



Township Public Schools

**Physical Education
Grade 11
Health
(Updated June 2022)**

Dr. Mark Toback, Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Wayne School District
Grade 11 Health Curriculum

Content Area/ Grade Level/ Course:	Physical Education, Grade 11, Health
Unit Plan Title:	Heart/American Red Cross/Cancer
Time Frame	6 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
Career Readiness, Life Literacies, and Key Skills	
https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf	
<u>Civic Financial Responsibility</u>	
<ul style="list-style-type: none"> ● 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. 	
<u>Career Awareness and Planning</u>	
<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. ● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. ● 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 	
<u>Creativity and Innovation</u>	
<ul style="list-style-type: none"> ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 	
<u>Critical Thinking and Problem Solving</u>	
<ul style="list-style-type: none"> ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a) ● 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 	
<u>Digital Citizenship</u>	
<ul style="list-style-type: none"> ● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 	
<u>Information and Media Literacy</u>	
<ul style="list-style-type: none"> ● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6) 	
<u>Technology Literacy</u>	
<ul style="list-style-type: none"> ● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). 	

Unit Summary

The purpose of the American Red Cross First Aid/CPR/AED program is to help participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. The courses in this program teach skills that participants need to know to give immediate care to suddenly injured or ill person until more advanced medical personnel arrive and take over. Throughout this unit the students will also be given knowledge about a variety of cancers. They will learn the causes, treatments, and expectations of the diseases. Understanding how to prevent the contraction of cancer will be another aspect the students will learn. Students will also learn about the anatomy of the heart as well as function and preventative care.

NJSLS Health and Physical Education

Community Health Services and Support

- 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

Health Conditions, Diseases and Medicines

- 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.
- 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).

Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades (include reading and writing)

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grades11-12.pdf

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.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RL.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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.

W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
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.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

In this unit plan, the following 21st Century themes and skills are addressed.

21st Century Skills

Check all that apply

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

<input type="checkbox"/>	E	Global Awareness	<input type="checkbox"/>	E	Creativity and Innovation
<input type="checkbox"/>	E	Environmental Literacy	<input type="checkbox"/>	A	Critical Thinking and Problem Solving
<input type="checkbox"/>	T	Health Literacy	<input type="checkbox"/>	T	Communication
<input type="checkbox"/>	E	Civic Literacy	<input type="checkbox"/>	A	Collaboration
<input type="checkbox"/>		Financial, Economic, Business, and Entrepreneurial Literacy			

Student Learning Targets/Objectives (Students will know/Students will understand)

- SWBAT Describe how to recognize an emergency.
- SWBAT Identify the difference between consent and implied consent.
- SWBAT List the causes of cardiac arrest.
- SWBAT Demonstrate how to perform CPR.
- SWBAT Demonstrate how to use an AED.
- SWBAT Demonstrate how to care for a person who is choking.

- SWBAT Explain what to do when someone has a seizure.
- SWBAT Identify the signals of heat-related and cold-related emergencies.
- SWBAT Demonstrate how to control external bleeding.
- SWBAT Explain how to care for muscle, bone, or joint injuries
- SWBAT Identify the signs and symptoms of a variety of cancers.
- SWBAT Perform checks on practice testicles and breasts for the students to understand how to do it on themselves.
- SWBAT Discuss the ways to prevent skin cancer.
- SWBAT List locations to go to for help with different cancers.
- SWBAT Create a brochure on a specific type of cancer.
- SWBAT Describe the anatomy of the heart
- SWBAT explain the benefits of a healthy heart

Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *

- Benchmark - Do Now class discussion to assess students prior knowledge
- Formative - Teacher lead assessment activities (i.e. Kahoot)
- Summative - Digital Assessment using chromebooks / Written test
- Alternative - Oral examination of health terms and concepts

Teaching and Learning Activities

Activities

Suggested Activities may include but are not limited to:

- Do Now
- Term Sheets
- Group Discussions
- Group Work
 - Create multimedia presentations that convey an understanding of recognizing and reacting to an emergency
 - Jigsaw of emergencies using chromebooks and Red Cross Manual
 - Mixed grouping by interest or ability
- Utilize American Red Cross Manual to achieve First Aid/CPR Certification
 - Discuss and respond to text orally and in writing via reader response logs, and creative assignments
 - Skill Practice (CPR)
- Kahoot
- Creating digital study guides on specific cancers
- Current Events related to technologies influence on health and our environment.
- Guest Speakers
- EdPuzzle

Differentiation Strategies

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources

- Study guide

- Videos
- Chromebooks
- A/V Equipment
- Kahoot
- Google Classroom
- Guest Speakers
- EdPuzzle

Content Area/ Grade Level/ Course:	Junior Health
Unit Plan Title:	Nutrition/Alcohol
Time Frame	3 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Career Readiness, Life Literacies, and Key Skills

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Civic Financial Responsibility

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Technology Literacy

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Unit Summary

Throughout the Nutrition unit the students will learn healthy eating habits and how to count calories. They will be given the knowledge of the food pyramid and how to eat a balanced diet. Within this unit the students will focus on the difference between BMI and Body Fat%. They will measure their own BMI and Body Fat % and then analyze the way the computer calculates and the machine calculates the measurements. The importance of understanding the healthy ranges of BMI and Body Fat % will be discussed. The students will watch a video and discuss the importance of not drinking during Junior Formal and the consequences that could happen due to it.

NJSLS Health and Physical Education

Personal Growth and Development

- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

Nutrition

- 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.
- 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.

Alcohol, Tobacco and other Drugs

- 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
- 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Dependency, Substances Disorder and Treatment

- 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
- 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
- 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

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E	Environmental Literacy	A	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
E	Civic Literacy	A	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- SWBAT Analyze their eating habits throughout weekdays and weekends.
- SWBAT Compare their eating habits to the recommended amounts of each food group.
- SWBAT Discuss the way food is processed, grown and prepared.
- SWBAT Identify the recommendations of nutrition paired with exercise.
- SWBAT Understand negative effects of drugs and alcohol on a teenager.
- SWBAT Discuss the dangers of driving under the influence of drugs and alcohol.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Benchmark - Do Now class discussion to assess students prior knowledge
- Formative - Teacher lead assessment activities (i.e. Kahoot)
- Summative - Digital Assessment using Chromebooks / Written test
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Teaching and Learning Activities

Activities

Suggested Activities may include but are not limited to:

- Do Now
- Term Sheets
- Group Discussions
- Group Work

	<ul style="list-style-type: none"> ○ Compare and contrast Nutritional Guide and exercise suggestions for a healthy lifestyle ○ Create multimedia presentations that convey an understanding of recognizing and treating eating disorders. ● Kahoot ● Nutrition based research paper <ul style="list-style-type: none"> ○ MyFitnessPal website and App <ul style="list-style-type: none"> ▪ Track food log ○ Develop individual nutrition and fitness plan for a healthy lifestyle ● Current Events related to technologies influence on a healthy lifestyle ● Guest Speakers ● EdPuzzle ● Blood Pressure Cuffs (Measuring)
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504
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