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Cliffside Park Public Schools

Health 12

Unit Name: Health Family Life

Duration: Nine weeks

Essential Questions:

What is important to cultivate in a healthy relationship?

How can an individual make good choices?

In what ways can healthy family relationships impact life's plans?

What are the post-graduation and/or career options that apply to the course content?

List the stages of drug dependence including habituation and addiction.

Name the penalties for illegal use. List the physiological and psychological effects of each drug category. What are some of the forces in our society that pressure people into drug use?

What are some cause and effects of problem drinking?

What are the community resources available to drug addicts and alcoholics?

Define sexuality. List the basic anatomy of the male and female reproductive organs.

What are some of the biological and psychological changes that occur during adolescence.

Define abstinence.

How can teen sexual activity affect their future lives?

Enduring Understandings:

Analyze communication styles (e.g., assertive versus aggressive, passive versus cooperative)

role play effective communicative styles



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How to assess personality using technology determine the positive and negative outcomes of relationships (e.g., conflict, compromise, disillusion)

Ways to research the influence of technology on relationships ?

How to assess ways in which technology has contributed to harassment and bullying?

What impact has technology had on communication and relationships?

How will having poor character traits and a poor value system affect your behavior and decision –making?

Why do some people become addicted to certain drugs, and other people do not?

What is the importance of setting goals? How do healthy choices and behaviors, and the use of advanced technology, affect self and other.

Does my family have a history of stress-related illnesses?

What are the warning signs of depression and suicide?

How can healthy stress management help? How can I find resources that help?

Relevant Standards

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

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



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2.3 – Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active, lifestyle. **1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

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

Interdisciplinary Connections ELA, Math, Science, Social Studies

SCIENCE: LS1A Structure & Function

2.3A Medicine

2.3B Alcohol, Tobacco & Other Drugs

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

2.3B Alcohol, Tobacco & Other Drugs



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2.4B Sexuality

2.4C Pregnancy & Parenting

SCIENCE: LSIC Organization for Matter & Energy Flow in Organisms

2.1B Nutrition

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, (2.2E) health services and (2.4A) relationships.

LANGUAGE ARTS LITERACY

Students in physical education and health classrooms are provided with the opportunity to address CCSS in literacy, specifically “Grades 6-12 Literacy in History/Social Studies, Science and Technical Subjects” with a focus on analysis of non-fiction text and writing.

CCSS.ELA-LITERACY.CCRA.W.4

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



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CCSS.ELA-LITERACY.CCRA.W.6

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

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES

1 and 2

Make sense of problems and reason abstractly during physical education classes and health data analysis goal setting.



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Tier 2 Vocabulary: analyze,beneficial,evaluate,dilemma,perspective, jeopardize ,formulate ,distort, demonstrate	
Tier 3 Vocabulary: Circumstances, document,constraints,justification	
Core Instructional Materials/Resources/Digital Tools: Resources: Essential Materials, Supplementary Materials, Links to Best Practices Supportive DVDs/Videos Best Practices Current Health Magazines Newspapers/Magazines Glencoe Health Textbook, McGraw-Hill 2005 N.J. State Department of Education.(2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.cdc.gov www.discoveryeducation.com www.kidshealth.org www.fda.gov drugfreeworld.org justthinktwice.com	
21st Century Themes and Skills: (CRP Standards)	<u>To apply the standards that apply copy and paste from the link.</u> 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf Applicable career options are discussed as they arise throughout the health program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance



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	<p>Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Clust</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Select and use applications effectively and productively. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results</p> </div>
<p>Assessments and Performance Tasks:</p> <p>Research Papers Q and A Interviews Notebooks Observations Portfolios</p> <p>Oral presentations, projects, multimedia presentations Health Fair projects for K-8</p>	



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Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p>



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<p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
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		<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p>
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		<p>submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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