

Readoption Date:	January 25, 2023
Created by:	Curriculum Team

Health and Wellness Education Curriculum	
Content Area: 11th Grade Health and Physical Education	
Course Title: Health and Wellness Education	Grade Level: 11
Health Unit 1: Nutrition	15 Days
Health Unit 2: Community Health Service and Support - CPR and First Aid	15 Days
Health Unit 3: Health Conditions Diseases and Medicines	15 Days

Introduction

The 11th grade Health course focuses on our personal wellness.. Students will learn ways to prevent injury/illnesses and how to respond to an emergency. In addition students will gain knowledge about nutrition, performance-enhancing substances, and medicines and how to make informed choices that impact their well-being. Students will also discover community health services to support and promote a healthy lifestyle.

Unit 1: Nutrition
Standards/Learning Targets
Focus Standards (Major Standards)
<ul style="list-style-type: none">● 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.● 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.
Supporting and Additional Standards
<ul style="list-style-type: none">● 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.● 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
Primary Interdisciplinary Connections:
<ul style="list-style-type: none">● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.12.CFR.1: 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.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4 Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Smartboards
- Laptop/computer
- Glencoe textbook and workbook

Performance Tasks/Use of Technology:

- Progression Charts: i.e. sticker boards
- QR codes with iPads

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score
- Projects
- Performance Test

Benchmark:

- Midterm Exam
- Final Exam

Alternative

- End of unit project

Knowledge and Skills

Content

Skills

Students will know...

Core Idea:

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

Students will be able to..

- Analyze the contributions of each nutrient to one's health.
- Students will evaluate the short and long-term impact of nutrition and fitness on their bodies and overall wellness.
- Describe influences on food choices.
- Discuss the dangers of consuming large amounts of sugar.
- Compare and contrast the eating habits of teens in the United States versus other countries.
- Discover key ideas in MyPlate.
- Describe the importance of portion size.
- Create and describe a healthy meal plan.
- Describe how healthy food choices and trends positively impact your health.

Essential Questioning:

Why is it important to eat healthy?

What influences the food choices we make?

What are the six categories of nutrients?

What are the Dietary Guidelines and what is their purpose?

<p>What is a healthy weight for me and how can I maintain it?</p> <p>What is energy balance?</p> <p>What are the health benefits of maintaining a physically active lifestyle?</p> <p>What are the key ideas in MyPlate?</p> <p>What are the food groups?</p> <p>What are the three eating disorders and warning signs for each?</p> <p>What are food sensitivities and how do I handle them?</p> <p>Why are poor nutrition and obesity such a problem in this country? Do these problems exist around the globe?</p>	
Instructional Plan	
Suggested Activities	Resources
<p>Student Activities Workbook worksheets Glencoe Textbook- quizzes and activities Topic Vocabulary Journal Writing Discussion of community resources Examine media for different health articles Guest speakers Group project Topic related DVD/videos Student Activities Workbook worksheets</p>	<ul style="list-style-type: none"> ● National Alliance for Eating Disorders (K-12) ● National Eating Disorder Educators Toolkit (K-12) ● New Jersey Farm to School Program (K-12) ● Rutgers New Jersey Health Kids Initiative (K-12)

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION**English Language Learners**

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language

- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
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504 Plans

- Preferential seating
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- Introduce key vocabulary before lesson
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- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
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- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 2: Community Health Services and Support CPR and First Aid	Duration: 15 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none"> ● 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). ● 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. ● 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. 	
Supporting and Additional Standards	
<ul style="list-style-type: none"> ● 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). ● 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully 	
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- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Smartboards • Laptop/computer • Textbook, interwrite board • Glencoe textbook and workbook • American Red Cross workbook • CPR manikins • AED device <p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Progression Charts: i.e. sticker boards • QR codes with iPads 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question & answer • Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> • Student participation • Rubric score • Projects • Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> • Midterm Exam • Final Exam <p>Alternative</p> <ul style="list-style-type: none"> • End of unit project
Knowledge and Skills	
Content	Skills
<p>Core Idea: Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p style="text-align: center;"><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify and describe emergencies in which advanced medical support is needed. • Demonstrate and determine

	<p>how to providing care to a victim using life training skills.</p> <ul style="list-style-type: none"> ● Identify and demonstrate the proper steps of CPR. ● Identify and demonstrate when to use an AED. ● Describe how to prioritize care for injuries and sudden illnesses ● Discuss the purpose of Good Samaritan laws ● Identify the difference between (expressed) consent and implied consent ● Discuss how to reduce the risk of disease transmission.
<p>Essential Questioning How can simple actions save a life? What is my role as a bystander in an emergency? How does the Good Samaritan Law Protect me?</p>	
Instructional Plan	
Suggested Activities	Resources
<p>Student Activities Workbook worksheets Glencoe Textbook- quizzes and activities Topic Vocabulary Journal Writing Discussion of community resources</p>	<ul style="list-style-type: none"> ● CDC Healthy Schools ● CDC Physical Education & Physical Activity Guidelines for schools

<p>Examine media for different health articles Guest speakers Group project Topic related DVD/videos Student Activities Workbook worksheets</p>	<ul style="list-style-type: none"> ● Learning For Justice ● Minding Your Mind Peer Presenters ● New Jersey Online Gang Free Community Resources ● National Center on Safe Supportive Learning Environments Physical Health ● Trauma Sensitive Schools ● Trevor Project, Suicide Prevention, Professional Development and Resources ● Welcoming and Inclusive Schools ● Whole School Whole Community Whole Child (WSCC Model)
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ Regression of students' skills 	

<p>SUGGESTED OPTIONS FOR DIFFERENTIATION</p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing 	

- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
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Special Education

- Work longer books as skills in reading increase
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- Allow extra time to complete assignments or tests
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- Use large print books, Braille, or books on CD
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504 Plans

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Gifted and Talented

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)

- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
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- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
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Unit 3: Health Conditions Diseases and Medicines	Duration: 15 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none"> ● 2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment. ● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 	
Supporting and Additional Standards	
<ul style="list-style-type: none"> ● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases) 	

Primary Interdisciplinary Connections:

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Summative:

- Student participation
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- Projects
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Benchmark:

- Midterm Exam
- Final Exam

Alternative

	<ul style="list-style-type: none"> • End of unit project
Knowledge and Skills	
Content	Skills
<p>Core Ideas:</p> <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p> <p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p> <p>Mental health conditions affect individuals, family members, and communities.</p>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Develop a health care plan to prevent and treat diseases and health conditions by testing and exams. • Research STI's and health conditions. • Evaluate the benefits of biomedical approaches to prevent STIs. • Discuss how to prevent and control diseases and health conditions through vaccinations.
<p>Essential Questioning</p> <p>What type of diseases or health conditions can be prevented by exams?</p> <p>What are STI's and how can they be prevented?</p> <p>How does having a healthy lifestyle prevent health conditions and diseases?</p>	

Instructional Plan

Suggested Activities

Student Activities Workbook worksheets
Glencoe Textbook- quizzes and activities
Topic Vocabulary
Journal Writing
Discussion of community resources
Examine media for different health articles
Guest speakers
Group project
Topic related DVD/videos
Student Activities Workbook worksheets

Resources

- [American Heart Association](#)
- [Discovery Education, Generation Health Lessons](#) (K–12)
- [Johns Hopkins: Kids & Teens Health](#)
- [Kids Health Lesson Plans](#) (K–12)
- [Mayo Clinic Health & Wellness](#)
- [PBS Disease, Illness and Disability](#) (K–12)
- [Youth Stroke Education Toolkit](#) (6–12)

Core Instructional and Supplemental Materials

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Teacher Notes:

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- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program