

# High Point Regional High School Junior Health Education Curriculum Guide

**Name of Course** Junior Health

**Course Numbers** 900.00 through 950.00

**Date Written** December, 2011

**Level** College Prep A

**Number of Credits** 5 days a week – 5 credits  
4 days a week – 4 credits

**Prerequisites:** Successful completion of the previous year.

**Grade levels offered to** 11 and repeat grade 12 students

**Course Description** The Junior Health Unit includes Family Life Education II and Current Health Issues I. **Family Life Education II** is a comprehensive program which seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS and unintended pregnancy (Descriptive Statement, CCCS 2.4, 2004). The **Current Health Issues Unit** will provide information about various health issues in our society today. Students will acquire an awareness of agencies that are available as a source of assistance to them. *All students are encouraged to discuss any material covered in the Family Life Education II and Current Health Issues Units with their parents or guardians.*

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 students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socio-economic status.

## FAMILY LIFE EDUCATION II (FLE)

### Course Objectives

#### Week 1-9

- Week 1 All students will be able to understand and determine the difference between sex and sexuality.
- Week 1-5 All students will be able to recognize qualities that are important for promoting successful healthy relationships.
- Week 2-3 All students will know the importance of male and female reproductive health.
- Week 3-4 All students will become aware and be able to identify the concepts and/or decisions about birth control, conception, developmental stages of pregnancy, and the birthing process.
- Week 4-5 All students will be able to identify preventions, causes, signs, symptoms, transmissions, and treatments of HIV/AIDS and other STIs.

### CURRENT HEALTH ISSUES (CHI)

- Week 1-9 All students will be able to compare and analyze the media's impact on sex and societal issues.
- Week 1-9 All students will be able to develop a background of knowledge sufficient to enable them to make responsible personal/interpersonal decisions regarding abstinence, dating, sexual decisions and other health issues.
- Dating Violence:**
- Define Dating Violence
  - Identify the warning signs and ways to recognize those signs
  - Explain the resources available for victims or friends/family members of victims
  - Compare and contrast Dating Violence vs Healthy relationships
  - Have a member of DASI come to be a guest speaker
  - Have Students participate in the DASI Walk-a Thon
- Week 1-9 All students will be able to demonstrate and understand the importance of mental, social, emotional, and physical components of health and wellness within current health trends today.
- Week 6-9 All students will be able to identify, define, and present information regarding the causes and effects of various current health issues in our society.

### Core Curriculum Content Standards Addressed:

**CCCS 2.1** All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

**CCCS 2.2** All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**CCCS 2.3** All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

**CCCS 2.4** All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy and active lifestyle.

**Units: 35-45 days based on 9 week unit with labs**

All of the following unit activities will be completed in one marking period. Units and activities will cover the course objectives and the Core Curriculum Content Standards for **Family Life Education II and Current Health Issues I**.

**Implementation of Technology:** Internet, videos, smart board, DVDs

## Assignments

### Week

Week 1	Introduction of topics
Week 1	Introduction to the FLE/CHI outline and discussion of classroom ground rules.
Week 1	Students will participate in “Ice Breaker” activities to demonstrate the importance of communication skills in healthy relationships.
Week 1	Description and definition of Health and Wellness.
Week 1	Question/Answer session where students learn how to build relationships between acquaintances, friendships, and intimate relationships by finding out about one another.
Week 1	Define and discuss the difference between Sex and Sexuality.
Week 1	Students will be asked to develop and design a collage, with a partner, of pictures representing what sexuality means to them.
Week 1	Brainstorm what people look for when choosing friends vs. choosing partners.
Week 1-2	Brainstorming activity: List all different types of media and identify which media has the most influence on people.
Week 1-2	Sex in the Media Project – Students will be asked to video tape a show they watch during primetime television (8-10pm), on a primetime cable channel (2, 4, 5, 7, 9, 11).
Week 1-2	Class will discuss what shows are considered to be inappropriate and why.
Week 1-5	Discussion regarding the development of relationships.
Week 1-5	Define intimacy and discuss the difference between intimacy and sex.
Week 1-5	Discuss and identify mixed messages about our sexuality.
Week 1-5	Discuss abstinence and setting boundaries.
Week 2 - 3	Students will develop a better understanding of prevention, warning signs, testing, treatment, cures, and stages of reproductive system cancers.
Week 2-3	Detailed description of male and female reproduction systems.
Week 2-3	Read from the Human Sexuality Text Chapter 4 pages 52 – 63, Male Reproductive System.
Week 2-3	Partner worksheets on questions and answers from chapter 4.
Week 2-3	Read From the Human Sexuality Text Chapter 5 pages 64 – 79, Female Reproductive System.
Week 2-3	Partner worksheets on questions and answers from chapter 5.
Week 2-5	Role Play and discuss the use of effective refusal skills when discussing abstinence, peer pressure, and engaging in sexual activity.
Week 2-5	Read stories and narratives written by students and discuss negative perceptions society has on teenage relationships.
Week 3-4	Watch various videos and supplement with text information Human Sexuality chapter 10 Pages 162 – 203, Birth Control methods.
Week 3-4	Partner worksheets on questions and answers pertaining to birth control methods.
Week 3-4	Role Reversal role play – address the gender issues in pregnancy and parenting.
Week 3-4	Research all available types of contraceptives including abstinence.
Week 3-4	Group work: Partners Design a one month budget: single, married, children. Students will include the variables that are necessary for yearly costs and responsibilities.
Week 3-4	Lecture on conception, stages of pregnancy and the birthing process.
Week 3-4	Watch various videos and supplement discussion with text information from Human Sexuality chapter 9 Pages 138 – 161.
Week 4-5	What makes a successful relationship? How does this relate to healthy vs. unhealthy relationships? Why do people stay in unhealthy relationships and/or marriages?
Week 4-5	Students will identify causes, signs, symptoms, treatments and cures of various STIs through the use of charts, pamphlets, internet, and other resources.
Week 4-5	Sexually Transmitted Infections (STI) Project – Students choose an STI, develop presentation and present to the class.
Week 4-5	Discuss the statistics of reported HIV/AIDS cases in NJ, USA, and Worldwide.

- Week 6 Read, discuss, and understand the impact of diabetes on overall health and wellness.
- Week 6 Students will identify the differences between healthy and unhealthy eating habits, through video, internet research, articles, or handouts.
- Week 6-9 Students will select a Current Event Article from: newspaper, journal, or internet resource. Each student will locate research, read, write, present, and analyze their article.
- Week 7 Students will discuss the process of goal setting. Each student will design a project to describe 10 short /long term goals, including their vision of their life 15 years from today. They will create their project in the form of essay, collage, computer, written, or three dimensional forms.
- Week 8 Students will develop a better understanding of the warning signs, testing, treatment, cures, and stages of cancers.
- Week 8 Students will use articles, handouts, activities to identify stress and use stress management techniques to help reduce stress. Discussion will include coping skills.
- Week 6 Students will watch various video clips on eating disorders and address the signs and symptoms, resources, and treatments. Students will critique internet resources.

**THE FOLOWING MATERIAL MAY BE COVERED AT ANY TIME DURING  
THE NINE WEEK MARKING PERIOD**

- Week 1-9 Students will practice and demonstrate *courtesy, respect, and tolerance*.
- Week 1-9 Students will read and discuss articles on various current health issues topics.
- Week 1-9 Students will watch videos on various current health issues.
- Week 1-9 Identify difference agencies, services, and resources that are available for information.
- Week 1-9 Students practice communication skills of thinking, speaking, and active listening.
- Week 1-9 Essays/Conversations on Healthy vs. Unhealthy Relationships.
- Week 1-9 Discuss and role play situations: use decision making, and conflict resolution skills.
- Week 1-9 Define and discuss the six components of Health: Social, Emotional, Mental, Physical, Spiritual, and Environmental.
- Week 1-9 Discuss the importance of having a balance between all six components of health.
- Week 1-9 Discuss morals, values, and respect, and their impact on decision making.
- Week 1-9 Students will utilize technology for information on various current health issues.
- Week 1-9 *Abstinence will be covered and stressed as the only completely effective protection against unplanned pregnancy, sexually transmitted infection, and HIV/AIDS when transmitted sexually, and will be the central theme of lessons related to sexuality and sexual activity.***
- Week 2-9 *Guest speakers will provide presentations of various health issues.***
- Week 8 Students will read articles on various cancers and analyze the effects on the mental, social, physical, and emotional wellness of the individual, their family, and friends.
- Week 9 Students will develop a better understands of the warning signs and symptoms of depression and suicide and assess various resources available for assistance.
- Week 9 Students will analyze various factors that influence healthy relationships versus dating violence. Students will develop strategies to address domestic or dating violence and end unhealthy relationships (CCCS 2.4 #7)

**Additional Materials**

- Human Sexuality Workbook
- Rutgers Newsletters
- Sex, Etc.
- Handouts/Worksheets
- Pamphlets / Articles
- Videos/DVDs
- Computer / internet

## Evaluation Tools

The Health Education grade will be based on Participation (60 points), Class work /Homework (20 points), Knowledge / Quizzes (20 points). Teachers will send home school and departmental progress reports during the marking period. Students participating in Junior 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.

1. **Participation** – Class participation in discussion, question and answer, group work, and projects to demonstrate an overall understanding of health and wellness.
2. **Class work/Homework** – Demonstration and application of overall concepts, strategies, and life skills that support healthy sexuality and positive personal and interpersonal relationships. Identify, define, and present information regarding causes and effects of various current health issues in our society today.
3. **Knowledge** – Demonstration of an understanding of the core curriculum content standards and proficiencies addressed in Family Life Education II and Current Health Issues I.
4. **Student Survey**- The purpose of this survey is to create a mutually respectful classroom atmosphere, ideally improving the relationship between the student and the teacher. Student input will help the teacher to see ways to improve the learning environment. The anonymous survey will be given at the completion of the course.

## Course Policy

Junior Health is a mandatory program that allows students to experience one unit each year, combined with two activities in one marking period. Board Policy #5250 (Excusal from Class or Program) will be adhered to. Alternative assignments will be provided for students to complete independently. Students' grades for Junior 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.

## References, Text Books, and Optional Elements

### Illustrations

Family Life Series  
Female Reproductive System  
HIV & AIDS  
Male Reproductive System  
Pregnancy & Birth

### Books / Periodicals

Current Health Issues- newspapers, current magazines, internet resources  
Discovering Me (teaching health and building self esteem)  
Drugs Alcohol and Tobacco  
Education for Sexuality & HIV/AIDS  
Environmental Health Booklets (50)  
Health: A Guide to Wellness 3  
Health: A Guide to Wellness (Teachers) 2  
Human Sexuality (32) Teacher's Edition  
Nobody Told Me it Was Rape  
Positive Images: Teaching Abstinence, Contraception and Sexual Health  
Reality of Violence (33)  
Teacher's Edition (4)  
Streetwise to Sex-wise (sexuality Ed for High risk youth)

Teaching with SEX ETC: articles and activities (Teacher's edition)  
SEX, ETC.  
Teens Guide to Sexuality (61)  
Violence Prevention

### **Compact Disc**

Adam (Essentials) Human Sexuality

### **Family Life Tapes**

A Matter of Choice  
AIDS Facts & Fears - Crisis & Controversy  
And They Lived Happily Ever After  
Birth Control  
Body Culture  
Body Story (Invasion of the Embryo)  
HIV and Drugs  
HIV and AIDS  
How Not to Have a Baby  
Human Reproduction – What you should know  
It's Your Choice  
Johnson's An AIDS Story  
Just Wait  
Life in the Womb  
Miracle of Life  
Sex, Teens, and Public Schools  
Sometimes I wonder if it's Worth It (I and II)  
Straight Talk  
Teenage Sexuality  
Understanding Healthy Relationships and Sexuality  
Straight Talk  
Why Am I Gay

### **Current Health Tapes/DVDs**

Abusive Relationships  
Adolescent  
Suicide  
Anorexia Nervosa  
Campus Confidence (I & II)  
Child Abuse and Neglect  
Dangerous Dieting  
Dare to be Different?  
Did Jenny Have To Die?  
Eating Disorders and Student Athletes  
Ethical Choices  
Fitting in a New Look At Peer Pressure  
Getting Through the Bad Times  
Heart Decisions for Life  
Me Power - Building Self Confidence  
Patch Adams  
Stress and Anxiety  
Suicide  
Take a Bite Out of Rabies  
Teen Suicide  
Teen Age Blues

**Teen Life Series:**

Alzheimer's Disease, Alcoholism, Anorexia & Bulimia, Breast Cancer, Breast Lumps, Cataracts, Colon & Rectal Cancer, Depression, Diabetes, Endometriosis, Gallstones, High Blood Pressure, Infertility, Insomnia, Menopause, Migraines, Osteoporosis, Overweight & Obesity, Prostate Cancer, Prostate Disorders, Skin Cancer, Stress & Anxiety, Stroke, Thyroid Disorders, Ulcers  
Teenage Blues - Coping with Depression  
Teenage Stress - Course & Care  
Teenage Suicide  
Turrets Syndrome  
Wasting Away - Anorexia & Bulimia

**Web Links**

[www.TeenHealthFX.com](http://www.TeenHealthFX.com)  
[www.ivanhoe.com](http://www.ivanhoe.com)  
[www.health.com](http://www.health.com)  
[www.hhs.gov](http://www.hhs.gov)  
[www.healthtouch.com](http://www.healthtouch.com)  
[www.sexetc.org](http://www.sexetc.org)  
[www.teenwire.org](http://www.teenwire.org)  
[www.plannedparenthood.org](http://www.plannedparenthood.org)  
[www.gyn101.com](http://www.gyn101.com)  
[www.unspeakable.com](http://www.unspeakable.com)  
[www.iwannaknow.org](http://www.iwannaknow.org)  
[www.coolnurse.com](http://www.coolnurse.com)  
[www.birthcontrol.com](http://www.birthcontrol.com)  
[www.cdc.gov](http://www.cdc.gov)  
[www.kidshealth.org](http://www.kidshealth.org)  
[www.who.int](http://www.who.int)  
[www.familydoctor.org](http://www.familydoctor.org)  
[www.disease.com](http://www.disease.com)  
[www.youthhealth.com](http://www.youthhealth.com)

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

## Resources - Web Sites of Interest

[www.advocatesforyouth.org](http://www.advocatesforyouth.org) – Advocates for Youth  
[www.agi-usa.org](http://www.agi-usa.org) – Alan Guttmacher Institute  
[www.ashastd.org](http://www.ashastd.org) – American Social Health Association’s STD information site  
[www.cdc.gov](http://www.cdc.gov) – Centers for Disease Control and Prevention (CDC)  
[www.dasi.org](http://www.dasi.org) – Domestic Abuse Services Incorporated  
[www.etr.org/recapp](http://www.etr.org/recapp) - ETR Associates, Resource Center for Adolescent Pregnancy Prevention  
[www.goaskalice.org](http://www.goaskalice.org) – Go Ask Alice! Columbia University  
[www.guttmacher.org](http://www.guttmacher.org) – Alan Guttmacher Institute  
[www.gyn101.com](http://www.gyn101.com) – Information about first visit to the gynecologist  
[www.itsyourlife.com](http://www.itsyourlife.com) – Newton Memorial Hospital  
[www.iwannaknow.org](http://www.iwannaknow.org) – American Social Health Association’s STD and Sexual Health site for teens  
[www.kff.org](http://www.kff.org) – Kaiser Family Foundation  
[www.medinstitute.org](http://www.medinstitute.org) – Includes Medical Updates  
[www.notmenotnow.org](http://www.notmenotnow.org) – NY based sites supporting abstinent teens  
[www.positive.org](http://www.positive.org) – Coalition for Positive Sexuality  
[www.plannedparenthood.org](http://www.plannedparenthood.org) – Planned Parenthood of America  
[www.rubbertree.org](http://www.rubbertree.org) – includes a condom tutorial  
[www.siecus.org](http://www.siecus.org) – Sexuality Information and Education Council of the United States  
[www.something-fishy.org](http://www.something-fishy.org) - Eating disorders  
[www.sexetc.org](http://www.sexetc.org) – Network for Family Life Education’s newsletter by teens, for teens  
[www.tampax.com](http://www.tampax.com) – includes information for parents, teachers, and teens  
[www.teenpregnancy.org](http://www.teenpregnancy.org) – National Campaign to Prevent Teen Pregnancy  
[www.teenwire.org](http://www.teenwire.org) – Teen sexuality site of Planned Parenthood federation of America  
[www.todayschoice.org](http://www.todayschoice.org) – Resource Center for Pregnancy and Sexual Health  
[www.webmd.com](http://www.webmd.com) – General Medical Information