

Freshman Health Curriculum Guide

Name of Course:	Freshman Health
Course Numbers	900.00 through 950.00
Number of Credits:	Courses that meet 5 days per week = 5 credits Courses that meet 4 days per week = 4 credits
Date written:	August, 2009
Level	College Prep A
Prerequisites:	Successful completion of the previous year.
Grade level offered	Grade 9 students

Course Description: The freshman health unit includes Harmful Substances and Driver Education. During the Harmful Substance segment of the unit, students will receive information ranging from alcohol and substance abuse and misuse to the more complex issues facing teenagers and adults in today's society. Driver Education exposes students to all phases of driving and the responsibilities that are associated with driving. This is a theory class and does not include actual "behind the wheel" training

High Point Regional High School's curriculum and instruction are aligned to the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the educational programs and by providing opportunities for student to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affect ional or sexual orientation, gender, religion, disability, or socio-economic status.

Course Objectives

All students will be able to explain the importance of the highway transportation system.

All students will describe and identify ways that they can reduce risks when performing their daily living activities in today's society (harmful substances/ and driver education).

All students will be able to discuss the purpose of the Graduated Driver Licensing.

All students will be able to then compare and contrast how emotions affect their daily living activities (family/ school/ and driving).

All students will be able to explain why the body's "senses" are critical to the daily living activities (general life/driving ability).

All students will be able to explain the ways that short term /long illness and injuries may affect the daily living activities (harmful substances/ driving task).

All students will be able to identify ways to compensate for physical disabilities when driving (vision/ hearing/ mobility).

All students will be able to describe the effects of alcohol and other substances on their lives and their driving ability in today's society.

All students will be able to identify their responsibilities regarding drinking and substance abuse associated with daily living and driving.

All students will be able to name the laws about and the penalties for a person under the influence (non-driving/ and driving).

All students will discuss and analyze the New Jersey Motor Vehicle Code 39 (Administrative Law in all traffic situations).

All students will be able to compare and contrast all driving maneuvers (Turning/ Parking).

All students will be able to describe basic operating procedures for an automatic transmission /manual vehicle.

All students will be able to describe and explain the safety procedures necessary to handle adverse conditions in the task (light / night/ rain/ snow and other hazardous weather conditions).

All students will be able to recognize and cope with others that share the roadway system (pedestrians/ bikes/ animals/ and all types of other vehicles).

All students will be able to describe and explain the "Natural Laws" associated with driving.

All students will be able to describe the safety procedures needed when failure occurs to the vehicle (brake/ engine/ tire/ and other serious problems).

All students will be able to understand the importance of insurance/ maintenance/ and trip planning in order to become a responsible driver when driving.

Core Curriculum Content Standards Addressed

CCCS 2.1.12 A. Personal Health

2. Investigate the impact, of health choices and behaviors, on personal, family, and community wellness.

CCCS 2.1.12 E. Safety

2. Develop personal protection strategies, to reduce the incidence of injuries, and evaluate their effectiveness.

CCCS 2.1.12 F. Social and Emotional Health

3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.

CCCS 2.2.12 A. Communication

2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.

CCCS 2.2.12 B. Decision Making

2. Evaluate factors that influence major health decisions, and predict how those factors will change or conflict at various life stages.

3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.

4. Analyze the use of ethics and personal values when making decisions.

CCCS 2.2.12 D. Character Development

3. Analyze the impact of community or public service on individual and community core ethical values.

CCCS 2.3.12 A. Medicines

2. Evaluate the effectiveness of medicine, considering the dosage, side affect, and route of administration, cost, and benefits vs. risks.
3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.

CCCS 2.3.12 B. Alcohol, Tobacco and Other Drugs

1. Investigate tobacco use as a contributing, or causative factor in the incidence of cancer, heart disease, emphysema, and other lung diseases, and stroke.
2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and non-smokers and describe initiatives created to lessen the impact.
3. Summarize the impact of alcohol, use and abuse, on body systems and organs, including the cardiovascular system, the liver, the reproductive system, and the immune system.
4. Describe the impact of alcohol and other drugs, on those areas of the brain that control vision, sleep, coordination, and reaction time, and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.
5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.
6. Predict the physical, behavioral, and legal impacts of commonly abused substances such as marijuana, inhalants, anabolic steroids, and party drugs.
7. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STD's and unintended pregnancy.

CCCS 2.3.12 Dependency/Addiction and Treatment

1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.
2. Compare and contrast the physical and psychological stages of dependency.
3. Asses and evaluate factors that influence the use of alcohol, tobacco, and other drugs.
4. Evaluate factors that support and individual to quit using substances.
5. Predict the short and long term impacts of substance abuse on the individual, the family, the community and society.

Units (number of weeks) all the following unit activities will be completed in one nine week marking period. These activities will cover the course objectives and the entire Core Curriculum Content Standards.

Harmful Substances

Driver Education

Assignments

Discussion Harmful Substances those students are being exposed to.

Discussion "Classification of Drugs" into their assigned Schedules I-V.

Discussion the consequences of use / abuse of alcohol and other drugs in society.
 Discussion the “effects” of drugs has on the human body.
 Homework /Discussion -Curriculum Connections: Using other subject matter to make a student’s awareness of the drug problem of today. E.g. (Math).
 Discussion /Analyzing: Media (T.V. / Film/ and Music), and advertising about alcohol and drugs and the effect they have on the youth when alcohol and other drugs are there focus.
 Homework/Project: Write a public service announcement on Alcohol, Tobacco, and other drugs affecting today’s teens.
 Written essay on the positive steps seen by teens to combat the alcohol, tobacco, and other drugs in their home, school and community.
 Written essay “Ways Drug Withdrawal Occurs”. (Compare and Contrast)
 Role Play: Using Health Skills to refuse a drink or any other harmful substance in a teenager’s daily life activities. (Peer pressure)
 Essay/Homework: Write about the pathway in which people travel to achieve their goals.
 Brainstorming/Discussion: The decision-making process to “Say No to a Drinking Driver”. Discuss the impact of the possible outcomes on your friends, family and community on society.
 Research Paper: Students will research a topic on a harmful substance and develop a paper (approx 3 pages).
 Oral Report: Students will develop an oral presentation “Harmful Substances”. (Power Point etc)
 Discussion: Explore the similarities and differences between “inpatient/ outpatient treatment centers. (Compare and Contrasting)
 “Fatal Vision Goggles” To simulate the effects of alcohol and other harmful substances.
 Discussion skills needed to assess and manage “risks” in driving
 Driver’s Log: Student will use this journal to reflect their learning in driver education.
 Discussion of decision-making process to reduce the risks associated with driving.
 Illustrating of various traffic situations and to enhance student learning.
 Mapping Activities: The student will plan out a trip-using map reading skills. This activity will be supplemented with a video. (AAA-“*Finding Your Way*”), a guide to reading and understanding maps.)
 Critical Thinking: Essays on the various driving situations and conditions concerning the driver/ vehicle/ and roadway.
 The Big Idea: Statements or themes of importance for the student to think about when discussing the driving task.
 Homework/Discussion-Cross Curricular Connections: How driver education has been impacted by other academic disciplines. (Math, Science, History, and Writing)
 Oral/Written Projects: auto safety
 Oral/Written Project on Vehicle maintenance and vehicle knowledge (exploring the owner’s manual of the various systems that make the car function)

Additional Materials (Needed or Supplied)

Internet Activities: Supplement instruction and for research projects in class. (www.health.glencoe.com), and (www.dea.gov) See additional websites below.

Videos: Covering the various topics of harmful substance that a student may be confronted with in today's society.

Guest Speakers: They will be used to enhance instruction. Daytop Treatment Center will give students a "sense of reality" that the drug problems in their generations are real.

Internet Activities: Supplement instruction (www.drivedred.glencoe.com), (www.highwaysafety.org)

Worksheets: Students will use various worksheets to supplement instruction. (Responsible Driving)

Videos: They will be used to supplement instruction of the various situations associated with the driving task.

Study Guide: Prepare for the New Jersey State Driver's Written Examination.

Evaluation Tools

The Freshman Health Education grade will be based on participation (40 points), knowledge (60 points). Students participating in Freshman Health during marking period two will take a comprehensive exam during midterms. All students are expected to attend class during the week of midterms. This grade will be included as part of the student's second marking period grade.

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Participation - Demonstration of good school citizenship, involved in class discussions.

Knowledge - Demonstration of an understanding of the class proficiencies in Harmful Substances through a written report and an oral presentation. The Driver Education segment utilizes the New Jersey State Drivers Education Examination. The examination is a fifty question written test evaluating the proficiencies in driving theory.

Optional methods of evaluation may include rubrics, reports, video presentations, technology presentations, portfolios, displays, and self-evaluation.

Course Policy

Freshman Health is a mandatory program that allows students to experience two health units in this year. The course includes a unit of Harmful Substances and a unit that explores Driver's Education. Student's grades for Freshman Health are one quarter of their Health and Physical Education grade. This health grade is combined with three quarters of Physical Education for their final grade for the year.

Technology

Students will use internet to research harmful substances to learn more about specific areas of interest and develop a power point presentation for Driver Education and Harmful Substances. Students will present the power point presentation to class.

References, Text books, and Optional Elements

Illustrations

Alcohol & Tobacco Series
Binge Drinking Display
Drinking and Driving (24"x36")
Drug Education Series
Fatal Vision Kit
Heroin (24"x36")
Inhalants (24"x36")
Laminated posters (Harmful Substances)
Smoking (24"x36")
Substance Abuse ID Display

Additional Materials/Books

Drugs Alcohol and Tobacco
Health: guide to wellness 3
New Jersey Motor Vehicle & Traffic Laws Title 39
Reality of Drugs
Responsible Driving
Substance Abuse 2nd edition (Fisher; Harrison)

Compact Disc

Death & Drugs

Harmful Substances Tapes

Behind the Smoke Screen (Tobacco)
Chemical Free Graduation
Cocaine Blues & Alcohol Crisis
Cocaine Kids
Crack
Critical Link-Drugs & Alcohol
Sports and Drugs
Drugs Alcohol and Pregnancy
Drug Abuse: End of the Road
Drug uses & Abuses (PCP & Ketamine)
Hooked: Hollywood to Main Street (Heroin)
Just Another Friday Night
Last Dance
No Fault Kids
No Matter How You Say No
Peer Pressure-Drugs & You
PCP
Private Victories
Sex Lies & Profits (Alcohol)
Smokeless Tobacco
Steroids in Sports
Teenage Alcohol Abuse

Teenage Marijuana Abuse
Truth about Drinking

Driver Education Tapes

Drinking and Driving
Drinking, Driving and Dying
Driving in Bad Weather
Extreme Driving Quiz (DVD)
Kick the Tires... Finding a Used Car
License to Drive Series (5 tapes)
License to Kill- Drinking and Driving
Road Rage: Havoc on the Highway (DVD)
Signs, Signals and Pavement Markings
Staying Alive: Consumer Report on Car Safety
Street Smarts
Visual Perceptions for Driving

Web Sites

www.streetdrugs.org
www.ndsn.org
www.ecstasydata.org
www.samhsa.gov
www.ecstasy.org
www.policy.org
www.freevibe.com
www.drugeducation.org
www.nida.nih.gov
www.njrebel.com
www.drugfreeamerica.org
www.clubdrugs.org
www.health.org
www.drugabuse.org
www.theantidrug.com
www.pbs.org

Field Trips May be taken as needed to accomplish course objectives.