Restoring Mind-Body Harmony**

Sample Activities 1. Youth smart- Canada Busting Stress Lessons 2. Investigate a meditation strategy or multiple strategies with students using one of the following apps or one similar (Calm, Ten Percent Happier) 3. University of Maine- Stressless-Teen Stress Management Lessons 4. Coping Skills Journal Page

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Do Now's:

Students to read the articles “Benefits of Therapeutic Clowns in Hospitals” and “A Little Bit of Everything, a Little Bit of Everywhere” 1.8 Students will be asked to write a one-minute paper about their response to “clown therapy” and whether they believe it is an appropriate therapy

4 pictures will be displayed around the room. Students are to go around to the different stations and analyze the pictures of stressful situations. (i.e., missing a bus, a man stuck in a small space, etc.) Students will answer the questions at the bottom of each picture independently and then the class will discuss as a whole.1.10

A copy of an outline of the human body will be given out and students will get into groups of 2 and identify physiological components of the effects stress has on different parts of the human body

Review and record notes from PowerPoint from Textbook

Students will read “Medical Student Stress and Burnout” and answer the questions provided. 1.9

Discussion of coping mechanisms for dealing with stress. Identify both positive and negative coping mechanisms.

Each student will work in groups of 3-4 to create a word wall of ways to decrease stress. (See example) 1.11

Read the article “When Daily Stress Gets in the Way of Life” by Jane Brody and answer the questions. 1.12

Students should view the movie “Patch Adams” and answer the viewing questions 1.13

Assignments for completion:

Answer objectives at the beginning of the chapter

Students will complete the worksheet “Stressors and Responses” after discussion of coping mechanisms/ 1.14

Documents to be completed:

When Daily Stress Gets in the Way of Life

“A Little Bit of Everything, a Little Bit of Everywhere”

“Benefits of Therapeutic Clowns in Hospitals”

Medical Student Stress and Burnout article and questions

Stressors and Responses

Word Wall Example

Scenario pictures for do now

#### **Lesson 4- Mental Health**

Sample Discussion Questions (Depression and Sleep Topics)

1. Differentiate between the normal depression that may accompany the loss of a loved one and the more long-lasting depressive state of deep depression that is not self-limiting. Compare and contrast these two states of depression.
2. Explain how the ability to adapt to change and to cope with adversity contributes to mental well-being.
3. What are the basic elements of sleep hygiene?

### Sample Activities

1. Watch Sleepless Surgeons (NOVA video scienceNOW). Engage students in discussions about sleep hygiene and connection to performance.

2. Have students log behaviors such as total hours of sleep, leisure screen time, duration of physical activity for a period of several days or more. Compare to national averages for their age as well as recommendations for each activity. See American Heart Association handout for statistics and other lesson idea

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Students will construct their Personal wellness house as follows on a blank piece of paper. Students will use appropriate words/names to construct the various elements of the house. (Exercise 4.9 in the back of their book) 1.15

1. Foundation- your life governing principles
2. Walls: Your means of physical and emotional support
3. Roof: Ways you protect yourself physically and psychologically
4. Chimney: Ways you relieve stress
5. Attic: Your fears
6. Chest: Highly personal things you are willing to share with another
7. Window: Things you are proud of
8. Door: Physical and psychological things you have borrowed from others
9. Mirror: How you see yourself (self-image)
10. Trash Can: Things you want to get rid of

If the class knows each other, have each student write something positive on the back of the student's house. Let students know that the words/thoughts used to build their house is confidential and other students will only be writing on the back of the paper

Slideshow to show celebrities with mental disorders. (Most are functioning very well.)  
<http://health.howstuffworks.com/mentalhealth/mental-disorders/mental-disorderpictures.htm>

Mental health issues in USA video: Difficulty accessing care

<http://www.cbsnews.com/news/nowhere-to-go-mentally-ill-youth-60-minutes/>

Discussion with class about their response to the issues of caring for the mentally ill in this country. What can be done?

After a brief discussion and explanation of defense mechanisms, students will work together to complete the Defense Mechanism Worksheet that includes descriptions of the defense mechanisms. Both Sheets should be given to students.

Assignments:

Complete Chapter Objectives

	<p>Complete the Worksheet to give a brief introduction to the chapter. 1.15</p> <p>PROJECT: Research and Poster on the mental illness chosen/assigned Rubric Included 1.17</p> <p>a. Addiction, personality disorders, anxiety disorders, dementia, SAD, bipolar disorder, schizophrenia, PTSD, Panic disorder, major depression, OCD, dissociative disorder, dysthymia, phobias, Tourette’s, antisocial behavior disorder, etc.</p> <p>Complete Documents:</p> <p>Defense Mechanism Worksheet</p> <p>Chapter 4 Key term Quiz</p> <p>Mental Health Research questions and Rubric</p> <p>Complete Assessments:</p> <p>Defense Mechanism Quiz 1.18</p> <p>Chapter 4 key term Quiz 1.19</p> <p>Chapter 3 and 4 Test and Answer Key 1.20</p> <p>Hands on interaction with CAE ARES manikin for vital sign practice</p> <p>Hands on interaction with Anatomage machine to view case studies and learn about diseases of the human</p>
<p>Experiences (virtual and live field trips)</p>	<p>Suggested Guest Speaker: School Nurse or Athletic Trainer</p> <p>Hands on interaction with CAE ARES manikin for vital sign practice</p> <p>Hands on interaction with Anatomage machine to view case studies and learn about diseases of the human body</p>
<p><b>Resources</b></p>	
<p><b>Recommended Textbook:</b></p> <p>Edlin, G., Golanty, E. Health and Wellness, 11th Edition. Boston, MA: Jones and Bartlett Publishers. 2014. (ISBN: +98-1-4496- 8710-6)</p> <p><b>Recommended or Supplemental Learning Resources:</b> Students are encouraged to read and utilize the various learning resources available at: <a href="http://www.health.jbpub.com/hwonline">www.health.jbpub.com/hwonline</a>. This website supplements textbook content and provides another avenue for students to study course information.</p> <p>CAE ARES Manikin</p> <p>Anatomage Table</p> <p><b><u>Additional Sources for Unit 1:</u></b></p>	

Applied Education Systems: Health Center 21: [aeseducation.com](http://aeseducation.com) Modules on Wellness and Nutrition.

[Six Dimensions of Wellness | National Wellness Institute](#)

[MFP \(samhsa.gov\)](http://mfp.samhsa.gov)

[THE PARADIGM CHALLENGE PROJECTS | The Paradigm Challenge \(projectparadigm.org\)](#)

<http://health.howstuffworks.com/mental-health/mental-disorders/mental-disorderpictures.htm>

#### Celebrities with Mental Disorders

1.5 Stress and Coping. "Partly Cloudy, Partly Sunny." CTE Career and Technical Education. Texas Education Agency, n.d. Web. 19 July 2015.

1.6 Stress and Coping. "Relaxation Techniques." CTE Career and Technical Education. Texas Education Agency, n.d. Web. 19 July 2015.

Video of Acupuncture in China "Alternative Medicine - Acupuncture: The Evidence." Documentary Addict. N.p., n.d. Web. 19 July 2015.

1.12 Brody, Jane E. "When Daily Life Gets in the Way." The New York Times. N.p., 10 Dec. 2012. Web. 19 July 2015.

1.8 Schwebke, Shobhana. "A Little Bit of Everything, a Little Bit of Everywhere." Association for Applied and Therapeutic Humor. N.p., 10 Dec. 2012. Web. 19 July 2015.

"Benefits of Therapeutic Clowns in Hospitals." Association for Applied and Therapeutic Humor. Therapeutic Clown Advisory Board, 10 Dec. 2012. Web. 19 July 2015.

1.9 Hurd, Cheryl L., Orloff Monaghan, Milan Patel, Vania Phuoc, and Jason Sapp. "Medical Student Stress and Burnout." Texas Medical Association, Feb. 2000. Web. 19 July 2015

1.11 <http://programs.weber.edu/hpstudents/luciendataylor/Professional/stressunitplan.pdf>

#### Word Wall

1.13 Murrieta Valley Unified School District, n.d. Web. 19 July 2015.

1.14 "Stressors and Responses." Health Smart. ETR Associates, 10 Dec. 2012. Web. 19 July 2015. 1.15

Mental Health WebQuest. Taconic Hills K-12, n.d. Web. 19 July 2015.

1.16 "Defense Mechanism Worksheet." Centerville K-12 School, n.d. Web. 19 July 2015.

1.9 Texas Medical Association, "Medical Student Stress and Burnout", Feb 2000 Cheryl Hurd, MD, Orloff Monaghan, MD, Milan Patel, MD

1.18 Stress and Coping. "Defense Mechanism Quiz" CTE Career and Technical Education. Texas Education Agency, n.d. Web. 19 July 2015. "Nowhere to Go-Mentally Ill Youths." 60 Minutes. CBS Network. 14 Sept. 2014. Web. 19 July 2015.

Lifestyle Change Project:

2.1 "Stages of Change Primary Tasks." UCLAISAP.org, n.d. Web. 19 July 2015.

2.2 "Stages of Change Worksheet." The Students Commission-Influence in Action, 14 Sept. 2014. Web. 19 July 2015.

2.4 "Establishing Healthy Behaviors Worksheet." Healthy PAC-CATS. K-State, n.d. Web. 19 July 2015. <"Stages of Change Primary Tasks." UCLAISAP.org, n.d. Web. 19 July 2015. >.

**Pacing/ Time Frame**

30 class periods; 41 minutes per period

Unit 2	Eating and Exercising Towards a Healthy Lifestyle	Grade(s)	11
<b>Overview/Rationale</b>			
The focus of this unit is on understanding the key elements and issues related to nutrition and physical fitness for overall well-being.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</li> <li>● 9.3. HL-THR.4 Evaluate patient/client needs strengths and problems in order to determine if treatment goals are being met.</li> <li>● 9.3. HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</li> <li>● 9.3. HL-DIA. 4 Explain procedures and goals to the patient/client accurately and effectively using strategies to respond to questions and concerns.</li> <li>● 9.3. HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines upholding the strictest standards of confidentiality.</li> <li>● 9.3 HL.6 Evaluate accepted ethical practices with respect to cultural social and ethnic differences within the healthcare workplace.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>● 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).</li> <li>● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>			

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>



HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

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

2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

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.

2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness

2.2.12.A.1 Employ skills for communicating with family and peers and people from other backgrounds and cultures that may impact the health of oneself and others.

2.4.12.B.5 Relate preventative healthcare strategies of male and female reproductive systems to the prevention and treatment of disease (e.g., breast testicular exams Pap smear regular STI testing and HPV vaccine)

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

**Essential Questions**

- How does one’s behavior impact their overall health?
- How do lifestyle choices impact an individual?
- How can consumers gain knowledge needed to make informed healthy choices?

**Enduring Understandings**

- Food is essential for human life. maintaining three functions: providing chemical constituents of the body, energy and pleasure.
- Successful weight control involves changing eating and exercising habits.
- Physical activity in moderation is sufficient for health.

**Student Learning Targets/Objectives**

**Unit 2**

**Lesson - Choosing a Nutritious Diet/ Managing a Healthy Weight /Movement and Physical Activity for Health**

- Describe the dietary guidelines proposed by the U.S. government and health organizations and explain factors that influence dietary choices.
- Describe U.S. industrial food production system.
- Describe the three functions of food and the ingredients and nutrition facts labels on manufactured foods.
- List the seven components of food, and identify common foods that contain each component.
- Describe the three kinds of vegetarian diets and several reasons for vegetarianism.
- Describe the extent and causes of overweight in American society and the significance of body mass index (BMI) to health.
- Explain why calorie -restriction weight -loss regimes fail and the features of sensible weight management.
- Discuss the advantages and disadvantages of medical treatments for overweight and common weight -loss fads and fallacies.
- Define anorexia nervosa, bulimia, and binge eating disorder.
- Create and complete a 4-week Lifestyle Change program for oneself and will offer coaching to peers.

**Assessments**

**Pre-and Formative**

- Unit Group Scenarios and discussion
- Topical On-line quiz
- Journal writing reflection on items learned.
- Unit assignments
- Lesson and key term quiz, Ch 5,6,7
- Textbook Worksheet pages
- Textbook Chapter Review and Objectives, CH 5,6,7

**Summative**

- Unit test Ch 5,6 and 7 2.15
- Rutgers On-line Final Exam at end of course

**Other assessment measures**

- Dying to be thin worksheet
- Biometric Lab
- Disease and Obesity
- 4) Shape of the Nation Appendix B and worksheet

**Teaching and Learning Actions**

Instructional Activities

**Unit 2:**

**Lesson: Choosing a Nutritious Diet/Managing a Healthy Weight/Movement and Physical Activity for Health**

**Lesson 1- Achieving Personal Health**

Sample Discussion Questions 1. Choose 2 or 3 diet fads and compare and contrast a typical day's menu in each program. 2. What is the problem(s) with calorie-restriction dieting? Activities 1. Access PBS Frontline: Diet Wars lesson plans 2. With students in small groups, provide each group with sample food packages. Have groups identify and differentiate the nutrition, ingredient and date labels. Have students make comparisons between the nutrition content of each food given and to demonstrate understanding of RDA, serving size, and calories

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Do Now's:

Students will do a Think/Pair/Share in which students will be broken into groups and will need to complete a quick internet research of current weight loss programs. Brief description of program. Do these programs work? Are they backed medically? Pros and Cons for these programs achieving lifestyle change

Students will read the Health and Nutrition Letter: Activity Benefits Go Beyond Weight Loss. 2.15 Students will be asked to write down 5 important pieces of information that was stated in the article. Students will then be placed in groups of 3-4 and share their most important information from the article.

Students will get into groups of 2 and will choose 2 similar fast food/restaurant chains. The students will be asked to choose 10 food/drink items from the 2 menus that are similar and can be compared. For instance: Pizza Hut and Dominos Pepperoni Pizza. The students will be asked to find images of both items and put these images next to each other on a PowerPoint slide. Second Slide: Same pictures of the products and the students will find the following information in regards to

dietary information: Total Fat, Total Sat Fat, Sodium, Carbohydrates, Calories, Dietary Fiber, Cholesterol (if available) (PLEASE NOTE: If serving size of the 2 similar products being compared do not match, the students are asked to make do calculations so that we are comparing the same serving size.) The class will assess which option is healthier. The next slide should identify the winner. This should be completed for at least 8-10 similar products. (24 -30 slides) Example included 2.7 2.8

Students will complete the Link between Diseases and Obesity worksheet 2.9  
Students will need to have access to the internet or medical books.

Students will watch the PBS documentary, “Dying to be Thin” and complete the worksheet 2.10

Students will read the Shape of the Nation (2010) Appendix B - “Federal Legislation Impacting PE” 2.11 and briefly describe the 4 legislations that are impacting the physical activity of children in K -12. Complete Worksheet 2.12

Students will complete the Biometrics Lab 2.13 to gain a better understanding of waist to hip ratio and BMI calculations.

**Healthy Lifestyle Change Program:** Students will engage in a 4-week lifestyle change program. Rubric 2.6

Discussion of stages of change and how to encourage movement of a patient in regards to stages of change. 2.1

Students will complete the Five Stages of Change worksheet. 2.2

Students will explore the Stages of Change: Intervention Matching Game to familiarize themselves with stage identification of potential clients. 2.3

Students will confidentially write the names of 3 other students who they believe would make the best health coaches. Health coach teams will be created of approx. groups of 3, who will meet on a weekly basis to motivate, adjust goals and discuss the progression of the program. Health coaches will be tasked with helping their peers move up the ladder of the stages of change.

Students will complete the Establishing Healthy Behaviors Worksheet 2.4 in order to choose their lifestyle goal. Remember that this goal needs to be achieved in 4 weeks.

Students will have parent letter signed so parents can also encourage their students 2.5

Hands on interaction with CAE ARES manikin for vital sign practice

Hands on interaction with Anatomage machine to view case studies and learn about diseases of the human body

**Assignments:**

Read Chapter

Critical Thinking Ch 5 #2 and 3

Complete Objectives for Chapters 5,6 and 7

Define Key Terms for Chapter 5,6, and 7

Key Term Quiz Ch 5,6 and 7 2.14

**Assessment:**

Key term Quiz

Participation

Unit Test Ch 5,6 and 7 2.15

**Documents:**

Key Term Quiz

Dying to be thin worksheet

Biometric Lab

Disease and Obesity

Shape of the Nation Appendix B and worksheet

Unit Test

Movement and Exercise:

Sample Discussion Questions

1. Research and describe the key changes to the recommendations for physical activity over the past 50 years and the science behind the changes.
2. Why is it important to have objective measures of physical ability and what are some of these measures?
3. What advice about dieting and exercise would you provide a family member who is making a “New Year’s resolution”?

Activities

Have students record all of their physical activity for a day or more. Then, in groups, have the students sort their activities into the four categories of physical activity on

	<p>posters for each category. Facilitate large group discussion and determine if each group has correctly categorized their activities.</p> <p>Have students present recommendations for regular exercise in slide shows or posters. Ask students to address their own physical activity logs and to analyze if they are meeting the recommendations and to reflect on ways to make improvements. Assist students to track their progress with meeting the recommendations over a longer period of time in the school year.</p> <p>True Sport- PED's Homework sample. Follow up with group assignment to create a poster for an assigned sport, highlighting the typical PEDs used and modes of taking PEDs. Have students include an inspirational message about competing clean.</p>
<p>Experiences (Virtual and live field trips)</p>	<p>Suggested Guest Speaker: Registered Dietician</p> <p>Suggested Field trip: Visit a hospital dietary department</p> <p>Hands on interaction with CAE ARES manikin for vital sign practice</p> <p>Hands on interaction with Anatomage machine to view case studies and learn about diseases of the human body</p>

**Resources**

**Recommended Textbook:**

Edlin, G., Golanty, E. Health and Wellness, 11th Edition. Boston, MA: Jones and Bartlett Publishers. 2014. (ISBN: +98-1-4496- 8710-6)

**Recommended or Supplemental Learning Resources:** Students are encouraged to read and utilize the various learning resources available at: [www.health.jbpub.com/hwonline](http://www.health.jbpub.com/hwonline). This website supplements textbook content and provides another avenue for students to study course information.

CAE ARES Manikin

Anatomage Table

**Additional Sources for Unit 2:**

<http://www.mr-sbiopage.org/9thHealth/dying%20to%20be%20thin.pdf> Dying to be thin worksheet

2.9 "Nutrition and You." Good Eats. ConnectEd: The California Center for College and Career, 2007. Web. 19 July 2015.

2.10 "Dying to Be Thin Video." NOVA. PBS, 12 Dec. 2000. Web. 19 July 2015.

2.11 "Appendix B." Shape of the Nation. National Association for Sport and Physical Education, 2012. Web. 19 July 2015.

2.13 Activity Benefits Go Beyond Weight Loss. Tufts University Health & Nutrition Letter [serial online]. April 2015;33(2):1-3. Available from: CINAHL with Full Text, Ipswich, MA. Accessed July 17, 2015.

2.14 "Biometrics Lab." Good Eats. ConnectEd: The California Center for College and Career, 2007. Web. 19 July 2015.

<b>Pacing/ Time Frame</b>	28 class periods; 41 minutes per period
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Unit 3	Building Healthy Relationships	Grade(s)	11
<b>Overview/Rationale</b>			
The focus of this unit is on understanding the key elements and issues related to building healthy adult relationships, as well as understanding pregnancy and parenthood.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</li> <li>● 9.3. HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</li> <li>● 9.3. HL-DIA. 4 Explain procedures and goals to the patient/client accurately and effectively using strategies to respond to questions and concerns.</li> <li>● 9.3. HL-BRD.1 Summarize the goals of biotechnology research and development within legal and ethical protocols.</li> <li>● 9.3. HL-BRD.4 Demonstrate the principles of solution preparation sterile techniques contamination control and measurement and calibration of instruments used in biotechnology research.</li> <li>● 9.3 HL.6 Evaluate accepted ethical practices with respect to cultural social and ethnic differences within the healthcare workplace.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>● 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).</li> <li>● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>			



Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>Science 5.3.12. A.06 Describe how a disease is the result of a malfunctioning system organ and cell and relate this to possible treatment interventions (e.g., diabetes cystic fibrosis lactose intolerance).</p>

5.3.12. C.02 Model how natural and human-made changes in the environment will affect individual organisms and the dynamics of populations.

5.1.12. C.01 Reflect on and revise understandings as new evidence emerges.

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

2.1.12. C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.

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.

2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness

2.2.12.A.1 Employ skills for communicating with family and peers and people from other backgrounds and cultures that may impact the health of oneself and others.

2.4.12.B.5 Relate preventative healthcare strategies of male and female reproductive systems to the prevention and treatment of disease (e.g., breast testicular exams Pap smear regular STI testing and HPV vaccine)

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

**Essential Questions**

- How can you promote healthy relationships?
- How can a person protect themselves against sexually transmitted diseases?
- How could a person go about selecting a fertility method?

**Enduring Understandings**

- Effective communication is crucial for developing and maintaining relationships.
- Conception, pregnancy and childbirth are important and meaningful life experiences that require psychological and physical preparation, so parents are prepared to meet a child's needs.
- Communication and cooperation are essential to shared fertility responsibility.

### **Student Learning Targets/Objectives**

#### **Unit 3**

#### **Lesson 1- Healthy Sexuality and Intimate Relationships/Protecting Against Sexually Transmitted Diseases and AIDS**

- Describe the major dimensions of human sexuality: physical, psychological, orientation, behavioral, and relationship
- Describe female and male sexual anatomy and describe the menstrual cycle and explain three common menstrual difficulties
- Explain sexual orientation, the phases of the sexual response cycle and common sexual difficulties.
- Describe the stages of development in intimate relationships.
- Identify and describe the essential components of good communication.
- Describe the impact of sexually transmitted diseases (STDs) on society and list the risk factors for contracting an STD and explain the causative agent, symptoms, and treatment for the following diseases: trichomoniasis, Chlamydia, gonorrhea, syphilis, genital herpes, genital warts, pubic lice, scabies, and HIV AIDS.
- Describe the importance of testing for HIV infection and the proper testing procedures.
- Describe several safer sex practices and the importance of effective communication in reducing the risk of STDs and AIDS.

#### **Lesson 2-Understanding Pregnancy and Parenthood/Choosing a Fertility Control Method**

- Compare and contrast the reasons for becoming or not becoming pregnant.
- Describe the processes of fertilization and implantation.
- Explain how pregnancy tests work.
- Describe the major health habits in pregnancy, amniocentesis and chorionic villus sampling and the three stages of labor.
- Compare and contrast the advantages and disadvantages of breastfeeding.
- Explain the fertility and pregnancy options for people having difficulty conceiving.
- Explain the contraceptive failure rate.
- Explain the drawbacks of withdrawal and douching and describe and list the advantages and disadvantages of combination and progestin -only hormonal contraceptives.
- Explain how an IUD is used.
- Describe barrier methods of contraception; five fertility awareness methods of contraception; male and female sterilization techniques.
- Identify factors affecting fertility control decision making.
- Describe methods of medical and surgical abortion.

**Assessments**

**Pre-and Formative**

- Unit Group Scenarios and discussion
- Topical On-line quiz
- Journal writing reflection on items learned.
- Unit assignments
- Lesson key term quiz
- Textbook Worksheet pages
- Textbook Chapter Review and Objectives

**Summative**

- Unit test on Ch 8,9,10 and 11
- Rutgers On-line Final Exam at end of course

**Other assessment measures**

Lesson 1:

- Define Key Terms for Ch 8 and 11 and create sentences
- Viewing questions for “And the Band Played on”
- 3) Applied Education Systems: Health Center 21: aeducation.com Domestic Violence, Reproductive System Anatomy and Physiology, Communications. Site contains lessons, power points, video clips, worksheets, activities, quiz and tests.

Lesson 2:

- Effectiveness of Contraceptive Methods Handout
- Fertility Web Quest
- What’s a Young Woman to Do? article
- Article Analysis Sheet

**Teaching and Learning Actions**

Instructional Activities

**Unit 3**

**Lesson 1- Healthy Sexuality and Intimate Relationships/Protecting Against Sexually Transmitted Diseases and AIDS**

Applied Education Systems: Health Center 21: aeducation.com Modules on Communications, Domestic Violence, Reproductive System Anatomy and Physiology. Site contains lessons, power points, video clips, worksheets, activities, quiz and tests.

Sample Discussion Questions 1. What are the factors that influence one’s ability to develop healthy relationships? 2. How can one characterize the differences between the physical, behavioral, and psychological dimensions of sexuality? Activities 1. University of Maine- Healthy Relationships Lessons 2. Have students compile a list of

10-20 questions to ask a dating partner that support the concepts of healthy relationships. 3. Facilitate a lesson that differentiates healthy and unhealthy relationships (all types of relationships). See My Future- My Choice lesson resource from the State of Oregon below for some ideas and handouts 4. Assign groups of students, each with the task of defining one of the following terms: Gender Expression, Gender Identity, Sex (the sex of a person), Sexual orientation. See resources like the It Gets Better Project (link below) for more modern understanding

**ARES:** Model, practice and perform skills learned on ARES manikin, vital signs

**Anatomage Table-**Practice knowledge of human diseases

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal Writing: reflection on items learned.

Do Now:

Book activity 8.5 and 8.7

Activities:

Students will watch the movie, "And the Band Played on" The story of the discovery of the AIDS epidemic and the political infighting of the scientific community hampering the early fight with it. Teacher notes about the movie are included. 3.1

Students will complete the questions from DVD Questions: And the Band Played On 3.2 (Answer Key 3.3)

PowerPoint from Ch 8 and 11

Students will be divided up into 4 groups, each group will be assigned a critical thinking question from the book (1,3,4,5) Students will be asked to discuss in small groups and then to present to class. Discussion to follow after each critical thinking response.

Jigsaw approach: (12 students) Give each student a STD from the book. They are to research the following and then present it to class. Transmission, incidence and prevalence, symptoms, treatment, prevention.

Key Term Quiz Ch 8 and 11 3.4

This Emotional Life by PBS: Students will respond to various video clips about relationships and intimacy. A clip will be shown and then a 5-minute discussion following. This can be done with the class as a whole or break up into smaller groups. -Porcupine Love

<http://www.pbs.org/thisemotionallife/video/porcupine-love>

**Assignment:**

Read Chapters 8 and 11

Complete Chapter objectives for Chapters 8 and 11

Define Key Terms for Ch 8 and 11

**Assessment:**

Key Term Quiz

Participation

Test on Ch 8 and 11

**Documents:**

Teacher Notes for “And the Band Played On”

Viewing questions for “And the Band Played On”

Answer key for “And the Band Played On”

Key term quiz

**Lesson 2-Understanding Pregnancy and Parenthood/Choosing a Fertility Control Method**

Sample Discussion Questions 1. List the most important topics a healthcare provider should address with a pregnant patient. 2. Making connections to the process of fertilization and implantation, explain what goes wrong to create an ectopic pregnancy. 3. How does the procedure for amniocentesis differ from chorionic villus sampling? Explain with anatomical references. Activities 1. Have students prepare a cartoon strip of the 3 stages of labor from the baby’s perspective. 2. Facilitate a group exploration as to why a couple or individual might require in vitro fertilization vs. artificial

Sample Discussion Questions 1. Why is it safer to review the typical use failure rate of a given contraceptive than the lowest observed failure rate? 2. How would you rank the different categories of contraception and why? 3. How can you talk with your intimate partner about safe sex? Activities 1. Review this lesson from Advocates for Youth and The United Nations Educational, Scientific, and Cultural Organization and adapt for learning in your class. Be sure to consistently update your knowledge on current contraceptives and/or consult a professional who is knowledgeable about the most current practices

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions

Exit Ticket/Journal writing: reflection on items learned.

Do Now:

Students are to identify the 3 stages of labor and how they are identified

Activities:

- 1) Review PowerPoint for Ch 9 and 10
- 2) <http://www.cdc.gov/mmwr/pdf/rr/rr6205.pdf>

Students will be given a specific contraception to research using this pdf. Students will answer the following questions. The goal is that students become comfortable reading medical research articles.

- 3) Review Effectiveness of Contraceptive Methods 3.5
- 4) Students will complete the WebQuest using the information from this website. 3.6 <https://www.womenshealth.gov/publications/ourpublications/fact-sheet/infertility.html>

- 5) Students will complete the Article Analysis Sheet 3.8 with the following article: 3.7

[http://5e62f3a6d1638bf1b14-5d806c6cef9f5da883ae68ded2a2e610.r20.cf2.rackcdn.com/uploaded/w/0e562143\\_whats - a -young -woman -to -do.pdf](http://5e62f3a6d1638bf1b14-5d806c6cef9f5da883ae68ded2a2e610.r20.cf2.rackcdn.com/uploaded/w/0e562143_whats-a-young-woman-to-do.pdf)

- 6) Key Term Quiz for Ch 9 and 10 3.9

Assignments:

- 1) Read Chapters 9 and 10
- 2) Complete Ch 9 and 10-chapter objectives
- 3) Define key terms for Ch 9 and 10

Assessments:

- 1) Key Term Quiz
- 2) Participation
- 3) Unit Exam Ch 8,9,10 and 11(3.10)

Documents:

- 1) Effectiveness of Contraceptive Methods Handout
- 2) Fertility Web Quest
- 3) What's a Young Woman to Do? article
- 4) Article Analysis Sheet
- 5) Key Term Quiz
- 6) Unit Test

<p>Experiences  (Virtual and live field trips)</p>	<p>Suggested Guest Speaker: SPACE Social worker or counselor to discuss mental health issues and effective communication skills.</p> <p>Hands on interaction with CAE ARES manikin for vital sign practice</p> <p>Hands on interaction with Anatomage machine to view case studies and learn about diseases of the human body</p>
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**Resources**

**Recommended Textbook:**

Edlin, G., Golanty, E. Health and Wellness, 11th Edition. Boston, MA: Jones and Bartlett Publishers. 2014. (ISBN: +98-1-4496- 8710-6)

**Recommended or Supplemental Learning Resources:** Students are encouraged to read and utilize the various learning resources available at: [www.health.jbpub.com/hwonline](http://www.health.jbpub.com/hwonline). This website supplements textbook content and provides another avenue for students to study course information.

CAE ARES Manikin

Anatomage Table

**Additional Sources for Unit 3:**

Resources Educators toolkit- Loveisrespect.org (with the National Domestic Violence hotline) My Future- My Choice (State of Oregon) It Gets Better Project (resource for LGBTQ+) LGBTQ+ Education and Resources- NJ RWJ Barnabas Female/Male Reproductive Anatomy sample resource with worksheets Female/Male Reproductive Anatomy 2 sample resource with worksheets with videos

Realityworks.com- Pregnancy Lesson- understanding the physical and emotional discomforts of pregnancy Your Life Before Birth video- The Endowment for Human Development More resources from The Endowment for Human Development33 What to Expect Project- Labor and Delivery (and more

Applied Education Systems: Health Center 21: [aeseducation.com](http://aeseducation.com) Modules on Communications, Domestic Violence, Reproductive System Anatomy and Physiology. Site contains lessons, power points, video clips, worksheets, activities, quiz and tests.

Resources Planned Parenthood pregnancy resources Contraception Quiz (with answers) CDC resources- reproductive health and contraception Guiding Teens about Safe Sex- a resource for the educator and parent STD Fact Sheets- CDC

3.2 "Public Health Part 1: And the Band Played on Discussion Questions." CTE Career and Technical Education. Texas Education Agency, n.d. Web. 19 July 2015.



3.5 "Effectiveness of Contraceptive Methods." cdc.gov. N.p., n.d. Web. 19 July 2015.

<http://www.cdc.gov/mmwr/pdf/rr/rr6205.pdf>

3.6 "Infertility Fact Sheet." Women's Health.org. Office on Women's Health, 16 July 2012. Web. 19 July 2015.

<"Article Analysis Sheet." Critical Reading. Calvin Edu, n.d. Web. 19 July 2015. >

3.7 Galst, Joann P. What's a Young Mother to Do? AFA Mental Health Advisory Council, n.d. Web. 19 July 2015.

3.8 "Article Analysis Sheet." Critical Reading. Calvin Edu, n.d. Web. 19 July 2015.

**Pacing/ Time Frame**

30 class periods; 41 minutes per period

Unit 4	Understanding and Preventing Diseases	Grade(s)	11
<b>Overview/Rationale</b>			
The focus of this unit is on understanding the key elements and issues related to disease prevention, building immunity and the risks of communicable and chronic diseases.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</li> <li>● 9.3. HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</li> <li>● 9.3. HL-DIA.2. Assess and report patients/client’s health status in order to monitor and document patient progress.</li> <li>● 9.3. HL-DIA. 4 Explain procedures and goals to the patient/client accurately and effectively using strategies to respond to questions and concerns.</li> <li>● 9.3. HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines upholding the strictest standards of confidentiality.</li> <li>● 9.3. HL-BRD.1 Summarize the goals of biotechnology research and development within legal and ethical protocols.</li> <li>● 9.3. HL-BRD.4 Demonstrate the principles of solution preparation sterile techniques contamination control and measurement and calibration of instruments used in biotechnology research.</li> <li>● 9.3 HL.6 Evaluate accepted ethical practices with respect to cultural social and ethnic differences within the healthcare workplace.</li> <li>● 9.3. HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).</li> <li>● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			

- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>

Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

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

2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

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.

2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness

2.2.12.A.1 Employ skills for communicating with family and peers and people from other backgrounds and cultures that may impact the health of oneself and others.

2.4.12.B.5 Relate preventative healthcare strategies of male and female reproductive systems to the prevention and treatment of disease (e.g., breast testicular exams Pap smear regular STI testing and HPV vaccine)

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

### Essential Questions

- How would you explain the link between heredity and disease?
- How can you assist someone in understanding the risks of cardiovascular diseases?
- How can you prevent diseases and reduce infections?

### Enduring Understandings

- Infectious disease is fought in four ways: sanitation, antibiotics, vaccination and healthful living.
- Significantly reducing cancers requires major changes in people's lifestyles, including more attention to a healthy diet, elimination of tobacco use, limiting alcohol consumption, and reducing exposure to intense sunlight and chemical carcinogens.
- Heart disease is caused by modern lifestyles and can be prevented.
- An abnormal gene passed on to a child from one or both parents can result in a hereditary disease.

### Student Learning Targets/Objectives

#### Unit 4

#### **Lesson 1- Reducing Infections and Building Immunity: Knowledge Encourages Prevention**

- Explain the terms- pathogen, communicable disease, vector, immunizations, opportunistic infections, nosocomial disease, immune system, antibodies, antigens, and autoimmune diseases and identify and explain how infectious diseases are prevented and treated.
- Explain the importance of antibiotics with regard to bacterial infections and the implications of antibiotic-resistant strains of bacteria.
- Explain how immunizations prevent infections and how antibodies battle infectious disease.
- Describe the etiology, symptoms, and treatments for cold and flu, Lyme disease, mononucleosis, and ulcers.
- Describe how unwanted activities of the immune system cause allergies.
- Describe organ transplants, blood transfusions, the Rh factor and how HIV causes AIDS and ways to prevent HIV/AIDS infections.

#### **Lesson 2-Cancer: Understanding Risks and Means of Prevention**

- Explain the incidence of cancer today, why mortality has not fallen and the most important ways to prevent cancer.
- Explain the following terms: cancer, tumor, benign tumor, malignant tumor, metastasis, xenoestrogen and the difference between inherited diseases and genetic diseases.
- Describe the kinds of environmental agents that cause cancer.
- Explain ways to prevent skin cancer.
- Discuss some risk factors associated with breast cancer and describe how to do a breast self-exam (BSE). Describe how cigarette smoke contributes to cancer.

**Lesson 3-Cardiovascular diseases: Understanding Risks and Measures of Prevention**

- Describe how the heart functions and explain the differences between cardiovascular disease, infarction, coronary heart disease, stroke, and heart attack.
- Explain the role atherosclerosis and homocysteine in heart disease
- Identify and explain types of heart surgeries used to repair blocked arteries.
- Compare and contrast the major risk factors of heart disease that cannot be changed, major risk factors that can be changed, and other contributing factors.
- Describe ways to reduce cholesterol levels and explain how stress contributes to hypertension.
- Describe the dietary supplements and foods that help maintain a healthy cardiovascular system.

**Assessments**

**Pre-and Formative**

- Unit Group Scenarios and discussion
- Topical On-line quiz
- Journal writing reflection on items learned.
- Unit assignments
- Key term quiz
- Textbook Worksheet pages
- Textbook Chapter Review and Objectives

**Summative**

- Unit test
- Rutgers On-line Final Exam at end of course

**Other assessment measures**

Lesson 1:

- Applied Education Systems: Health Center 21: [aeseducation.com](http://aeseducation.com) Modules on Diseases and Disorders, Infection Control. Site contains lessons, power points, video clips, worksheets, activities, quiz and tests.
- Flu Busters Student Exercise / Poster / Presentation
- The Vaccine Wars Questions
- Medical Journal Retracts Study article
- Virus Research and brief presentation

Lesson 2:

- Treatments for Cancer
- Skin Cancer Seek and Find

Lesson 3:

- Behind New Dietary Guidelines, Better Science article

## Teaching and Learning Actions

## Instructional Activities

**Unit 4****Lesson 1- Reducing Infections and Building Immunity: Knowledge Encourages Prevention**

Applied Education Systems: Health Center 21: aeducation.com Modules on Diseases and Disorders, Infection Control. Site contains lessons, power points, video clips, worksheets, activities, quiz and tests.

Sample Discussion Questions 1. Which infectious diseases can fall into more than one category? Why? 2. Explain the difference between direct and indirect transmission of disease. 3. How do public health measures such as garbage disposal, sewers, and clean water affect disease transmission? Activities 1. Build a lesson around the NOVA movie- Typhoid Mary: The Most Dangerous Woman in America 2. Create a list of common infectious diseases and assign one to each student. Have the students create an ID Card for the pathogen and the disease it causes. Common defenses (prevention and treatment strategies) and offenses (mode of transmission, entry and exit portals, and disease symptoms) should be included. 3. Try these NY City Dept. of Ed. and LiveOnNY lessons on organ donation

*ARES:* Model, practice and perform skills learned on ARES'S manikin, vital signs

*Anatomage Table-*Practice knowledge of human diseases

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Do Now's:

Students will view the following video that explains the immune response.

<https://www.youtube.com/watch?v=Non4MkYQpYA>

Optional Activities:

1) PowerPoint for Ch 12

2) Students will work together in groups of 3-4 and complete the in-class assignment of Flu Busters Activity. After collaboration and creation of the poster, students will share their posters and ideas with the class. The class will be asked to build upon the ideas of the group and offer other creative solutions for that population. 4.1

3) Students will be given one of the following viruses that they will research and determine the answers for the questions below

Colds/flu, Lyme, Mononucleosis, Ulcers, Hepatitis A, Hepatitis B, Hepatitis C, West Nile Virus, SARS, Zika Virus, Ebola Virus

- a. How is it contracted?
- b. Who does it typically affect?
- c. What are the signs and symptoms?
- d. Are there vaccines to prevent this virus?
- e. What is the treatment?

After research, they will do a quick 2-minute review for the class.

4) Students will view the following webpage and answer the questions online to determine their stance on immunization as it compares to the larger population.

<http://www.pbs.org/wgbh/pages/frontline/vaccines/etc/questions.html>

Students will be put in groups of 3-4 and discuss these questions. Group was encouraged to designate a "moderator" to avoid long debates and keep discussion moving.

5) Students will view the PBS documentary called "Vaccine Wars"

<http://www.thirteen.org/programs/frontline/the-vaccine-war/>

and complete the attached questions.4.2 Class discussion of individuals' response to the video.

6) After the video- this CNN report should be shown regarding the latest research that dispels the idea that vaccinations cause autism.

<http://www.cnn.com/2010/HEALTH/02/02/lancet.retraction.autism/index.html> 4.3

7) Key Term Quiz

- Assignment:
- Read Chapters
- Define and Study Key Terms
- Complete Chapter Objectives
- Key Term Quiz
  
- Assessments:
- Key Term Quiz
- Participation
  
- Documents:
- Flu Busters Student Exercise
- The Vaccine Wars Questions
- Medical Journal Retracts Study article
- Key Term Quiz and Answer

**Lesson 2-Cancer: Understanding Risks and Means of Prevention**



**Cancer:**

Sample Discussion Questions 1. Will immunotherapy be a turning point in cancer treatment? 2. What are common risk factors for cancer? 3. Why do people treated with chemotherapy experience hair loss and nausea? Relate these symptoms to the definition of cancer and the target of the chemotherapy agents. Activities 1. Check out these interactive lessons by Decoding Cancer 2. Explore the lessons on the history and science of cancer with PBS lesson plan

**Cardiovascular Disease:**

Sample Discussion Questions 1. Discuss the meaning of lifestyle disease with respect to cardiovascular disease and draw connections to the concept of nurture vs. nature. 2. Explain why a stroke is considered a brain attack comparing it to a heart attack. Activities 1. Build a lesson using these CK-12 heart disease lesson resources with atherosclerosis video and heart tissue engineering video.27 2. Have students check out the CDC’s info on Women and Heart Disease and their public education efforts here. Then have students select another group to research their risk for heart disease. Have students, in groups, create their own public health poster or video to advise this group about their risks and prevention strategies.

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

- Optional Activities:
- Powerpoint on Chapter 13
- Critical thinking #1 Ch 13 from book
- Debate on Critical thinking #4 Ch 13
- Discussion after watching a video of a 21-year-old breast cancer survivor who claims storing cell phones in bras causes breast cancer.  
<http://www.youtube.com/watch?v=rSpCB1f4oQk>
- Radiation risk?
- Cell phone and cancer video <https://www.youtube.com/watch?v=kl2ncKs9K8o>
- Students are to complete the cancer treatment worksheet. 4.5
- Students will complete the Skin Cancer “Seek and Find” by using the website [www.skincancer.org](http://www.skincancer.org) 4.6
- Students should be encouraged to view the following videos from the American Cancer Society in regards to radiation and chemotherapy.
- <http://www.cancer.org/treatment/treatmentsandsideeffects/treatmenttypes/chemotherapy/video/cancerquest-chemo-therapy>
- <http://www.cancer.org/treatment/treatmentsandsideeffects/treatmenttypes/radiation/video/cancerquest-radiation-therapy>

Assignment:

- Read chapters
- Complete Chapter Objectives
  
- Assessment:
- Participation
  
- Documents:
- Treatments for Cancer
- Skin Cancer Seek and Find

**Lesson 3- Cardiovascular Diseases: Understanding Risks and Measures of Prevention**

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Optional Activities:

- 1) Students will be assigned a medical procedure from the textbook and will be responsible for describing the procedure, the preparation needed for the procedure, what diagnosis can be made after the procedure and recovery from the procedure. Videos are encouraged so other students can visualize the various procedures.
  
- 2) Students will read, “Behind New Dietary Guidelines, Better Science” and will get into groups of 4 -5 and go through the article, extracting 8 -10 important points from the article. Each group will share with the whole class. (4.7)

Assignment:

- Read Chapter
- Complete Chapter Objectives

Assessment:

- Participation
- Unit Test

Documents:

- Behind New Dietary Guidelines, Better Science article
- Unit Test and Answer Key

Experiences

Suggested Guest Speakers: A cancer survivor, a cardiac nurse and or an infection control specialist.

(Virtual and live field trips)	<p>Hands on interaction with CAE ARES manikin for vital sign practice</p> <p>Hands on interaction with Anatomage machine to view case studies and learn about diseases of the human body</p>
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**Resources**

**Recommended Textbook:**

Edlin, G., Golanty, E. Health and Wellness, 11th Edition. Boston, MA: Jones and Bartlett Publishers. 2014. (ISBN: +98-1-4496- 8710-6)

**Recommended or Supplemental Learning Resources:** Students are encouraged to read and utilize the various learning resources available at: [www.health.jbpub.com/hwonline](http://www.health.jbpub.com/hwonline). This website supplements textbook content and provides another avenue for students to study course information.

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**Additional Sources for Unit 4:**

Applied Education Systems: Health Center 21: [aeseducation.com](http://aeseducation.com) Modules on Diseases and Disorders, Infection Control. Site contains lessons, power points, video clips, worksheets, activities, quiz and tests.

"Types of Cancer Treatments." American Cancer Society. N.p., n.d. Web. 19 July 2015.

4.2 "Vaccine Wars." Frontline. PBS, n.d. Web. 19 July 2015.

4.3 Park, Madison. "Medical Journal Retracts Study Linking Autism to Vaccines." CNN. N.p., 2 Feb. 2010. Web. 19 July 2015. <"Vaccine Wars." Frontline. PBS, n.d. Web. 19 July 2015.

Immune system video <https://www.youtube.com/watch?v=Non4MkYQpYA>

4.7Carroll, Aaron. "Behind New Dietary Guidelines, Better Science." The New York Times. N.p., 23 Feb. 2015. Web. 19 July 2015

<b>Pacing/ Time Frame</b>	28 class periods; 41 minutes per period
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<b>Unit 5</b>	<b>Explaining Drug Use and Abuse</b>	<b>Grade(s)</b>	<b>11</b>
<b>Overview/Rationale</b>			
<p>The focus of this unit is on understanding the key elements and issues related to responsible use of drugs and alcohol and eliminating tobacco use, as well as treatment for substance abuse.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</li> <li>● 9.3. HL-DIA. 4 Explain procedures and goals to the patient/client accurately and effectively using strategies to respond to questions and concerns.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).</li> <li>● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when</p>	

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

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

writing or speaking to support conclusions drawn from the text.

NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Science 5.3.12. A.06 Describe how a disease is the result of a malfunctioning system organ and cell and relate this to possible treatment interventions (e.g., diabetes cystic fibrosis lactose intolerance).

5.3.12. C.02 Model how natural and human-made changes in the environment will affect individual organisms and the dynamics of populations.

5.1.12. C.01 Reflect on and revise understandings as new evidence emerges.

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

2.1.12. C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.

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.

2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness

2.2.12.A.1 Employ skills for communicating with family and peers and people from other backgrounds and cultures that may impact the health of oneself and others.

2.4.12.B.5 Relate preventative healthcare strategies of male and female reproductive systems to the prevention and treatment of disease (e.g., breast testicular exams Pap smear regular STI testing and HPV vaccine)

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

**Essential Questions**

- How would you describe the effects of long-term tobacco use?
- How can you use alcohol responsibly?
- How can you prevent drug and alcohol abuse?

**Enduring Understandings**

- People have been ingesting drugs throughout recorded history for a variety of reasons, including curing disease and facilitating social interaction.
- Cigarette smoking is associated with higher deaths from cancer, heart disease, and respiratory disease.
- Frequent and constant use of alcohol can lead to physical dependence and tolerance.

**Student Learning Targets/Objectives**

**Unit 5**

**Lesson 1- Using Drugs Responsibly**

- Explain the FDA’s drug approval process and the difference between a drug and a medicine. Explain the concept of a drug receptor and its relation to drug side effects.
- Describe the logic of a double -blind drug effectiveness study.

- Describe lifestyle drugs and give examples of the overuse of legal drugs in American society and the influences of drug advertising on drug use.
- Differentiate between addiction, physical dependence, habituation, tolerance, and withdrawal.
- Describe the different effects of the major classes of psychoactive drugs (stimulants, depressants, marijuana, hallucinogens, PCP, and inhalants).
- Describe the health hazards of using anabolic steroids.

### **Lesson 2-Eliminating Tobacco Use**

- Describe the hazards of cigarette smoking and smokeless tobacco
- Identify and explain the physiological effects of tobacco and explain ways to quit smoking.
- Describe the effects of smoke on nonsmokers, including children and describe the various ways to limit tobacco's damage to society

### **Lesson 3- Using Alcohol Responsibly**

- Explain the prevalence of drinking, types of drinking, reasons for drinking, and attitudes toward drinking among college students.
- Explain the effects of alcohol on the body and describe how alcohol is absorbed into the body and how this absorption relates to blood alcohol concentration.
- Describe the long - term effects of alcohol overconsumption and the effects of alcohol on behavior, including sexual behavior
- Differentiate between alcohol abuse, alcohol addiction, and alcoholism and explain the phases of alcoholism.
- Describe how alcohol affects one's significant others and the help that is available for both the family and the alcoholic.

## **Assessments**

### **Pre-and Formative**

- Unit Group Scenarios and discussion
- Topical On-line quiz
- Journal writing reflection on items learned.
- Unit assignments
- Lesson and key term quiz
- Textbook Worksheet pages
- Textbook Chapter Review and Objectives

### **Summative**

- Unit test
- Rutgers On-line Final Exam at end of course

### **Other assessment measures**

Lesson 1:

- The Meth Epidemic Discussion Questions
- Presentation on drug research
- Ch 16 Key Term Quiz

Lesson 3:

- Alcohol Fact Sheet
- Ch 18 Worksheet

**Teaching and Learning Actions**

Instructional Activities

**Unit 5**

**Lesson 1- Using Drugs Responsibly**

Sample Discussion Questions 1. Describe one way that the responsible use of prescription medication can be promoted either by the prescribing practitioner or the patient. 2. Explain how a drug's side effects are related to cell receptors.

Activities 1. Tragedy and Hope- Prescription Drug Abuse Lesson Plan from PBS; comprehensive lesson plan tools for multiple sessions on drug abuse 2. Opioids: What You Need to Know- Lesson plans from National Institute on Drug Abuse and Scholastic 3. Have students do a project about prescription drug advertising direct to consumer

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives

Exit Ticket/Journal writing: reflection on items learned.

Optional Activities:

1) PowerPoint on Chapter 16

2) Key Term Quiz Ch 16

3) Students will view the video clip "Into the Mix Altered State"

[https://www.youtube.com/watch?v=4d\\_ulsC5rjc](https://www.youtube.com/watch?v=4d_ulsC5rjc)

4) Divide the class into groups and have each group discuss and formulate a response to Critical Thinking question #1 on pg. 405. Each group will present their ideas to the class.

5) Students will be broken up into groups and will have 20 minutes to generate a Google presentation on the following types of drugs: Each group of students will work on one type of drug classification. Students should use reputable sites from the internet to gain a better understanding of the drug they are researching. Club drugs  
Hallucinogens Sedatives Narcotics Amphetamines Inhalants Marijuana PCP Inhalants Stimulants

Each group should include the following criteria:

→ the category and forms of the drug

→ how it is taken

→ street or common names of the drug



- other drugs within the same category
- short-term and long-term effects on the body
- the addiction and recovery process

Students will have the opportunity to choose one format on delivering information to class: A "guest interview" format where one student is the "host" and others play recovering addicts, treatment counselors, doctors, etc. A "panel" format where students play experts and take questions from the class. A "magazine" format where a reporter covers several different stories and sub -topics

6) Students will view the PBS documentary, The Meth Epidemic <http://www.pbs.org/wgbh/pages/frontline/meth/> Students will complete the questions after viewing the video. (5.1)

Assignments:

- 1) Read Chapter
- 2) Define Key Terms
- 3) Complete Chapter Objectives

Assessment:

- 1) Participation
- 2) Key Term Quiz
- 3) Presentation of drug research

Documents:

- 1) The Meth Epidemic Discussion Questions
- 2) Ch 16 Key Term Quiz
- 3) Ch 16 Key Term Quiz Answers

### **Lesson 2-Eliminating Tobacco Use**

Sample Discussion Questions 1. What characteristics of anti-smoke ads make youth more/less likely to engage in smoking? 2. Is nicotine the only harmful ingredient in cigarettes? 3. Should it be illegal for a pregnant person to smoke? 4. Do you think smokers should pay higher health costs? Activities 1. How Nicotine Affects the Teen Brain- from National Institute on Drug Abuse (Includes information and lesson plans) 2. The Dangers of Vaping interactive from Scholastic 3. Have student groups debate the relative safety of vaping versus smoking cigarettes 36 4. Have students research

and present the immediate and long-term effects of tobacco use on the body; do the same for second-hand exposure to smoking

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives

Exit Ticket/Journal writing: reflection on items learned.

Optional Activities:

1) PowerPoint Chapter 17

2) Chapter 17 worksheet completed (5.2)

3) Small Group discussion of Critical Thinking #1 and then groups will be encouraged to share the group's main ideas with the class.

4) Students will complete the first 2 columns of the KWL chart (5.4) and then will read the article, "Countries Vindicate Cautious Stance on E Cigarettes" (5.3) After reading article, students will be asked to complete the last column of the KWL chart.

Class discussion questions:

o Why does WHO believe that the manufacturers of cigarettes and other tobacco products cannot be legitimate partners in any public health discussion?

o Do the benefits of END outweigh the risks of smoking? Does END offer a reliable solution for smoking cessation?

o Is this article objective?

Assignments:

1) Complete Chapter Objectives

2) Key Terms

### **Lesson 3- Using Alcohol Responsibly**

Sample Discussion Questions 1. Discuss the impacts of college drinking to non-drinking students. 2. Why is the legal drinking age in the US age 21, three years after becoming a legal adult? 3. How do parents suffering from alcoholism affect the lives of their children? Activities 37 1. Connect the teenage brain and decision making with use of alcohol- A lesson plan from Health Smart Virginia 2. The Effects of Alcohol- Lesson by Alcohol Education Trust

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

	<p>Complete corresponding chapter critical thinking questions and objectives.</p> <p>Exit Ticket/Journal writing: reflection on items learned.</p> <p>Optional Activities:</p> <ol style="list-style-type: none"> <li>1) Chapter 18 PowerPoint</li> <li>2) Chapter 18 objectives to be completed.</li> <li>3) Class review of “Alcohol Fact Sheet” (5.5)</li> <li>4) Chapter 18 worksheet completed (5.6)</li> <li>5) Students will view the following video about Fetal Alcohol Syndrome and discuss it with the class. <a href="http://abcnews.go.com/Health/video/consequences-drinkingpregnant-11966002">http://abcnews.go.com/Health/video/consequences-drinkingpregnant-11966002</a></li> </ol> <p>Assignment:</p> <ol style="list-style-type: none"> <li>1) Read Chapter</li> <li>2) Complete Chapter Objectives</li> </ol> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1) Participation</li> </ol> <p>Documents:</p> <ol style="list-style-type: none"> <li>1) Alcohol Fact Sheet</li> <li>2) Ch 18 Worksheet and Answer Key</li> <li>3) Unit Test and Answers</li> </ol>
<p>Experiences (Virtual and live field trips)</p>	<p>Virtually view the effects of tobacco, alcohol and drugs on various organs of the human body.</p> <p>Field Trip to a Human Body Museum or the Liberty Science Center</p> <p>Hands on interaction with CAE ARES manikin for vital sign practice</p> <p>Hands on interaction with Anatomage machine to view case studies and learn about diseases of the human body</p> <p>CAE ARES Manikin Anatomage Table</p>
<p><b>Resources</b></p>	
<p><b>Recommended Textbook:</b></p>	

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Anatomage Table

***Additional Sources for Unit 5:***

5.3 Fleck, Fiona. "Countries Vindicate Cautious Stance on E-Cigarettes." Bulletin of The World Health Organization 92.12 (2014): 856-857. CINAHL with Full Text. Web. 27 May 2015.

5.1 <http://www-tc.pbs.org/wgbh/pages/frontline/teach/meth/methepidemic.pdf>

The Meth Epidemic Drug related Resource- National Institute on Drug Abuse- Clinician, Patient, and Pharmacist roles in preventing drug misuse- click here National Institute on Drug Abuse-Mind Matters: The Body's Response to Opioids35 National Institute on Drug Abuse- Drug Facts Get Smart About Drugs- Resources for Educators- US Drug Enforcement Administration (DEA) Development and Approval Process for Drugs- US Food and Drug Administration (FDA) Do Not Get Sold on Drug Advertising- Harvard Health Publications Prescription Drug Advertising- US Food and Drug Administration (FDA) Are Direct-to-Consumer Ads Doing More Harm Than Good?- Forbes

FAS Video: <http://abcnews.go.com/Health/video/consequences-drinking-pregnant-11966002>

Tobacco Resources Smoking- Hurts Everyone- a resource from healthychildren.org from the American

Academy of Pediatrics Tobacco Use: Common Questions-American Academy of Oral Medicine

Alcohol Resources-College Drinking Fact sheet- National Institute on Alcohol Abuse and Alcoholism College

Drinking, Changing the Culture- Resources from National Institute on Alcohol Abuse and Alcoholism Blood

Alcohol Concentration- Calculator and Impairment Chart Blood Alcohol Concentration (BAC) and Driving;

What affects BAC? CAGE Questionnaire- Johns Hopkins Medicine

**Pacing/ Time Frame**

28 class periods; 41 minutes per period

Unit 6	Making Healthy Choices	Grade(s)	11
<b>Overview/Rationale</b>			
The focus of this unit is on understanding the key elements and issues related to health care decisions, alternative medicines and accident and injury prevention.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</li> <li>● 9.3. HL-DIA.1 Communicates key diagnostic information to healthcare workers and patients in an accurate and timely manner.</li> <li>● 9.3. HL-DIA. 4 Explain procedures and goals to the patient/client accurately and effectively using strategies to respond to questions and concerns.</li> <li>● 9.3. HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines upholding the strictest standards of confidentiality.</li> <li>● 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.</li> <li>● 9.3 HL.6 Evaluate accepted ethical practices with respect to cultural social and ethnic differences within the healthcare workplace.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).</li> <li>● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.</li> <li>● 9.2.5.CAP.8: Identify risks that individuals and households face.</li> <li>● 9.2.5.CAP.9: Justify reasons to have insurance.</li> <li>● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).</li> <li>● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).</li> <li>● 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> </ul>			

- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to</p>

provide a complex analysis; provide an objective summary of the text.

Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

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

2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

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.

2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness

2.2.12.A.1 Employ skills for communicating with family and peers and people from other backgrounds and cultures that may impact the health of oneself and others.

2.4.12.B.5 Relate preventative healthcare strategies of male and female reproductive systems to the prevention and treatment of disease (e.g., breast testicular exams Pap smear regular STI testing and HPV vaccine)

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

**Essential Questions**

- How would you explain the benefits of exploring alternative medicines?
- How can you prevent accidents and injuries?
- How can you make informed decisions about healthcare?

**Enduring Understandings**

- Everyone needs medical care at some time in their lives. Knowing what to ask and what to expect from your physician is essential.
- Consumers of alternative medicine need to guard against fraudulent claims and unscrupulous persons who advertise therapies of unproved safety and of dubious value.
- A multidimensional approach to injury prevention includes education, prevention strategies, stricter laws and regulations, and better product design.

**Student Learning Targets/Objectives**

**Unit 6**

**Lesson 1-Making Decisions About Health Care**

- Discussion Question: 1. Healthy people 2020 defined health equity as the attainment of the highest level of health for all people, and notes that it requires valuing everyone equally with focused and ongoing societal efforts to address avoidable inequalities and health care disparities. Discuss the statistics of the Covid-19 pandemic and how the ideals outlined in Healthy people 2020 were met or not met with regard to health equity.
- Discuss the disparities of medical care based on patient sex, race, and ethnicity.
- PBS Lessons- Healthcare Crisis 2. Investigate how the current U.S. health system evolved (Resource: NPR recording Accidents of History Created U.S. Health System)
- Describe what you need to know to be an intelligent healthcare consumer.
- Discuss the roles of several kinds of healthcare providers.
- Compare the four main kinds of private health insurance available in the United States and explain several reasons why healthcare costs have risen so dramatically in the United States in recent years.
- Explain which populations are served by Medicare and Medicaid and compare health care and health insurance in Canada and the United States.
- Discuss some of the problems with the quality of U.S. health care and frequency of medical errors.
- Compare the pros and cons of organ transplants for donors and recipients.
- List five kinds of cosmetic surgeries that are commonly performed.



### **Lesson 2-Exploring Alternative Medicine**

- Compare and contrast the main differences between modern medical care and alternative medicines and explain the reasons why some people choose an alternative medicine in addition to or instead of modern medicine.
- Compare and contrast the philosophy and method of treatment in acupuncture, chiropractic, herbal medicine, and homeopathy.
- Explain how bio magnetic therapy might help certain health problems and why herbal remedies may be dangerous.

### **Lesson 3- Accidents and Injuries**

- Describe safety, accidents, and unintentional injuries and strategies to prevent unintentional injuries.
- Use the epidemiological triad to identify unintentional injury risk factors, as well as the Haddon matrix and why it was developed.
- Describe various ways to prevent motor vehicle crashes, motorcycle accidents, bicycle accidents, pedestrian accidents, firearm injuries and strategies to improve home and work safety.
- Explain the major sports with the highest risk of injury for boys and girls.

## **Assessments**

### **Pre-and Formative**

- Unit Group Scenarios and discussion
- Topical On-line quiz
- Journal writing reflection on items learned.
- Unit assignments
- Lesson quiz and Key Terms quiz
- Textbook Worksheet pages
- Textbook Chapter Review and Objectives

### **Summative**

- Unit test
- Rutgers On-line Final Exam at end of course

### **Other assessment measures**

Lesson 2:

- Assignment:
- "Folk Remedy"(6.12)
- Ch 19 and 20 Key Term Quiz

Lesson 3:

- Helping Patients Navigate the Healthcare System
- Turkish Medical Form
- Student Handout: Summary of Health Plan Benefits, Deductibles and Copayments
- Student worksheet for 6.3
- PSA

- Issue Brief: Navigating Health Care; Why It’s So Hard and What Can be Done to Make It Easier for the Average Consumer 8) Questions for 6.7
- Haddon Matrix
- CDC Heads Up WebQuest
- CAM Research
- Folk Remedy Worksheet

**Teaching and Learning Actions**

Instructional Activities

**Unit 6**

**Lesson 1- Managing Decisions About Health Care**

Sample Discussion Questions 1. Healthy people 2020 defined health equity as the attainment of the highest level of health for all people, and notes that it requires valuing everyone equally with focused and ongoing societal efforts to address avoidable inequalities and health care disparities. Discuss the statistics of the Covid-19 pandemic and how the ideals outlined in Healthy people 2020 were met or not met with regard to health equity. 2. Here is a resource from PBS: Asking the Tough Questions for more discussion question ideas Activities 1. Try one or more of these lessons from PBS- Healthcare Crisis 2. Investigate how the current U.S. health system evolved (Resource: NPR recording Accidents of History Created U.S. Health System)

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Optional Activities:

1) PowerPoint

2) Explain to students that the focus of the lesson is on selecting a health insurance plan (also referred to as a health plan). Share with students the following information: A recent survey posted on the Merck Web site indicates that, on average, people spend only about 16 minutes looking over insurance materials before selecting a health plan. Invite students to react to the survey finding. Pose the following questions:

- How much time did (or would) you spend on selecting a plan?
- How did (or would) you select a health plan?

What do you think people need to think about when they select a health plan?

3) Students will go to the SCHIP website and write 2-3 sentences explaining what SCHIP does. Discussion to follow.

4) Students will read "Helping Patients Navigate the Healthcare System".

Discussion of Key points in small groups of 4 -5 students and then highlights with the whole class. (6.1)

5) Hand out the "Turkish Medical Form" (6.2) and tell the students that they are experiencing chest pain and cannot be treated until the students have completed the form. Students will probably say that they cannot read the form. Correlation between how people from other countries that do not speak English feel in this country when asked to do the same thing.

6) Distribute the Student Handout: Summary of Health Plan Benefits, Deductibles, and Co -Payments. (6.3) Show the students how to read the chart (i.e., that the chart has a title and is organized by row and column). Alternatively, ask for a volunteer to explain to the rest of the class how to read the chart. Be sure that students can identify a chart's title and know how to read the information in rows and columns  
Pair Work. Organize the class into pairs and assign each pair one of the rows in the chart of health plan benefits and co -payments. Each pair should answer the following questions:

- What type of health care service is described in your row?
- If you can, think of some services that would be included in this area of health care.
- How many times have you needed this health service in the past year?
- What kind of coverage does each of the health plans provide for this kind of health care service?
- Are there similarities or differences in the kind of coverage across the three plans?
- Then each small group will share their findings with the class.

7) Distribute Student Worksheet: Examining Health Plan Benefits, Deductibles, and Co -Payments (6.4) (6.5) to the entire class. Organize the class into groups of three to four. Explain that the worksheet presents several situations of people who need to find a health insurance plan. In their small groups, students must discuss and decide on which of the three health plans – Green, Yellow, or Red – would be the “best” choice for the people described in the five situations.

8) View the video “The Appointment” from

[https://www.youtube.com/watch?v=OXv\\_9tth518](https://www.youtube.com/watch?v=OXv_9tth518)

PPT Navigating the Healthcare System (2 peoples experience) Discussion during PowerPoint (6.6) Hand out "Navigating Healthcare System" - Issue Brief. (6.7) Students are to read the article and complete the questions. (6.8) If more time is needed, they are to finish for Homework and Practice.

9)Critical Thinking pg. 443 #1 Students should break up into groups and discuss and share. Students will discuss the following questions:

- What are some reasons for ineffective communication between patients and health care professionals? (Consider these issues: limited appointment times, self-diagnosis given the vast amount of health information available on internet, authoritarian or patronizing attitudes of health care professional, and limited education level of patient)
- What strategies can you employ to be proactive about your health care and communicate effectively with your healthcare provider?

### **Lesson 2-Exploring Alternative Medicines**

Sample Discussion Questions 1. How would you advise a friend seeking an alternative medical practice to inform their decision? 2. Is it possible to integrate conventional medicine and alternative medicine methods? Activities 1. PBS Lesson- The Alternative Fix (CAM/Integrative Medicine) 2. In groups or individually, assign students a common medical condition (i.e., Cancer, Anxiety, Post-traumatic stress disorder, etc.) and have them create educational materials on CAM/Integrative Medicine alternatives to standard medical care for their assigned condition

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Do Now: Write the difference between complementary medicine and alternative medicine. Give one example of each.

Optional Activities:

1) PowerPoint

2) Four expert groups will be formed. Each group will be responsible for completing the CAM handout (6.11) in which their category of CAM will be researched together. (1) Spiritual, psychic, or mental approaches, 2) Nutritional therapies, including changes in diet, fasting, and use of supplements, 3) Therapies using herbs or other substances derived from natural sources, 4) Physical therapies such as chiropractic, acupuncture, massage, and yoga After research the jigsaw method will be used to share each groups research with their classmates. At the end of the lesson, each group will need to address how the placebo effect may work in their CAM category.

Assignment:

- 1) Each student will pick a "Folk Remedy" and will need to complete the "Folk Remedy" hand out. (6.12)
- 2) Chapter Objectives
- 3) Ch 19 and 20 Key Term Quiz

**Lesson 3- Accidents and Injuries**

Sample Discussion Questions

1. Explain why alcohol is a contributing factor in about half of motor vehicle fatalities. What are the local community prevention efforts to prevent driving while intoxicated?
2. Think of a recent accident you experienced or witnessed and identify the epidemiological triad to characterize the factors that contributed to the accident and any related injury.

Activities

1. Assign projects in groups where students design an educational program to:  
a. Prevent peers from drinking and driving  
b. Inform peers on the risk factors for injury in the sports activities offered at school  
c. Inform peers on the risk factors for injury in activities outside of school (i.e., biking, skateboarding, etc.)  
d. Prevent fire accidents  
e. Explain return to sport after concussion
2. Assign projects in groups where students design an educational program to reduce the risk of a specific repetitive motion disorder:  
a. Cervical spine issues/  
radiculopathy  
b. Carpal Tunnel Syndrome  
c. Thoracic Outlet Syndrome  
d. Cubital Tunnel Syndrome  
e. Distal Ulnar Neuropathy  
f. Tennis elbow \*can also focus groups on repetitive use injuries common in youth

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Optional Activities:

- 1) PPT from text

- 2) Discussion of the Haddon Matrix. Examples will be presented to the class of previous Haddon Matrixes that were completed. (6.14) The class as a whole will complete one on motor vehicle accidents.
- 3) Students will get in groups of 2-3 and choose one of the 7 leading injury and illness categories according to the National Safety Council and complete a matrix for that injury. (6.13) (Motor Vehicles, Poisoning, Falls, Choking, Drowning, Fires & Burns, Weather Related Emergencies)
- 4) Students will be given a project rubric and will be asked to complete a video PSA regarding the injury/illness they have been assigned. (6.15)
- 5) Students will complete the CDC Heads Up WebQuest questions. [www.cdc.gov/headsup](http://www.cdc.gov/headsup) (6.18)
- 6) Students will view the PBS documentary, "League of Denial"

Assignment:

- 1) Read Chapters
- 2) Answer chapter objectives
- 3) Article: Navigating Health Care Issue Brief and Questions.
- 4) PSA

Assessment:

- 1) Participation
- 2) Key Term Quiz
- 3) Unit Exam
- 4) PSA

Documents:

- 1) Helping Patients Navigate the Healthcare System
- 2) Turkish Medical Form
- 3) Student Handout: Summary of Health Plan Benefits, Deductibles and Copayments
- 4) Student worksheet for 6.3
- 5) Answer Key for 6.4
- 6) Copy of PPT of 2 patient visits

	<p>7) Issue Brief: Navigating Health Care; Why It's So Hard and What Can be Done to Make It Easier for the Average Consumer 8) Questions for 6.7</p> <p>9) Haddon Matrix Blank</p> <p>10) Explanation of Haddon Matrix and Examples</p> <p>11) PSA Assignment</p> <p>12) CDC Heads Up WebQuest</p> <p>13) CAM Research</p> <p>14) Folk Remedy Worksheet</p> <p><i>ARES</i>: Model, practice and perform skills learned on ARES manikin, vital signs</p> <p><i>Anatomage Table</i>-Practice knowledge of human diseases</p>
<p>Experiences (Virtual and live field trips)</p>	<p>Suggested Guest Speakers: Volunteer Organ Donor recipient from the NJ Organ Donor Organization; a Chiropractor or CAM professional, NJM Student Driver Safety Speaker.</p> <p>Hands on interaction with CAE ARES manikin for vital sign practice</p> <p>Hands on interaction with Anatomage machine to view case studies and learn about diseases of the human body</p>

**Resources**

**Recommended Textbook:**

Edlin, G., Golanty, E. Health and Wellness, 11th Edition. Boston, MA: Jones and Bartlett Publishers. 2014. (ISBN: +98-1-4496-8710-6)

CAE ARES Manikin

Anatomage Table

**Recommended or Supplemental Learning Resources:** Students are encouraged to read and utilize the various learning resources available at: [www.health.jpup.com/hwonline](http://www.health.jpup.com/hwonline). This website supplements textbook content and provides another avenue for students to study course information.

***Additional Sources for Unit 6:***

6.1 <http://www.cnn.com/2013/04/06/health/patient-navigation-new-field/>

Helping Patients Navigate the Healthcare System

6.6 PowerPoint about 2 patients experience [www.nchealthliteracy.org/presentations/Patient%20Experience.ppt](http://www.nchealthliteracy.org/presentations/Patient%20Experience.ppt)

6.7 <http://www.hcfo.org/files/hcfo/HCFONavigatingHealthCare.pdf>

Issue Brief

6.11 6.12 [http://www.connectedcalifornia.org/downloads/curriculum/SecondOpinion\\_CA.pdf](http://www.connectedcalifornia.org/downloads/curriculum/SecondOpinion_CA.pdf)

6.3 6.4 6.5 [http://www.ncsall.net/fileadmin/resources/teach/04\\_012Nav\\_SessionsLessons.pdf](http://www.ncsall.net/fileadmin/resources/teach/04_012Nav_SessionsLessons.pdf) Healthy people

2020/Disparities- U.S. Department of Health and Human Services Medicare and Medicaid Basics- Centers for Medicare and Medicaid Services History of Medicine Timeline- National Institutes of Health

Complementary, Alternative, or Integrative- National Center for Complementary and Integrative Health

Complementary and Alternative Medicine- Definitions provided by National Cancer Institute Collection of CAM resources- MedlinePlus- U.S. National Library of Medicine

Overuse Injuries in Children- American Academy of Orthopedic Surgeons Accidents or Unintended Injuries FastStats- CDC43 Epidemiological Triad Examples Image- D. Sleet, T. Dinh-Zarr, A. Dellinger (2007) Engineering Heads Up- Return to Sport... with Concussion- CDC

**Pacing/ Time Frame**

28 class periods; 41 minutes per period



<b>Unit 7</b>	<b>Overcoming Obstacles</b>	<b>Grade(s)</b>	<b>11</b>
<b>Overview/Rationale</b>			
The focus of this unit is on understanding the key elements and issues related to aging, death, violence and the environment.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</li> <li>● 9.3. HL-DIA.1 Communicates key diagnostic information to healthcare workers and patients in an accurate and timely manner.</li> <li>● 9.3. HL-DIA. 4 Explain procedures and goals to the patient/client accurately and effectively using strategies to respond to questions and concerns.</li> <li>● 9.3. HL-BRD.4 Demonstrate the principles of solution preparation sterile techniques contamination control and measurement and calibration of instruments used in biotechnology research.</li> <li>● 9.3. HL.3 Identify existing and potential hazards to clients, co-workers, visitors and self in the healthcare workplace.</li> <li>● 9.3 HL.6 Evaluate accepted ethical practices with respect to cultural social and ethnic differences within the healthcare workplace.</li> <li>● 9.3. HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).</li> <li>● 9.2.5.CAP.8: Identify risks that individuals and households face.</li> <li>● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).</li> <li>● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12. GeoGI.1, 7.1.IH. IPERS.6, 7.1.IL. IPERS.7, 8.2.12.ETW.3).</li> <li>● 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL. PRSNT).</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when	

8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

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

writing or speaking to support conclusions drawn from the text.

dback, including new arguments or information.  
 NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Science 5.3.12. A.06 Describe how a disease is the result of a malfunctioning system organ and cell and relate this to possible treatment interventions (e.g., diabetes cystic fibrosis lactose intolerance).

5.3.12. C.02 Model how natural and human-made changes in the environment will affect individual organisms and the dynamics of populations.

5.1.12. C.01 Reflect on and revise understandings as new evidence emerges.

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

2.1.12. C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.

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.

2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness

2.2.12.A.1 Employ skills for communicating with family and peers and people from other backgrounds and cultures that may impact the health of oneself and others.

2.4.12.B.5 Relate preventative healthcare strategies of male and female reproductive systems to the prevention and treatment of disease (e.g., breast testicular exams Pap smear regular STI testing and HPV vaccine)

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

**Essential Questions**

- How does violence contribute to the ills of society?
- How can we work towards a healthy environment?
- How do you cope with aging and dying?

**Enduring Understandings**

- Aging and dying are natural stages of life.
- Violence is not an essential part of human behavior, and many societies in the world are nonviolent.
- To maintain good health, people need unpolluted water, air, food and shelter.

**Student Learning Targets/Objectives****Unit 7****Lesson 1- Understanding Aging and Dying**

- Compare and contrast the terms: aging, maximum life span, average life span, life expectancy, ageism, and gerontology and explain the two major theories of aging processes.
- Explain some of the health and social issues that stem from the “graying” of the American population and the biological changes that occur with aging.
- Explain how undernutrition affects the aging process.
- Describe some of the symptoms of Alzheimer’s disease and Parkinson’s disease.
- Describe measures you can take while young to reduce the risk of dementia later in life and to help ensure a healthy old age.
- Describe several ways to reduce the risk of osteoporosis and some of the causes of vision and hearing loss.
- Differentiate the stages of dying as described by Kübler-Ross and explain the role of the two documents that constitute advance directives.
- Briefly describe the terms: physician assisted suicide, hospice, and palliative care.

**Lesson 2-Violence in Our Society**

- Describe the different kinds of interpersonal violence and the ways that violence affects health.
- Explain the kinds of violence and abuse that can lead to posttraumatic stress disorder.
- Describe the different forms of child abuse and elder abuse and the factors that contribute to it.
- Differentiate between sexual assault, forcible rape, and acquaintance rape and describe the reasons that underlie forcible rape and acquaintance rape.
- List and describe the different kinds of hate crimes.
- Explain some of the ways that firearms increase the risk of homicide and suicide among young people. Describe how media violence contributes to aggression and violence among children.
- Describe some of the effect’s terrorism has had on peoples’ lives and on American society.

**Lesson 3- Working Towards a Healthy Environment**

- Describe the relationship between environment and health and how human population growth will affect global health and environmental issues
- Describe the health effects of air pollution, including smog and the hole in the ozone layer and explain the greenhouse effect and the predicted consequences of global warming.
- Describe the effects of lead on children’s health and intelligence.
- Describe substances that pollute water in the United States and explain the impact of land pollution on food production and health.
- Describe sources of pesticide contamination and their effects on health.
- Explain the potential health problems associated with noise pollution, EMFs, endocrine disruptors.

**Assessments****Pre and Formative**

- Unit Group Scenarios and discussion
- Topical On-line quiz
- Journal writing reflection on items learned.
- Unit assignments

- Lesson quiz and key terms quiz
  - Textbook Worksheet pages
  - Textbook Chapter Review and Objectives
- Summative**
- Unit test (7.11)
  - Rutgers On-line Final Exam at end of course

**Other assessment measures**

- Lesson 1: Ch 22 Quiz (7.5)
  
- Lesson 2: Web quests

Lesson 3:

- Death and Dying Scenarios
- Myth and Facts Opinion Survey
- Myth and Facts about Older Americans
- Death and Dying Do Now
- Violence in Society WebQuest
- Twisted Love Poem
- Environmental Web quest
- Superfund Hazardous

**Teaching and Learning Actions**

Instructional Activities

**Unit 7**

**Lesson 1- Understanding Aging and Dying**

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives

Exit Ticket/Journal writing: reflection on items learned.

Do Now's:

Students will complete the Death and Dying 5 stages of death worksheet. (7.4)

Optional Activities:

1)PPT from Text

2) Introduction to topic. A sun with rays will be drawn on the board with the word "Teenager" in the middle. The class will come up with adjectives that they think

describe teenagers, which will be written on the various rays. Then the same sun will be drawn and the word old will be in the center. Adjectives to describe the older generation of people will be given by students and then as a class we will compare and contrast our findings.

3) Class will get into small groups and will take the Myth and Fact Opinion Survey (7.2) and then will use the explanation/fact sheet after the survey is completed. (7.3) Discussion after to discuss any changes in perception of the elderly population.

4) Students will be asked to get into small groups and each group will be given a scenario sheet in which they will identify the stage of dying described in the scenario. Each group will have 5 minutes with each group of scenarios. (7.1)

5) Video from PBS: Aging Matters: End of Life

<http://video.pbs.org/video/2365079734/>

6) Video from PBS: In My Time of Dying <http://video.pbs.org/video/1892693338/>

7) 5 stages of grief- short film about Elizabeth Kubler Ross stages (approx. 3 min)

<https://www.youtube.com/watch?v=olbdOyhxp18>

Assignment:

1) Read Chapter

2) Complete Chapter Objectives

Assessment:

1) Participation

2) Ch 22 Quiz (7.5)

### **Lesson 2-Violence in our Society**

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Optional Activities:

1) PPT from Text

2) Students will complete the Violence & Our Society Web Quest (7.7)

3) Have students read “A Twisted Love Poem” to class and ask the class to respond.  
(7.8) <http://www.pbs.org/inthemix/educators/lessons/dateviol1/poem.html>

4) Students will be grouped into 6 groups. Each group will take a type of abuse from the website (Physical, Emotional, Financial, Sexual, Digital, Stalking) and will become an expert about the type of abuse they are researching. They will then present their type to the class and lead discussions. Resource: <http://www.loveisrespect.org/is-this-abuse/types-of-abuse/>

Assignments:

- 1) Read Chapter
- 2) Complete the Chapter Objectives

Assessment:

- 1) Participation
- 2) Web quests

### **Lesson 3- Working Towards a Healthy Environment**

Zigzag read the corresponding chapter in class or read the corresponding chapter for Homework and create an outline of the chapter.

Complete corresponding chapter critical thinking questions and objectives.

Exit Ticket/Journal writing: reflection on items learned.

Do Now's:

Students will view the following safety brochure and would discuss whether other things should be added. Why or why not?

Safety brochure

[http://www.niehs.nih.gov/health/materials/a\\_family\\_guide\\_20\\_easy\\_steps\\_to\\_personal\\_environmental\\_health\\_now\\_508.pdf](http://www.niehs.nih.gov/health/materials/a_family_guide_20_easy_steps_to_personal_environmental_health_now_508.pdf)

Optional Activity:

- 1.) Students will go to the following website and learn about various environmental issues that could arise that affect everyday people.  
<http://enviromysteries.thinkport.org/insidestories/> Interactive story about chemical exposure
- 2.) Students will complete the Environmental WebQuest (7.9)
- 3.) Students will complete the Superfund WebQuest (7.10) that will ask students to investigate a hazardous site in their area

	<p>Assignment:</p> <ol style="list-style-type: none"> <li>1) Read Chapter</li> <li>2) Completely answer chapter objectives</li> </ol> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1) Participation</li> <li>2) WebQuest completion</li> <li>3) Unit test (7.11)</li> </ol> <p>Documents:</p> <ol style="list-style-type: none"> <li>1) Death and Dying Scenarios</li> <li>2) Myth and Facts Opinion Survey</li> <li>3) Myth and Facts about Older Americans</li> <li>4) Death and Dying Do Now</li> <li>5) Ch 22 Quiz</li> <li>6) Ch 22 Quiz Answer Key</li> <li>7) Violence in Society WebQuest</li> <li>8) Twisted Love Poem</li> <li>9) Environmental WebQuest</li> <li>10) Superfund Hazardous</li> </ol> <p><i>ARES</i>: Model, practice and perform skills learned on <i>ARES</i> manikin, vital signs</p> <p><i>Anatamage Table</i>-Practice knowledge of human diseases</p>
<p>Experiences (Virtual and live field trips)</p>	<p>Suggested Guest Speakers: Representative from the County Office of Environmental Protection, Local Police Dept. and/or a Geriatric Nurse or health care professional.</p> <p>Field trip: Local Police Dept. and or the local nursing home.</p> <p>Hands on interaction with CAE <i>ARES</i> manikin for vital sign practice</p> <p>Hands on interaction with <i>Anatamage</i> machine to view case studies and learn about diseases of the human body</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● <b>Recommended Textbook:</b></li> </ul>	



- Edlin, G., Golanty, E. Health and Wellness, 11th Edition. Boston, MA: Jones and Bartlett Publishers. 2014. (ISBN: +98-1-4496- 8710-6)
- **Recommended or Supplemental Learning Resources:** Students are encouraged to read and utilize the various learning resources available at: [www.health.jbpub.com/hwonline](http://www.health.jbpub.com/hwonline). This website supplements textbook content and provides another avenue for students to study course information.
- CAE ARES Manikin
- Anatomage Table
- **Additional Sources for Unit 7:**
- <http://www.loveisrespect.org/is-this-abuse/types-of-abuse/>
- 7.8 <http://www.pbs.org/inthemix/educators/lessons/dateviol1/poem.html>
- Twisted Love Poem
- 7.1 [http://cte.unt.edu/content/files/HS/documents/curriculum/principles/Death and Dying 1.pdf](http://cte.unt.edu/content/files/HS/documents/curriculum/principles/Death_and_Dying_1.pdf)
- 7.2 7.3 [http://ioer.ilsharedlearning.org/ContentDocs/Personal/303/aging\\_lesson\\_plan\\_loftus.pdf](http://ioer.ilsharedlearning.org/ContentDocs/Personal/303/aging_lesson_plan_loftus.pdf)
- Safety Brochure  
[http://www.niehs.nih.gov/health/materials/a\\_family\\_guide\\_20\\_easy\\_steps\\_to\\_personal\\_environmental\\_health\\_now\\_508.pdf](http://www.niehs.nih.gov/health/materials/a_family_guide_20_easy_steps_to_personal_environmental_health_now_508.pdf)
- 7.7 <https://sites.google.com/site/healthwebquests/home/violence-our-society>
- 7.9 <https://sites.google.com/site/healthwebquests/home/environmental-health-webquest>
- 7.10 [http://www.aurumscience.com/environmental/13\\_waste/superfund.html](http://www.aurumscience.com/environmental/13_waste/superfund.html)

**Pacing/ Time Frame**

28 class periods; 41 minutes per period