

**COURSE TITLE**

Health 12

**LENGTH**

One Quarter  
Grade 12

**DEPARTMENT**

Health / Physical Education

**SCHOOL**

Rutherford High School

**DATE**

September 10, 2018

**Initial BOE Approval Date (Born on): 8/17/2015**

## Health 12

### I. Introduction/Overview/Philosophy

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

### II. Objectives

#### ***Course Outline:***

#### **INFECTIOUS DISEASES**

1. Causes of Infectious Diseases
  - a. Bacteria
  - b. Viruses
  - c. Rickettsia
  - d. Protozoa
  - e. Fungi
  
2. How Infectious Diseases Are Spread
  - a. People
    - Direct contact
    - Indirect contact
  - b. Animals
  - c. Contaminated objects
  - d. Environment
  
3. The Immune Response
  - a. Nonspecific resistance
    - Physical barriers
    - Chemical barriers
    - Body cells
    - Inflammatory response
  - b. Specific Resistance
    - B Cells
    - T Cells
  
4. Respiratory Infections
  - a. Common cold
  - b. Influenza
  - c. Tuberculosis
  - d. Strep throat

### 5. Infectious Disease of the Nervous System

- a. Encephalitis
- b. Meningitis
- c. Poliomyelitis
- d. Measles
- e. Mononucleosis
- f. Hepatitis (A, B, and C)

### 6. Immunity

- a. Active immunity
- b. Passive immunity

### 7. Immunization

- a. Active
- b. Passive
- c. Common sense measures

## **SEXUALLY TRANSMITTED DISEASES**

### 1. STDs: Silent Epidemic

- a. STDs and adolescents
- b. STDs and your future
- c. Practicing abstinence

### 2. Common STDs and Treatments

- a. Chlamydia
  - Pelvic inflammatory disease
- b. Gonorrhea
- c. Trichomonas
- d. Genital warts
- e. Genital herpes
- f. Syphilis
  - Stages (primary, secondary, latent, neurosyphilis)
- g. Others
  - Responsibility of infected individuals

## **CONTRACEPTION**

Prescription / Non-prescription

How does it work?

Methods of use

Effectiveness

Side effects/dangers

How sex is affected

Cost

1. Barrier Methods
  - a. Condom
  - b. Female condom
  - c. Diaphragm
  - d. Cervical cap
  - e. Spermicide
  - f. Sponge
2. Behavioral Methods
  - a. Abstinence
  - b. Fertility awareness methods
  - c. Withdrawal
3. Hormonal Methods
  - a. Oral contraceptives
  - b. Norplant
  - c. Depo-Provera
  - d. Lunelle
  - e. NuvaRing
  - f. Ortho-Evra
4. I.U.D.
  - a. Progestasert I.U.D.
  - b. Paragard Copper T-80
5. Permanent Methods
  - a. Tubal ligation
  - b. Vasectomy

## **ABORTION**

1. Definition
2. Types of Abortion
  - a. Suction
  - b. Saline solution
  - c. RU-486
  - d. Partial-birth
3. Medical Reasons for Inducing Miscarriage
  - a. Maternal health
  - b. Fetal death
4. Abortion Alternatives
5. History of Abortion
  - a. Roe v. Wade

## 6. Psychological Effects

### **SEXUAL BEHAVIORS**

#### 1. Types of Sexual Behaviors

- a. Androgynous/androgyny
  - Being of both genders
  - Being gender neutral
  - Simultaneous exhibition of male and female characteristics
- b. Bisexual
- c. Cross-dresser
- d. Homosexual
  - Gay
  - Lesbian
- e. Heterosexual
- f. Transsexual
- g. Transvestite

#### 2. Related Terms

- a. Come out
- b. Gender identity
- c. Transgender
- d. Gender role
- e. Hermaphrodite
- f. Homophobia
- g. Sexual dysphoria

### **FAMILY LIFE**

#### 1. Types of Families

- a. Nuclear
- b. Extended
- c. Foster
- d. Single parent
- e. Divorce
- f. Joint custody
- g. Blended

#### 2. Birth

- a. Natural law / procreation
- b. Social pressures
- c. Biological clock
- d. Personal needs

3. Family Planning
  - a. Genetic counseling
  - b. Prenatal
  - c. Adoption
  - d. In-vitro fertilization
  - e. Surrogacy
  
4. Birthing Process (stages)
  - a. Dilation
  - b. Passage
  - c. Afterbirth
  
5. Strengthening Family Relationships
  - a. Family as a system
  - b. Functions of the family
    - Basic needs
    - Emotional needs
    - Values
    - Culture and tradition
  - c. Responsibilities of family members
  - d. Building healthy family relationships
    - Affirmation
    - Trust
    - Commitment
    - Time
    - Communication
    - Respect
    - Problem Solving
    - Love
  
6. Looking at the Health of the Family
  - a. Family stress
  - b. Changes in family structure
    - Moving
    - Financial problems
    - Illness and disability
    - Substance abuse
  - c. Coping with family stress
  - d. Separation and divorce
    - Needs of children
    - Family adjustments
    - Surviving a breakup
  - e. Domestic violence
    - Spousal abuse
    - Child abuse
    - Dating violence
    - Warning signs
    - Characteristics of healthy relationships

- f. Death and Dying
  - Stages of loss
  - Organ donation
7. Support Systems for Families
  - a. Sources of help
    - Community services
    - Support groups
    - Psychological counseling
    - Mediation
  - b. Doing your part

### **DIGITAL CITIZENSHIP**

[www.commonsemmedia.org/educators/scope-and-sequence](http://www.commonsemmedia.org/educators/scope-and-sequence)

1. Common Sense Media – Teaching Lessons Unit 4 – Gr. 9-12)

### ***Student Outcomes:***

After successfully completing this course, the student will:

- Learn ways to respect oneself and develop good self-image.
- Understand emotions.
- Understand the differences and effectiveness of contraceptives.
- Identify good mental, physical, and emotional health.
- Understand decision-making and consequences.
- Increase understanding of STI's.
- Increase awareness of the effects of alcohol, tobacco, and drugs on the body.
- Resolve conflicts positively.
- Understand and better accept individual differences.
- Increase awareness of the use and misuse of medicines.
- Learn effective methods of dealing with peer pressure.
- Learn the bodily changes that boys and girls experience as they develop through puberty and reproduction.
- Understand contraceptive types.
- Further their knowledge of relationships and different types of families.

### ***New Jersey Student Learning Standards***

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, and 2014).

### **National Health Education Standards**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

## **Comprehensive Health and Physical Education**

### **2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### A. Personal Growth and Development

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

2.1.12.A.2 - Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

#### B. Nutrition

2.1.12.B.1 - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

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.

2.1.12.B.3 - Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

#### C. Diseases and Health Conditions

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.C.2 - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.12.C.3 - Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

2.1.12.C.4 - Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

#### D. Safety

- 2.1.12.D.1 - Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
  - 2.1.12.D.2 - Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
  - 2.1.12.D.3 - Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
  - 2.1.12.D.4 - Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
  - 2.1.12.D.5 - Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
  - 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.
- E. Social and Emotional Health
- 2.1.12.E.1 - Predict the short- and long-term consequences of unresolved conflicts.
  - 2.1.12.E.2 - Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
  - 2.1.12.E.3 - Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
  - 2.1.12.E.4 - Develop a personal stress management plan to improve/maintain wellness.

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

A. Interpersonal Communication

- 2.2.12.A.1 - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- 2.2.12.A.2 - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
- 2.2.12.A.3 - Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

B. Decision-Making and Goal Setting

- 2.2.12.B.1 - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.B.2 - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

C. Character Development

- 2.2.12.C.1 - Analyze the impact of competition on personal character development.
- 2.2.12.C.2 - Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
- 2.2.12.C.3 - Analyze current issues facing the disability community and make recommendations to address those issues.

D. Advocacy and Service

- 2.2.12.D.1 - Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

E. Health Services and Information

- 2.2.12.E.1 - Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
- 2.2.12.E.2 - Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

**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.**

A. Medicines

2.3.12.A.1 - Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.

2.3.12.A.2 - Summarize the criteria for evaluating the effectiveness of a medicine.

2.3.12.A.3 - Relate personal abuse of prescription and over-the-counter medicines to wellness.

B. Alcohol, Tobacco, and Other Drugs

2.3.12.B.1 - Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

2.3.12.B.2 - Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.12.B.3 - Correlate increased alcohol use with challenges that may occur at various life stages.

2.3.12.B.4 - Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.

2.3.12.B.5 - Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.

C. Dependency/Addiction and Treatment

2.3.12.C.1 - Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.

2.3.12.C.2 - Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.

2.3.12.C.3 - Analyze the societal impact of substance abuse on the individual, family, and community.

**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.**

A. Relationships

2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

2.4.12.A.2 - Compare and contrast the current and historical role of life commitments, such as marriage.

2.4.12.A.3 - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12.A.4 - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5 - Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).

2.4.12.A.6 - Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

B. Sexuality

2.4.12.B.1 - Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

2.4.12.B.2 - Evaluate information that supports abstinence from sexual activity using reliable research data.

2.4.12.B.3 - Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

2.4.12.B.4 - Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

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

C. Pregnancy and Parenting

2.4.12.C.1 - Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

2.4.12.C.2 - Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.

2.4.12.C.3 - Evaluate the methods and resources available to confirm pregnancy.

2.4.12.C.4 - Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

2.4.12.C.5 - Evaluate parenting strategies used at various stages of child development based on valid sources of information.

2.4.12.C.6 - Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.

2.4.12.C.7 - Analyze factors that affect the decision to become a parent.

**2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

A. Movement Skills and Concepts

2.5.12.A.1 - Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2 - Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.A.3 - Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

2.5.12.A.4 - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

B. Strategy

2.5.12.B.1 - Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2 - Apply a variety of mental strategies to improve performance.

2.5.12.B.3 - Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

C. Sportsmanship, Rules, and Safety

2.5.12.C.1 - Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2 - Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.5.12.C.3 - Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

A. Fitness and Physical Activity

2.6.12.A.1 - Compare the short- and long-term impact on wellness associated with physical inactivity.

2.6.12.A.2 - Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles).

2.6.12.A.3 - Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

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

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.

## **21ST CENTURY LIFE AND CAREERS**

### **CAREER READY PRACTICES**

#### **CRP1 Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### **CRP2 Apply appropriate academic and technical skills**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

#### **CRP 3 Attend to personal health and financial well-being**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

#### **CRP4 Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

#### **CRP5 Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### **CRP6 Demonstrate creativity and innovation**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

#### **CRP 7 Employ valid and reliable research strategies**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8 Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9 Model integrity, ethical leadership and effective management**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10 Plan education and career paths aligned to personal goals**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11 Use technology to enhance productivity**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12 Work productively in teams while using cultural global competence**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**TECHNOLOGY STANDARDS**

**STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.**

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

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.

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.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

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

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## **2014 New Jersey Core Curriculum Content Standards - Technology**

**Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**

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.

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.

**B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.**

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

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

8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) lifelong learning. and disclosure, and on dissemination of personal information.

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally. Exhibit leadership for digital citizenship.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

**E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

**F: Critical thinking, problem solving, and decision making:**

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## **8.2 Technology Education, Engineering, Design, and Computational Thinking**

### **A. The Nature of Technology: Creativity and Innovation**

8.2.12.A.1 Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 Research and present information on an existing technological product that has been repurposed for a different function.

### **B. Technology and Society**

8.2.12.B.1 Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

### **C. Design**

8.2.12.C.1 Explain how open source technologies follow the design process.

8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 Explain and identify interdependent systems and their functions.

8.2.12.C.5 Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

### **D. Abilities for a Technological World**

8.2.12.D.1 Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 Explain how material processing impacts the quality of engineered and fabricated products.

### **E. Computational Thinking: Programming**

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 Analyze the relationships between internal and external computer components. 8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

## **21ST CENTURY LIFE AND CAREERS**

### **9.1 PERSONAL FINANCIAL LITERACY**

#### **A: INCOME AND CAREERS**

9.1.12.A.1 Differentiate among the types of taxes and employee benefits.

9.1.12.A.2 Differentiate between taxable and nontaxable income.

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.

- 9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- 9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.
- 9.1.12.A.11 Explain the relationship between government programs and services and taxation.
- 9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

#### **B: MONEY MANAGEMENT**

- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
- 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.
- 9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.
- 9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one’s personal budget.
- 9.1.12.B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
- 9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
- 9.1.12.B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.

#### **C: CREDIT AND DEBT MANAGEMENT**

- 9.1.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
- 9.1.12.C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.
- 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
- 9.1.12.C.4 Compare and contrast the advantages and disadvantages of various types of mortgages.
- 9.1.12.C.5 Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.
- 9.1.12.C.6 Explain how predictive modeling determines “credit scores.”
- 9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.1.12.C.8 Identify the types and characteristics of predatory lending practices (e.g., payday loans, car title loans, high-risk mortgages).
- 9.1.12.C.9 Evaluate the implications of personal and corporate bankruptcy for self and others.

#### **D: PLANNING, SAVING, AND INVESTING**

- 9.1.12.D.1 Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).
- 9.1.12.D.2 Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.D.3 Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
- 9.1.12.D.4 Assess factors that influence financial planning.
- 9.1.12.D.5 Justify the use of savings and investment options to meet targeted goals.
- 9.1.12.D.6 Analyze processes and vehicles for buying and selling investments.

9.1.12.D.7 Explain the risk, return, and liquidity of various savings and investment alternatives. 9.1.12.D.8 Explain how government and independent financial services and products are used to achieve personal financial goals.

9.1.12.D.9 Relate savings and investment results to achievement of financial goals.

9.1.12.D.10 Differentiate among various investment products and savings vehicles and how to use them most effectively.

9.1.12.D.11 Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.

9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.D.13 Determine the impact of various market events on stock market prices and on other savings and investments.

9.1.12.D.14 Evaluate how taxes affect the rate of return on savings and investments.

9.1.12.D.15 Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.

### **E: BECOMING A CRITICAL CONSUMER**

9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations. 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.

9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies. 9.1.12.E.6 Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.

9.1.12.E.7 Apply specific consumer protection laws to the issues they address.

9.1.12.E.8 Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.

9.1.12.E.9 Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.

9.1.12.E.10 Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.

### **F: CIVIC FINANCIAL RESPONSIBILITY**

9.1.12.F.1 Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2 Assess the impact of emerging global economic events on financial planning. 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.1.12.F.4 Summarize the purpose and importance of a will.

9.1.12.F.5 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.12.F.6 Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

### **G: INSURING AND PROTECTING**

9.1.12.G.1 Analyze risks and benefits in various financial situations.

9.1.12.G.2 Differentiate between property and liability insurance protection.

9.1.12.G.3 Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors. 9.1.12.G.4 Evaluate individual and family needs for insurance protection using opportunity-cost analysis.

9.1.12.G.5 Differentiate the costs and benefits of renter's and homeowner's insurance.

9.1.12.G.6 Explain how to self-insure and how to determine when self-insurance is appropriate. 9.1.12.G.7 Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.

## **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**

### **B: CAREER EXPLORATION**

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

## **III. Proficiency Levels**

This course is offered to students in grade 12.

## **IV. Methods of Assessment**

### **Student Assessment**

The teacher will provide a variety of assessments including homework, class participation, discussions, tests and quizzes, and projects.

### **Curriculum/Teacher Assessment**

The teacher will provide the supervisor with suggestions for change.

## **V. Grouping**

The students are homogeneously grouped at the twelfth-grade level.

## **VI. Articulation/Scope & Sequence/Time Frame**

This course is taught to students in the twelfth-grade health education classes for one quarter of the year.

## VII. Resources/Materials

Resources include but are not limited to:

### A. Text

Health, Glencoe, 2009.

Love is Not Abuse Curriculum – Liz Clayborne, Inc.

### B. Speakers

County of Bergen Department of Human Services

Planned Parenthood

Center for Family Life Education

Bergen County Rape Crisis Center

SEICUS – Sexuality Information and Education Council of the United States

### C. Websites

[www.heart.org/heartorg/](http://www.heart.org/heartorg/)

[www.redcross.org](http://www.redcross.org)

[www.webmd.com](http://www.webmd.com)

[www.seicus.com](http://www.seicus.com)

[www.commonsemmedia.org/educators/scope-and-sequence](http://www.commonsemmedia.org/educators/scope-and-sequence)

## VIII. Suggested Activities

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Discussion
- Demonstration
- Reading
- Individual/group projects
- Drawings
- Posters
- Collages
- Work sheets
- Role play

## IX. Methodologies

The following methodologies of instruction are suggested:

- Differentiation instruction
- Discussion
- Lecture
- Group work

- Student pairing
- Individual presentation
- Technology-aided instruction

## **X. Interdisciplinary Connections**

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Scaffolding assignments
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

### *Differentiation for Enrichment*

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest

- Supplemental reading
- Independent study
- Real world problems and scenarios
- Student driven

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

**XIII. Curriculum Map/Pacing Guide**

Unit Topic	Time Allocated	Differentiating Instruction for students with Disabilities, students at risk, English Language learners, gifted & talented students	Standards	Assessments
Contraception; male/female reproduction & Pregnancy	4 weeks	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Modified assignments</li> <li>• Modified assessments</li> <li>• Small group instruction and activities</li> <li>• Provide diagrams of reproductive systems</li> <li>• Extended time</li> <li>• Visual aids of contraceptives</li> <li>• Videos</li> <li>• Preferential seating</li> <li>• Provide notes / power points</li> <li>• Provide study guides</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Higher level /critical thinking activities</li> <li>• Hypothetical scenarios regarding contraception</li> <li>• Debate (abortion; male/female responsibility)</li> <li>• Individual research; develop outlines &amp; reproductive system diagrams</li> <li>• Illustrations</li> <li>• Adjusted lesson pacing</li> </ul>	2.2.12.E.1 2.2.12.E.2 2.4.12.B.1 2.4.12.B.2 2.4.12.B.3 2.4.12.B.5 2.4.12.C.6 2.4.12.C.4 2.4.12.C.3 2.4.12.C.4 2.4.12.C.6	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Higher level questioning</li> <li>• Exit tickets</li> <li>• Use of Plickers</li> <li>• Diagrams of reproductive systems</li> <li>• Public Service announcement</li> <li>• Drawings of contraceptives</li> <li>• Writing assignments</li> </ul> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Power point presentations</li> <li>• Contraceptive Brochures</li> <li>• Debates</li> </ul>

<p>Sexually Transmitted Infections &amp; Infectious Diseases</p>	<p>3 weeks</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Modified assignments</li> <li>• Modified assessments</li> <li>• Small group instruction and activities</li> <li>• Extended time</li> <li>• Videos</li> <li>• Preferential seating</li> <li>• Provide notes/ power points</li> <li>• Provide Study guides</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Higher level / critical thinking activities</li> <li>• Hypothetical STI Scenarios</li> <li>• Debate - STI testing</li> <li>• Individual research - develop outlines &amp; power points</li> <li>• STI essays &amp; writing assignments</li> <li>• Adjusted lesson pacing</li> </ul>	<p>2.1.12.C.1 2.1.12.C.2 2.2.12.E.1 2.2.12.E.2 2.3.12.B.4 2.3.12.B.5 2.4.12.B.1 2.4.12.B.2 2.4.12.B.5</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Higher level questioning</li> <li>• Exit tickets</li> <li>• Plickers questions</li> <li>• Writing assignments</li> <li>• STI Public service announcement</li> </ul> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Power point presentations</li> <li>• Debates</li> <li>• Research Paper</li> </ul>
<p>Relationships</p> <ul style="list-style-type: none"> <li>• Dating</li> <li>• Marriage</li> <li>• Peers</li> <li>• Family</li> <li>• Abuse / Domestic Violence</li> <li>• Digital Citizenship</li> </ul>	<p>3 weeks</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Modified assignments</li> <li>• Modified assessments</li> <li>• Extended time</li> <li>• Domestic Violence Video; discussion</li> <li>• Small group instruction / activities</li> <li>• Preferential seating</li> <li>• Provide notes/ PowerPoints</li> <li>• Provide study guides</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Higher level / critical thinking activities</li> <li>• Hypothetical scenarios - relationships / marriage /</li> </ul>	<p>2.1.12.D.2 2.1.12.E.1 2.1.12.E.2 2.1.12.E.3 2.2.12.A.1 2.2.12.A.2 2.2.12.A.3 2.2.12.B.1 2.2.12.B.2 2.4.12.A.1 2.4.12.A.2 2.4.12.A.3 2.4.12.A.4 2.4.12.A.5</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Higher Level Questioning</li> <li>• Exit Tickets</li> <li>• Plickers questions</li> <li>• Relationship Scenarios</li> <li>• Venn Diagram</li> <li>• Writing assignments</li> </ul> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Tests</li> </ul>

		<p>family</p> <ul style="list-style-type: none"> <li>• Analyze relationship qualities (marriage vs dating)</li> <li>• Individual research <ul style="list-style-type: none"> <li>◦ Family relationships, divorce, abuse, etc.</li> </ul> </li> <li>• Writing assignments (ideal relationship, marriage, family, etc.)</li> </ul>	<p>2.4.12.A.6 2.4.12.B.4 2.4.12.C.5 2.4.12.C.7 8.1.12.C.1 8.1.2.D.4-5 CRP4&amp;8</p>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Power point presentations</li> <li>• debates</li> </ul>
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