

JACKSON SCHOOL DISTRICT HEALTH CURRICULUM OUTLINE

SEPTEMBER 8, 2020

A statewide panel of outstanding high school and university educators, the New Jersey Department of Health, and the New Jersey Department of Education was appointed to recommend statewide core proficiencies in health education. The New Jersey State Board of Education adopted these core proficiencies and the Jackson School District has incorporated them into our district-wide health programs (grades K-12). These comprehensive health standards will establish a strong foundation of knowledge, skills, and attitudes. Our goal is to encourage students to make appropriate choices and lead a healthy lifestyle.

In accordance with the New Jersey Administrative Code (N.J.A.C.6:29:4.1.1(J)), the Jackson School District policy states that, "Any pupil whose parents present to the principal a signed statement that any part of the instruction in Family Life Education is in conflict with his or her conscience or sincerely held moral or religious beliefs, shall be excused from the portion of the courses where such instruction is being given and no penalties as to credit or graduation shall result."

The content of your child's comprehensive health program is enclosed in outline form for your review. **If you have any questions, or wish to exercise your choice of exclusion, please contact your building principal no later than Sept. 25, 2020.**

For more information, about the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education, visit the New Jersey Department of Education's comprehensive Health and Physical Education Curriculum and Instruction web page at <http://www.nj.gov/education/aps/cccs/chpe/>.

JACKSON SCHOOL DISTRICT
Physical Education, Health and Drivers Education

COURSE PROFICIENCIES

Health 9th Grade

Description of Course Content

The vision of the Jackson School District freshmen health curriculum, which is student-centered and utilizes multiple learning theories and models are to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasing sophisticated knowledge, skills, attitudes and practices to understand a variety of health issues. This quality health education program will address and integrate a range of health problems and issues that impact the quality of life. Its purpose is to introduce health issues, which occur in a modern society and may affect them personally.

Description of Expected Learning

- I. Skills for Life
The student will demonstrate comprehension of:
 - Life Skills
 - Decision Making
 - Refusal Skills
 - Peer Pressure
 - Setting Goals

- II. Relationships
The student will demonstrate comprehension of:
 - Families
 - Types of Families
 - Healthy Families
 - Family Problems

- III. Building Responsible Relationships
The student will demonstrate comprehension of:
 - Teen Relationships
 - Finding the Right Person
 - Appropriate Dating Behaviors
 - Benefits of Abstinence
 - Coping with Pressures to be Sexually Active
 - Setting Personal Limits
 - Avoiding Pressure Situations
 - Refusal Verbally and Non-Verbally
 - Protective Factors and Risk Factors for Dating

- IV. Sexually Transmitted Diseases
The student will demonstrate comprehension of:
 - What are they?

- V. Preventing Infectious Disease
The student will demonstrate comprehension of:
 - What are STD's
 - Silent Epidemic
 - STD's and Teens

- Preventing STD's (Abstinence and Condoms Only)
- Consequences of STD's
- Being Responsible about STD's

VI. Tobacco

The student will demonstrate comprehension of:

- Dangers of Tobacco use
- Tobacco free Life

VII. Adolescence

The student will demonstrate comprehension of:

- Changes during Adolescence

VIII. Reproduction

The student will demonstrate comprehension of:

- Male Reproductive System
- Female Reproductive System

Evaluative Means to Determine Mastery

1. Text and teacher prepared tests and quizzes.
2. Class participation
3. Self and group evaluation
4. Homework assignments
5. Alternative Assessments: Projects, Portfolios, Reports, Differentiated assignments.

JACKSON SCHOOL DISTRICT
Physical Education, Health and Drivers Education

COURSE PROFICIENCIES

Driver Education Grade 10

Description of Course Content

Driver Education is designed to prepare students who wish to obtain a driver permit. This program is designed as an introductory secondary school program in the area of Health/Physical Education/Driver Education. The study of driver education includes traffic laws and safety, defensive driving, driver responsibilities and conditions affecting driver performance. It emphasizes preparation for the New Jersey State Driver Examination, focusing on concepts of responsible driving.

Description of Expected Learning

- I. Wellness
The student will:
 - A. Evaluate situations for perceived and actual risk of injuries
 1. Identify low/moderate/high risk environments
 2. Assess the safety design features of vehicles and roads and their effectiveness in reducing or preventing crashes
 - B. Demonstrate and assess understanding of appropriate and effective defensive and cooperative strategies in various settings
 1. Describe the concept of visibility, time and space management in applying defensive driving strategies
 2. Analyze traffic situations requiring adjustment in vehicle positioning
 - C. Assess the procedures for performing the basic vehicle maneuvering tasks
 1. Describe the procedures for starting, steering, braking, backing, and securing a vehicle
 2. Describe the procedures for turning, parking, passing, lane selection, stopping and intersection maneuvers
 3. Identify symptoms of vehicle malfunction
 4. Describe the proper steps to follow when presented with a driving emergency
- II. Integrated Skills
The student will:
 - A. Analyze the use of personal values when making decisions
 1. Recognize the importance of understanding drivers' responsibilities
 - B. Use reliable information to assess social situations and conditions that impact health and safety
 1. Present an understanding of Traffic and Administrative laws
 2. Investigate the reasons why people use alcohol and the social impact of alcohol related crashes
 3. Investigate the causes of road rage and the strategies to avoid them
- III. Drugs and Medicines
The student will:

- A. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory
 - 1. Investigate the physical and psychological effects of alcohol on the driving task
 - 2. Recognize the signs of an impaired driver
- B. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes
 - 1. Compare the drunk driving laws of the individual states and the incidence of motor vehicle crashes
 - 2. Read literature comparing the blood alcohol level and risk of collision
- C. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, and anabolic steroids, and party drugs
 - 1. Participate in debate about the legal consequences of impaired driving
 - 2. Compare incidence of alcohol related crashes with changes in traffic laws

Evaluative Means to Determine Mastery

- 1. Teacher-prepared tests and quizzes
- 2. New Jersey State Driver Examination
- 3. Presentations, projects, homework assignments
- 4. Citizenship/Attendance
- 5. Class Participation

JACKSON SCHOOL DISTRICT
Physical Education, Health and Drivers Education

COURSE PROFICIENCIES

Health 11th Grade

Description of Course Content

This course is designed to introduce a combination of necessary information for healthy lifestyle choices. This course focuses on the dynamics of health in modern life in a rapidly changing world. The modern concepts of health that will be covered are as follow: disease, and longevity; current medical findings relative to weight control, emotional health, disease control and injury prevention.

Description of Expected Learning:

2.1 Wellness

ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION

CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Personal Health

1. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
2. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.

C. Nutrition

1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.
3. Recommend healthy ways to lose, gain, or maintain weight.
4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

E. Safety

1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries,
2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.

4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

F. Social and Emotional Health

1. Discuss psychological principles and theories of personality development.
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.
5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.2 Integrated Skills

ALL STUDENTS WILL USE HEALTH ENHANCING, AND PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY ACTIVE LIFESTYLE.

B. Decision Making

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.

C. Planning and Goal Setting

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

E. Leadership, Advocacy, and Service

1. Assess community awareness and understanding about a local, state, national, or international health issue.

Evaluative Means to Determine Mastery

1. Text and teacher prepared tests and quizzes.
6. Class participation
7. Self and group evaluation
8. Homework assignments
9. Alternative Assessments: Projects, Portfolios, Reports, Differentiated assignments.

JACKSON SCHOOL DISTRICT
Physical Education, Health and Drivers Education

COURSE PROFICIENCIES

Health 12th Grade

Description of Course Content

Upon successful completion of this health class, the seniors at Jackson School District will enter the adult world equipped with the knowledge and skills necessary to maintain a positive healthy lifestyle. They will learn how to enhance their personal lives as well as the lives of those around them.

Description of Expected Learning

2.1 Wellness:

ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

IX. B. Growth and Development

1. Recommend behaviors to enhance and support the optimal functioning of body systems.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Predict the impact of heredity and genetics on human growth and development.

X. D. Diseases and Health Conditions

1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.
2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.
4. Investigate and assess local, state, national, and international public health efforts.

XI. F. Social and Emotional Health

1. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.2 Integrated Skills:

ALL STUDENTS WILL USE HEALTH ENHANCING, AND PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY ACTIVE LIFESTYLE.

XII. A. Communication

1. Use appropriate research methodology to investigate a health problem or issue.

XIII. B. Decision Making

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions

XIV. C. Planning and Goal Setting

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

XV. E. Leadership, Advocacy, and Service

1. Assess community awareness and understanding about a local, state, national, or international health issue.

XVI. F. Health Services and Careers

1. Compare and contrast health insurance and reimbursement plans.

2.4 Human Relationships and Sexuality:

ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY LIFESTYLE.

XVII. A. Relationships

1. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.
2. Compare and contrast adolescent and adult dating practices.
3. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.
4. Discuss the importance of physical and emotional intimacy in a healthy relationship.

XVIII. B. Sexuality

1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.
2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.
4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.
5. Investigate current and emerging topics related to sexual orientation.
6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).

XIX. C. Pregnancy and Parenting

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.

4. Compare and contrast pregnancy options.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.
6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
8. Assess and evaluate parenting strategies used at various stages of child development.
9. Investigate the legal rights and responsibilities of teen mothers and fathers.
10. Discuss factors that influence the decision to have or to adopt a child.
11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.

Evaluative Means to Determine Mastery

1. Text and teacher prepared tests and quizzes.
10. Class participation
11. Self and group evaluation
12. Homework assignments
- 13.** Alternative Assessments: Projects, Portfolios, Reports, Differentiated assignments