

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SPECIAL EDUCATION DEPARTMENT

HEALTH SAFETY

Grade Level: 9-12

Credits: 1.25

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2009

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

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

Each student is provided with opportunities to explore the following health related areas such as (communication, decision making, understanding relationships, safety, sexuality, nutrition and health care) that will enable them to become lifelong learners and assist them in making good choices about healthy living. Effective healthy lifestyle choices encourages the involvement and communication between student's friends their families.

Students with disabilities are able to work toward the New Jersey Core Curriculum Content Standard goals. To appropriately address the educational needs of all students, differentiated instructional techniques have been incorporated into the curriculum to meet standard goals. The differentiated techniques permit instruction to meet the goals and objectives of the Individual Education Plan.

Course Description

The Adaptive Health course is an ongoing class for students in grades 9-12. The course provides students with the skills needed to make decisions that will affect their life today and in the future. Topics include Personal Hygiene, Proper Nutrition, Decision Making Skills, Relationships, Sexuality, Safety, Drugs, Alcohol, and Medicines and Health Care.

**Freehold Regional High School District
Curriculum Map**

Health/Safety

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
2.1 A1-2, 2.6A1-3	Good personal hygiene is essential to becoming a productive member of society.	<p>Why it is important to understand what is meant by good hygiene?</p> <p>What are the consequences of our choices in terms of wellness?</p> <p>Why is it important to understand standards set for acceptable personal hygiene by the school, community workplace?</p>	Anticipatory set to determine prior knowledge, brainstorming session, diagnostic pre-test	Teacher questioning, checklists, activities, quizzes, hands on activities, Do Nows, role play, student demonstration of procedures, matching activities, collages.	Alternative assessments such as portfolios, presentations, projects, oral questioning, quizzes and tests
2.1 A 2, C1-4	Proper nutrition promotes good health and well being.	<p>How do good eating habits and exercise impact a person's health and their ability to participate in everyday activities?</p> <p>Why is food essential to help meet the physical and psychological needs of the human body?</p> <p>What makes food healthy?</p> <p>How do you determine appropriate portion sizes?</p>	Anticipatory set to determine prior knowledge, brainstorming session, diagnostic pre-test	Teacher questioning, checklists, activities, quizzes, hands on activities, Do Nows, role play, student demonstration of procedures, matching activities, collages.	Alternative assessments such as portfolios, presentations, projects, oral questioning, quizzes and tests
2.1 F2 2.1 F4	The use of decision making, problem solving, and communication skills are essential in making informed personal, family and community health decisions.	How do good health decisions and communications enhance a person's ability to express and defend their beliefs?	Anticipatory set to determine prior knowledge, brainstorming session, diagnostic pre-test	Teacher questioning, checklists, activities, quizzes, hands on activities, Do Nows, role play, student demonstration of procedures, matching activities, collages.	Alternative assessments such as portfolios, presentations, projects, oral questioning, quizzes and tests

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
2.1 F5 2.4 A1-4	Tolerance and understanding of individual differences are necessary in order to establish health relationships.	How do we understand and determine characteristics of a health relationship?	Anticipatory set to determine prior knowledge, brainstorming session, diagnostic pre-test	Teacher questioning, checklists, activities, quizzes, hands on activities, Do Nows, role play, student demonstration of procedures, matching activities, collages.	Alternative assessments such as portfolios, presentations, projects, oral questioning, quizzes and tests
2.4 B2 & B.6, 2.4 C1	Human sexuality is the concept of being female or male.	What is sexuality? When did you know you were a boy or a girl? What are the male and female reproductive organs? What are the consequences of sexual behavior?	Anticipatory set to determine prior knowledge, brainstorming session, diagnostic pre-test	Teacher questioning, checklists, activities, quizzes, hands on activities, Do Nows, role play, student demonstration of procedures, matching activities, collages.	Alternative assessments such as portfolios, presentations, projects, oral questioning, quizzes and tests
2.1 E 1-4	Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.	What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others?	Anticipatory set to determine prior knowledge, brainstorming session, diagnostic pre-test	Teacher questioning, checklists, activities, quizzes, hands on activities, Do Nows, role play, student demonstration of procedures, matching activities, collages.	Alternative assessments such as portfolios, presentations, projects, oral questioning, quizzes and tests
2.3 A 1-3 B1 B3 C1	Alcohol, tobacco and other drugs have a variety of harmful effects on the human body.	Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? How to make the “right” decisions in the face of peer, media and other pressures?	Anticipatory set to determine prior knowledge, brainstorming session, diagnostic pre-test	Teacher questioning, checklists, activities, quizzes, hands on activities, Do Nows, role play, student demonstration of procedures, matching activities, collages.	Alternative assessments such as portfolios, presentations, projects, oral questioning, quizzes and tests

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
2.2 E 7, 2.2 F 1-2	There are numerous health and fitness programs available that provide a variety of services; not all are created equal.	What should you know about health care facilities and health and fitness services?	Anticipatory set to determine prior knowledge, brainstorming session, diagnostic pre-test	Teacher questioning, checklists, activities, quizzes, hands on activities, Do Nows, role play, student demonstration of procedures, matching activities, collages.	Alternative assessments such as portfolios, presentations, projects, oral questioning, quizzes and tests

**Freehold Regional High School District
Course Proficiencies and Pacing**

Health/Safety

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit # 1: Hygiene	<p>Good personal hygiene is essential to becoming a productive member of society.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and demonstrate appropriate hygiene skills. 	Ongoing
Unit #2: Nutrition and Fitness	<p>Proper nutrition promotes good health and well being.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Review and understand the importance of all the food groups in maintaining a healthy body. 2. Understand guidelines for planning healthy snacks and meals. 3. Explore healthy ways to lose, gain or maintain the appropriate weight. 4. List the importance to partnering nutrition and fitness. 5. Discuss the connection between lifelong healthy choices and poor nutritional choices. 	Ongoing
Unit #3: Decision Making, Commitment, and Integrated Skills	<p>The use of decision making, problem solving, and communication skills are essential in making informed personal, family and community health decisions.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Maintain appropriate physical distance when conversing with others. 2. Apply the rules of cooperation to their daily lives. 3. Identify their emotions and control their impulses. 4. Apply the rules and skills of cooperation in their daily lives. 5. Identify and respond with respect to other people's feelings. 6. Be accountable for their behaviors. 7. Develop strategies to respond appropriately to peer pressure, bullying, and harassment. 	Ongoing
Unit #4: Relationships	<p>Tolerance and understanding of individual differences are necessary in order to establish health relationships.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify different types of relationships and associated pressures. 2. Identify and describe ways of developing a healthy relationship. 3. Describe effective responses to conflict with peers and family members 4. Students will be able to develop strategies to respond appropriately to peer pressure, bullying, and harassment. 	Ongoing

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #5: Sexuality	<p>Human sexuality is the concept of being female or male.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and define the male and female reproductive systems. 2. Identify sexual health issues related to sexual behaviors. 3. Discuss advantages of abstinence. 4. Discuss pressures involved in sexual relationships. 5. Identify and discuss sexually transmitted infections 6. Explain when pregnancy begins. 	Ongoing
Unit #6: Safety	<p>Consistent awareness of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify everyday safety warnings. 2. Describe and demonstrate basic first aid procedures. 3. Identify emergency procedures and calling 911. 4. Identify safe procedures for riding a bike. 5. Identify safe procedures for cycling, roller balding, and skate boarding. 6. Identify traffic signs. 7. Understand the different signs, signals and markings on the roadway. 	Ongoing
Unit #7: Drugs, Alcohol, and Medicines	<p>Alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify factors to consider when choosing an over-the-counter medicine. 2. Identify medicines used to treat common diseases and health conditions. 3. Describe the safe administration and storage of over-the-counter and prescription medicines. 4. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and Cardiovascular disease. 5. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries 6. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. 	Ongoing
Unit #8: Healthcare	<p>There are numerous health and fitness programs available that provide a variety of services; not all are equal.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the health care industry. 2. Discuss and compare public health policy and government regulation on current and emerging health problems. 	Ongoing

**Freehold Regional High School District
Health/Safety**

Unit #1: Self Care/Hygiene

Enduring Understanding: Good personal hygiene is essential to becoming a productive member of society.

Essential Questions: Why is it important to understand what is meant by good hygiene?

What are the consequences of our choices in terms of wellness?

Why is it important to understand standards set for acceptable personal hygiene by the school, community and workplace?

Unit Goal: Students will identify and demonstrate appropriate hygiene skills.

Duration of Unit: ongoing

NJCCCS: 2.1 A1-2, 2.6A1-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do I maintain good personal hygiene?</p> <p>What are the acceptable standards of hygiene in school?</p> <p>What are the acceptable standards of hygiene at work?</p> <p>What are the acceptable standards of hygiene in the community?</p> <p>How is my health related to good hygiene?</p>	<p>Brainstorm the meaning of good hygiene.</p> <p>Identify health issues caused by poor hygiene.</p> <p>Identify the negative consequences related to poor hygiene.</p> <p>Give examples of activities that keep you physically fit.</p>	<p>Notes</p> <p>Transparencies</p> <p>Power point presentations</p> <p>Audio / visual aids</p> <p>Manipulatives</p> <p>Internet and interactive displays and activities</p> <p>Use current technology where available</p> <p>Current computer technology</p> <p>Graphic organizers</p> <p>Hands on activities</p> <p>Demonstrations</p> <p>Educational excursions</p>	<p>Role play</p> <p>Field trips</p> <p>Create scenarios to practice skills</p> <p>Perform tasks in the building</p> <p>Utilize graphic organizers</p> <p>Make a dos and don'ts chart</p> <p>Critique media</p> <p>Social stories</p> <p>Practice basic hygiene skills</p> <p>Make collage</p>	<p>Quizzes and tests</p> <p>Cooperative and independent learning experiences</p> <p>Class work and homework</p> <p>Class discussion and participation</p> <p>Performance task</p> <p>Primary and secondary source information</p> <p>Multi media presentations</p> <p>Simulations and role play</p> <p>Self- assessment</p> <p>Portfolio Assessment</p>

**Freehold Regional High School District
Health/Safety**

Unit #2: Nutrition

Enduring Understanding: Proper nutrition promotes good health and well being.

Essential Questions: How do good eating habits and exercise impact a person’s health and their ability to participate in everyday activities?

Why is food essential to help meet the physical and psychological needs of the human body?

What makes food healthy?

How do you determine appropriate portion sizes?

Unit Goals: Students will review and understand the importance of all the food groups in maintaining a healthy body.

Students will understand guidelines for planning healthy snacks and meals.

Students will explore healthy ways to lose, gain or maintain the appropriate weight.

Duration of Unit: ongoing

NJCCCS: 2.1 A2, C1-4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is good nutrition?</p> <p>How does food and nutrition affect health and well being?</p> <p>How does understanding the food pyramid encourage good nutrition?</p> <p>What is a healthy /unhealthy diet?</p>	<p>Students will know, be able to, or understand...</p> <p>The food pyramid components</p> <p>Which foods belong in each category</p> <p>Define good nutrition</p> <p>Differentiate between health/unhealthy foods</p> <p>Identify foods in the basic food group</p> <p>Suggest portion size</p> <p>Suggest numbers of portions to be consumed daily</p> <p>Plan a nutritious meal</p> <p>Create a healthful eating plan using the food pyramid</p>	<p>Notes</p> <p>Transparencies</p> <p>Power point presentations</p> <p>Audio / visual aids</p> <p>Manipulatives</p> <p>Internet and interactive displays and activities</p> <p>Use current technology where available</p> <p>Current computer technology</p> <p>Graphic organizers</p> <p>Hands on activities</p> <p>Demonstrations</p> <p>Educational excursions</p>	<p>Cut pictures of foods and paste them on the correct area of the food pyramid</p> <p>Make a collage for each component of the food pyramid</p> <p>Utilize index cards to categorize healthy and unhealthy foods</p> <p>Use pictures of foods from each group and arrange on a plate to illustrate a nutritious meal</p> <p>Guest Speaker School dietician</p> <p>Have students make a cookbook with nutritious meals, healthy snack</p> <p>Have students prepare healthy snacks</p>	<p>Quizzes and tests</p> <p>Cooperative and independent learning experiences</p> <p>Class work and homework</p> <p>Class discussion and participation</p> <p>Performance task</p> <p>Primary and secondary source information</p> <p>Multi media presentations</p> <p>Simulations and role play</p> <p>Self- assessment</p> <p>Portfolio Assessment</p>

**Freehold Regional High School District
Health/Safety**

Unit #3: Decision Making, Commitment, and Integrated Skills

Enduring Understanding: The use of decision making, problem solving, and communication skills are essential in making informed personal, family and community health decisions.

Essential Question: How do good health decisions and communications enhance a person’s ability to express and defend their beliefs?

Unit Goals: Students will identify causes of conflict resolution strategies and skills needed to protect themselves from violence.

Students will demonstrate effective communication skills.

Students will understand how peer pressure affects your decision making ability.

Duration of Unit: ongoing

NJCCCS: 2.1 F.2, 2.1 F.4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the use of decision making, problem solving, and communication skills affect your ability to make an informed personal family and community health decisions.</p> <p>What are the causes of conflict and how does peer pressure affect the ability to make an informed decision.</p>	<p>Students will know, be able to, or understand...</p> <p>Maintain appropriate physical distance when conversing with others.</p> <p>Apply the rules of cooperation to their daily lives.</p> <p>Identify their emotions and control their impulses.</p> <p>Apply the rules and skills of cooperation in their daily lives.</p> <p>Identify and respond with respect to other people’s feelings.</p> <p>Be accountable for their behaviors.</p> <p>Develop strategies to respond appropriately to peer pressure, bullying, and harassment.</p>	<p>Cartoons</p> <p>Newspapers</p> <p>Films</p> <p>Picture prompts</p> <p>Magazines</p> <p>Billboards</p> <p>Commercials</p> <p>Flashcards</p> <p>Graphic organizers</p> <p>Games</p> <p>Photographs</p> <p>Audio/visual equipment</p>	<p>Stand at arm’s distance from a person</p> <p>Make a list of transition statements and strategies</p> <p>Create visuals for conversation skills</p> <p>Role play</p> <p>Create scenarios to practice skills</p> <p>Use “Show and Tell”</p> <p>Students can make their own cartoon</p> <p>Students can find conversational skills throughout a variety of resources</p> <p>Students can create a multi-media presentation</p> <p>Students can make a collage</p>	<p>Presentations</p> <p>Projects</p> <p>Written assignments</p> <p>Cooperative and independent learning experiences</p> <p>Class work and homework</p> <p>Class discussion and participation</p> <p>Multimedia presentations</p> <p>Self assessment</p> <p>Portfolio assessment</p> <p>Video/audio taping</p> <p>Photographs</p>

**Freehold Regional High School District
Health/Safety**

Unit #4: Relationships

Enduring Understanding: Tolerance and understanding of individual differences are necessary in order to establish health relationships.

Essential Question: How do we understand and determine characteristics of a health relationship?

Unit Goals: Students will identify different types of relationships and associated pressures.

Students will identify and describe ways of developing a healthy relationship.

Students will identify coping devices and defense mechanisms.

Students will describe effective responses to family conflicts.

Duration of Unit: ongoing

NJCCCS: 2.1 F.5, 2.4 A1-4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the different types of relationships and pressure associated with them?</p> <p>How do you develop a healthy relationship between family and friends?</p> <p>How do you respond to conflict within relationships?</p>	<p>Students will know, be able to, or understand...</p> <p>Identify different types of relationships and associated pressures.</p> <p>Identify and describe ways of developing a healthy relationship.</p> <p>Describe effective responses to conflict with peers and family members</p> <p>Develop strategies to respond appropriately to peer pressure, bullying, and harassment.</p>	<p>Notes</p> <p>Transparencies</p> <p>Power point presentations</p> <p>Audio / visual aids</p> <p>Manipulatives</p> <p>Internet and interactive displays and activities</p> <p>Use current technology where available</p> <p>Current computer technology</p> <p>Graphic organizers</p> <p>Hands on activities</p> <p>Demonstrations</p> <p>Educational excursions</p>	<p>Make a list of transition statements and strategies</p> <p>Create visuals for conversation skills</p> <p>Role play</p> <p>Create scenarios to practice skills</p> <p>Use "Show and Tell"</p> <p>Students can make their own cartoon</p> <p>Students can find conversational skills throughout a variety of resources</p> <p>Students can create a multi-media presentation</p> <p>Students can make a collage</p> <p>Students can compare and contrast cooperation skills</p> <p>Students will utilize graphic organizers</p>	<p>Quizzes and tests</p> <p>Cooperative and independent learning experiences</p> <p>Class work and homework</p> <p>Class discussion and participation</p> <p>Performance task</p> <p>Primary and secondary source information</p> <p>Multi media presentations</p> <p>Simulations and role play</p> <p>Self- assessment</p> <p>Portfolio Assessment</p>

**Freehold Regional High School District
Health/Safety**

Unit #5: Sexuality and Sexual Behavior

Enduring Understandings: Human sexuality is the concept of being female or male.
Human sexuality is sexual health, reproduction, and sexual identity.
Sexual behavior may lead to sexual health issues and pregnancy.

Essential Questions: What is sexuality?
When did you know you were a boy or a girl?
What are the male and female reproductive organs?
What are the consequences of sexual behavior?

Unit Goals: Students will be able to identify the male and female reproductive systems.
Students will be able to explain when pregnancy begins.

Duration of Unit: ongoing

NJCCCS: 2.4 B.2 & B.6, 2.4C.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Is sex and sexuality the same thing?</p> <p>Can you list and explain the male and female reproductive organs?</p> <p>What is sexual behavior?</p> <p>How does pregnancy occur?</p>	<p>Students will know, be able to, or understand...</p> <p>Identify and define the male and female reproductive systems.</p> <p>Identify sexual health issues related to sexual behaviors.</p> <p>.Discuss advantages of abstinence.</p> <p>Discuss pressures involved in sexual relationships.</p> <p>Identify and discuss sexually transmitted infections</p> <p>Explain when pregnancy begins.</p>	<p>Notes Transparencies</p> <p>Power point presentations</p> <p>Audio / visual aids</p> <p>Internet and interactive displays and activities</p> <p>Use current technology where available</p> <p>Current computer technology</p> <p>Graphic organizers</p> <p>Hands on activities</p> <p>Demonstrations</p> <p>Educational excursions</p>	<p>Students can create a multi-media presentation</p> <p>Students can make a collage</p> <p>Direct instruction</p> <p>Cooperative learning</p> <p>Utilize graphic organizers</p>	<p>Quizzes and tests</p> <p>Cooperative and independent learning experiences</p> <p>Class work and homework</p> <p>Class discussion and participation</p> <p>Performance task</p> <p>Primary and secondary source information</p> <p>Multi media presentations</p> <p>Self- assessment</p> <p>Portfolio Assessment</p>

**Freehold Regional High School District
Health/Safety**

Unit #6: Safety

Enduring Understanding: Consistent awareness of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

Essential Questions: What is the difference between healthy and unhealthy risks?

Why do we sometimes take risks that can cause harm to ourselves or others?

Unit Goal: Students will be able to develop personal safety strategies to reduce the incidence of injuries.

Duration of Unit: ongoing

NJCCCS: 2.1 E 1-4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are everyday safety symbols and signs?</p> <p>What are the basic first procedures?</p> <p>When do you call for emergency assistance?</p> <p>What are safety procedures for riding a bike, roller blading, and skate boarding?</p> <p>What are some safe diving habits?</p>	<p>Students will know, be able to, or understand...</p> <p>Identify everyday safety warnings.</p> <p>Describe and demonstrate basic first aid procedures.</p> <p>Identify emergency procedures and calling 911.</p> <p>Identify safe procedures for riding a bike.</p> <p>Identify safe procedures for cycling, roller blading, and skate boarding.</p> <p>Identify traffic signs.</p> <p>Understand the different signs, signals and markings on the roadway.</p>	<p>Notes Transparencies</p> <p>Power point presentations</p> <p>Audio / visual aids</p> <p>Manipulatives</p> <p>Internet and interactive displays and activities</p> <p>Use current technology where available</p> <p>Current computer technology</p> <p>Graphic organizers</p> <p>Hands on activities</p> <p>Demonstrations</p> <p>Educational excursions</p>	<p>Students can create a multi-media presentation</p> <p>Students can make a collage</p> <p>Direct instruction</p> <p>Cooperative learning</p> <p>Utilize graphic organizers</p> <p>Role play</p> <p>Students create safety signs</p> <p>Practice skills</p>	<p>Quizzes and tests</p> <p>Cooperative and independent learning experiences</p> <p>Class work and homework</p> <p>Class discussion and participation</p> <p>Performance task</p> <p>Primary and secondary source information</p> <p>Multi media presentations</p> <p>Simulations and role play</p> <p>Self- assessment</p> <p>Portfolio Assessment</p>

**Freehold Regional High School District
Health/Safety**

Unit #7: Drugs, Alcohol, and Medicines

Enduring Understanding: Alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

Essential Questions: Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
How to make the “right” decisions in the face of peer, media and other pressures?

Unit Goal: Students will apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

Duration of Unit: Ongoing

NJCCCS: 2.3 A 1-3 B1 B3 C1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the difference between over-the-counter and prescription medicines?</p> <p>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</p> <p>How to make the “right” decisions in the face of peer, media and other pressures?</p>	<p>Students will know, be able to, or understand...</p> <p>Identify factors to consider when choosing an over-the-counter medicine.</p> <p>Identify medicines used to treat common diseases and health conditions.</p> <p>Describe the safe administration and storage of over-the-counter and prescription medicines.</p> <p>Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.</p> <p>Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries</p> <p>Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p>	<p>Transparencies</p> <p>Power point presentations</p> <p>Audio / visual aids</p> <p>Manipulatives</p> <p>Internet and interactive displays and activities</p> <p>Use current technology where available</p> <p>Current computer technology</p> <p>Graphic organizers</p> <p>Hands on activities</p> <p>Demonstrations</p> <p>Educational excursions</p>	<p>Students can create a multi-media presentation</p> <p>Students can make a collage</p> <p>Direct instruction</p> <p>Cooperative learning</p> <p>Utilize graphic organizers</p> <p>Role play</p> <p>Students create safety signs</p> <p>Practice skills</p>	<p>Quizzes and tests</p> <p>Cooperative and independent learning experiences</p> <p>Class work and homework</p> <p>Class discussion and participation</p> <p>Performance task</p> <p>Primary and secondary source information</p> <p>Multi media presentations</p> <p>Simulations and role play</p> <p>Self- assessment</p> <p>Portfolio Assessment</p>

**Freehold Regional High School District
Health/Safety**

Unit #8: Healthcare

Enduring Understanding: There are numerous health and fitness programs available that provide a variety of services; not all are equal.

Essential Question: What should you know about health care facilities and health and fitness services?

Unit Goals: Students will demonstrate an understanding of the health care industry.

Students will discuss and compare public health policy and government regulation on current and emerging health problems.

Students will research types of fitness facility and identify the fitness facility that best meets their own needs.

Duration of Unit: ongoing

NJCCCS: 2.2 E 7, 2.2 F 1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do you determine what facility suits your needs?</p> <p>How does our health system work and why is it important to you?</p>	<p>Students will know, be able to, or understand...</p> <p>Facility programs, equipment, and certifications.</p> <p>Possible needs within a facility.</p> <p>U.S. Health System, pros & con's.</p> <p>How system works.</p>	<p>Notes</p> <p>Transparencies</p> <p>Power point presentations</p> <p>Audio / visual aids</p> <p>Manipulatives</p> <p>Internet and interactive displays and activities</p> <p>Use current technology where available</p> <p>Current computer technology</p> <p>Graphic organizers</p> <p>Hands on activities</p> <p>Demonstrations</p> <p>Educational excursions</p>	<p>Students can create a multi-media presentation</p> <p>Students can make a collage</p> <p>Direct instruction</p> <p>Cooperative learning</p> <p>Utilize graphic organizers</p> <p>Role play</p> <p>Students create safety signs</p> <p>Practice skills</p>	<p>Quizzes and tests</p> <p>Cooperative and independent learning experiences</p> <p>Class work and homework</p> <p>Class discussion and participation</p> <p>Performance task</p> <p>Primary and secondary source information</p> <p>Multi media presentations</p> <p>Simulations and role play</p> <p>Self- assessment</p> <p>Portfolio Assessment</p>