

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**HEALTH & PHYSICAL EDUCATION DEPARTMENT**

# **HEALTH 11**

Grade Level: 11

Credits: 1.25

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 27, 2018**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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## HEALTH 11 - PHYSICAL WELLNESS AND HEALTHY DECISIONS

### COURSE PHILOSOPHY

The Health & Physical Education program is committed to teaching skills for lifelong health, wellness, and fitness. Teachers provide the keys to physical, mental, social, and emotional strength and decision-making. Students learn more than just skills and facts. They practice teamwork, cooperation, and sportsmanship while developing personal wellness, healthy behaviors, interpersonal relationships, and goal-setting habits; the program allows students to pursue endeavors not yet considered. For these reasons, Health & Physical Education is vital. Upon graduation, students are equipped with a balance of psychomotor, cognitive, and affective domains to enhance the likelihood of a healthy lifestyle.

### COURSE DESCRIPTION

The Health 11 course, Physical Wellness and Healthy Decisions, the value of a safe and healthy lifestyle. Students will learn ways to prevent injury/illnesses and how to respond to an emergency. In addition students will gain knowledge about nutrition, performance-enhancing substances, and medicines and how to make informed choices that impact their well-being.

## COURSE SUMMARY

### COURSE GOALS

CG1: Students will evaluate the impact of healthy decision-making on enhancing wellness, and preventing injury and illness.

CG2: Students will effectively and efficiently respond to emergency and nonemergency situations.

CG3: Students will evaluate the impacts of medicine and illness on families and society.

### COURSE ENDURING UNDERSTANDINGS

### COURSE ESSENTIAL QUESTIONS

CEU1: Proper nutrition and daily exercise can have positive short-term and long-term impacts on one's life and others around them.

CEQ1: How do I determine the best nutrition and exercise plan for me at different stages in my life?

CEU2: First aid, basic life support, and AED skills are necessary aspects in treating injuries.

CEQ2: How can I help in a life-threatening situation?

CEU3: Individuals and society can prevent, treat, and cope with health conditions, performance-enhancing substances and medicinal supplements which can result in improved performance and pose severe health risks.

CEQ3: How can performance-enhancing substances and medicinal supplements be both helpful and harmful to health conditions?

**UNIT GOALS AND PACING**

UNIT TITLE	UNIT GOALS	DURATION
<a href="#">Unit 1: Nutrition &amp; Wellness</a>	Students will evaluate the short and long-term impact of nutrition and fitness on their bodies and overall wellness.	11-14 sessions
<a href="#">Unit 2: First Aid &amp; CPR</a>	Students will efficiently and effectively respond to emergency and nonemergency situations.	11-14 sessions
<a href="#">Unit 3: Medicines &amp; Healthcare</a>	Students make educated decisions on nutritional, herbal, and over-the-counter medications, as well as analyze governmental and societal efforts on public health and health care systems.	4-7 sessions

**UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will evaluate the short and long-term impact of nutrition and fitness on their bodies and overall wellness.

**ENDURING UNDERSTANDINGS**

CEU1: Proper nutrition and daily exercise can have positive short-term and long-term impacts on one's life and others around them.

**ESSENTIAL QUESTIONS**

CEQ1: How do I determine the best nutrition and exercise plan for me at different stages in my life?

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none"> <li>• identify and describe different types of nutritional and exercise plans;</li> <li>• apply strategies to improve overall wellness of others;</li> <li>• utilize a nutrition plan and understand basic wellness;</li> <li>• design a nutrition and exercise plan for specific group;</li> <li>• synthesize information from different sources, debating advantages and disadvantages of nutrition and/or exercise plans.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performance listed in score 3.

**SAMPLE ASSESSMENT**

ALIGNMENT	DESCRIPTION
2.1.12.A.2 2.1.12.B.1, 2, 3 2.6.12.A.3, 5 RST.11-12.4 DOK 4	<p>From a list provided by the teacher, students will select a diet/eating plan (including, but not limited to, Paleo, Atkins, intermittent fasting, Weight Watchers, macrobiotic, raw food, dairy-free, etc.) and/or fitness regime (including, but not limited to, HIIT, yoga, marathon training, Cross Fit, Zumba, etc.).</p> <p>Acting as an expert, students will create a set of guidelines and recommendations for users of those plans, highlighting the benefits and possible drawbacks of each.</p>

## TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
community consequences decision-making diets / eating plans fitness regimes goal setting healthy vs. unhealthy lifestyle personal interactions social media technology wellness wellness plan	Compare and contrast the impact of technology on medical advances (DOK 2)	2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
	Draw conclusions and analyze the impact of proper nutrition (DOK 3)	2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
	Develop an argument either for or against the impact dietary trends (DOK 3)	2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
	Compare and contrast the pros and cons of each nutrient (DOK 2)	2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
	Critique personal wellness to date and formulate a wellness plan both short term and long term (DOK 4)	2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
	Predict the impact of poor decisions regarding personal interactions with performance-enhancing substances. (DOK 2)	2.6.12.A.5 Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.
	Analyze factors that influence your choices of specific scientific or technical context (DOK 3)	RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.



**HEALTH 11 - PHYSICAL WELLNESS AND HEALTHY DECISIONS****DURATION:****UNIT 2: FIRST AID & CPR****11-14 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will efficiently and effectively respond to emergency and nonemergency situations.

**ENDURING UNDERSTANDINGS**

CEU2: First aid, basic life support, and AED skills are necessary aspects in treating injuries.

**ESSENTIAL QUESTIONS**

CEQ2: How can I help in a life-threatening situation?

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none"> <li>• identify different types of illness, wounds, infections, injuries and how to care for them;</li> <li>• understand the signs, effects of these emergency situations and how to react;</li> <li>• analyze factors that influence choices.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performance listed in score 3.

**SAMPLE ASSESSMENT**

ALIGNMENT	DESCRIPTION
2.1.12.D.6 2.2.12.E.1 DOK 4	From a list provided by the teacher, students will select a life-threatening situation. Acting as an expert, students will create a set of guidelines and recommendations for a real life situation and those plans, highlighting the benefits and possible drawbacks of each situation.

**TARGETED UNIT STANDARDS**

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
basic life support communication CPR decision-making digital communication external defibrillation first aid healthy vs. unhealthy lifestyles social wellness technology trauma wellness	Compare and contrast strategies/plans on medical emergencies (DOK 3)	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.
	Analyze factors that influence choices (DOK 3)	2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

**HEALTH 11 - PHYSICAL WELLNESS AND HEALTHY DECISIONS****DURATION:****UNIT 3: MEDICINES & HEALTHCARE****11-14 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students make educated decisions on nutritional, herbal, and over-the-counter medications, as well as analyze governmental and societal efforts on public health and health care systems.

**ENDURING UNDERSTANDINGS**

CEU3: Individuals and society can prevent, treat, and cope with health conditions, performance-enhancing substances and medicinal supplements which can result in improved performance and pose severe health risks.

**ESSENTIAL QUESTIONS**

CEQ3: How can performance-enhancing substances and medicinal supplements be both helpful and harmful to health conditions?

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none"> <li>• understand different types of herbal and over-the-counter medications;</li> <li>• identify factors that influence a person's choices of legal and illegal drugs;</li> <li>• evaluate the impact of governmental and societal efforts on public health and health care systems.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performance listed in score 3.

**SAMPLE ASSESSMENT**

<b>ALIGNMENT</b>	<b>DESCRIPTION</b>
2.1.12.C.1, 2 2.2.12.E.2 2.3.12.A.1 2.6.12.A.5 WHST.11-12.4 DOK 4	Students will create a project in which they show possible decisions and consequences of herbal and over-the-counter medications on individuals and communities, as well as debate the effects of those decisions. Final products may be in the form of a poster, pamphlet, digital narrative, video, essay, etc.

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
community conflict resolution consequences crisis decision-making family structure goal setting healthy vs. unhealthy lifestyle personal interactions responsibility social media technology impact wellness wellness plan	Investigate factors that influence your choices during one's life (DOK 3)	2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
	Analyze how each person is responsible for the success of a healthy family, team and community (DOK 3)	2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
	Summarize how accessibility and cost impact personal and social health care (DOK 2)	2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
	Summarize how experimental medicines help keep you fit and healthy (DOK 2)	2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
	Compare and contrast the impact of various performance-enhancing substances (DOK 2)	2.6.12.A.5 Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.
	Investigate factors that influence your choices of specific scientific or technical context (DOK 3)	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.