

Sophomore Health Curriculum Guide

Name of Course	Sophomore Health
Course Numbers	900.00 through 950.00
Date Written	August, 2009
Level	College Prep. A
Number of Credits	Courses that meet 5 days a week = 5 credits Courses that meet 4 days a week = 4 credits
Prerequisites	Successful completion of the previous year
Grade Levels offered to	10 th Grade and repeat 12 th Grade students

Course Description The sophomore health course includes Family Life I and CPR/AED/First Aid. Family Life I topics focus on self-awareness, values, communication, and decision-making skills. The unit provides the foundation for more sensitive issues covered in Family Life II. The CPR/AED/First Aid Unit provides the students with the opportunity to earn American Red Cross certification in First Aid, CPR, and the use of the defibrillator (AED). **All students are encouraged to discuss any material covered in the Family Life I and CPR/AED/First Aid 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.

Course Objectives: CPR/FA/AED

All students will understand the importance of and be able to demonstrate the use of universal precautions when dealing with blood and disease transmission.

All students will understand the principals of accident and injury prevention, risk management and first aid, including basic life support.

All students will be able to identify safe behaviors that will prevent and reduce the severity of accidents and injuries.

All students will understand the role and responsibilities of emergency responders and law enforcement personnel.

All students will understand the laws, rules, and etiquette as related to safety.

All students will be able to assess and respond to situations that threaten personal safety and the safety of others.

All students will be able to demonstrate the knowledge and skills necessary to perform basic life support including the use of the automatic external defibrillator (AED), and basic first aid procedures.

Course Objectives: Family Life I

All students will recognize and understand that abstinence is the only 100% guaranteed method of birth control and disease prevention.

All students will identify the stages of human development.

All students will understand the role of human sexuality throughout life.

All students will understand the make up of the family structure.

All students will be able to develop a background of knowledge to enable them to make informed decisions regarding their sexual and personal development.

All students will understand and be able to identify basic human anatomy/physiology of the reproductive system.

All students will be able to discuss family life issues using proper terminology.

All students will recognize and understand the dangers of sexually transmitted infections.

All students will understand the causes, effects, and prevention of sexually transmitted infections.

All students will understand and be able to identify methods of contraception/protection from pregnancy and sexually transmitted infections.

All students will be able to identify forms of abuse (physical and emotional): the prevention of, recognition of laws, reporting procedures, and help resources available.

All students will understand and be able to identify a variety of community resources.

Core Curriculum Content Standards Addressed

CCCS 2.1 All students will have the opportunity to achieve optimal wellness by learning and applying health promotion concepts and skills to support a healthy, active lifestyle.

CCCS 2.2 All students will have the opportunity to achieve optimal wellness by learning and applying health enhancing personal, interpersonal, and life skills.

CCCS 2.4 All students will have the opportunity to achieve optimal wellness by learning and applying concepts of the physical, emotional, and social aspects of human relationships and sexuality.

Units (name & #of weeks and objectives) All the following unit activities will be completed in one marking period. These activities will cover the course objectives and Core Curriculum Content Standards . 2.1, 2.2, and 2.4

American Red Cross CPR/AED/First Aid (Adult, Child, Infant)

Family Life I

Assignments

Introduction to courses and Instructor

“Getting to Know You” Activity (stresses commonalities, diversities, tolerances, and respect)

CPR/AED – Class functions as large and small group instruction with collaborative “hands on” work. American Red Cross Text is optional for sign out (material covered is on pages 1-123), study guide is provided.

Introduction to our equipment (workings and care of manikins, recorders, cleaning and storage), text and rules of the classroom.

Introduce Rescue Breathing (Adult, Child, Infant) Explanation/Demonstration then Practical work for students

Introduce “What ifs” and Mask Usage/ BVM Usage then Practical work for students

Introduce CPR (Adult, Child, Infant) Explanation/Demonstration then Practical work for students.

Introduction of AED, Explanation/Demonstration then Practical work for students using the training automatic defibrillation unit

Introduction of Blocked Airway Techniques (Conscious victim) Adult, Child, Infant, pregnant woman, obese person, self. Explanation/Demonstration then Practical work for students

Introduction of Blocked Airway Techniques (Unconscious victim) Adult, Child, Infant Explanation/Demonstration then Practical work for students

Introduction to care of Conscious Victim of Cardiac Arrest

Practice sessions

FIRST AID – Class functions as large and small group instruction with collaborative “hands on ” work. American Red Cross Text is optional for sign out (material covered is on pages 123-)

Introduction to Wounds using Wound Kit

Introduction to Primary and Secondary Survey using a volunteer victim for Explanation/Demonstration. Small group practice with appropriate scenarios.

Introduction to Bleeding – Explanation/Demonstration (may show a clip of ARC Video/DVD) – Hands on bandaging

Introduction to Burns – Explanation/Demonstration (may show clip of ARC Video/DVD) – Hands on bandaging

-Introduction to Fractures/Dislocations/Sprains/Strains – Explanation/Demonstration (may show a clip of ARC Video/DVD) – Hands on Splinting

Introduction to Sudden Illness Emergencies – Diabetes, Stroke, Seizures, Heat and Cold

Exposures, Poisonings – Explanation (may show a clip of ARC Video/DVD)

Introduction to Neck/Back Injuries –Explanation/Demonstration then Hands on use of backboard

Introduction to Carries – Explanation/Demonstration then Hands on practice

Family Life I

Introduction of topics and expectations for the Family Life I course.

Class guidelines – hand out and discussion

Class folders – serves to collect class-work, homework and is a means of communication

Value Worksheets – Completed privately in class, not shared (purpose is to emphasize the facts that, an individual's values are unique to them, they change and grow, and should be the basis of all decision making through out life)

Discussion of values in general, diversity, respect, and decision-making.

Goal Sheet - Short and Long Term goals – completed privately in class - stored in folder

Terms –(clarification of common terms used in FLI) – ex: Values, Sex, Abstinence, Sexuality, and Gender Roles (stereotyping and influences). (discussion and brainstorming)

Influences on Sexuality and Gender Roles? (Family, Peers, Media) - What mixed messages do Teens get?(discussion, brainstorming, activity)

Communication – Activity #1: Men vs. Women (collaborative group-work, discuss brainstorming, and practice with communication skills).

Relationships and communication with Family (the makeup of the family structure), Adults, Peers, Friends, girl/boyfriends (collaborative group work, interactive discussion, use of approved text, visuals and technology, and production of creative projects).

Stages of human development and the role of human sexuality throughout life (collaborative group work, interactive discussion, use of approved text, visuals and technology, production of creative projects).

Anatomy and Physiology – Review of male and female basic reproductive organs, their functions and the important health care of. (collaborative group work, interactive discussion, use of approved text, visuals and technology, production of creative projects. Particular attention is addressed to the use of proper terminology.

Sexually Transmitted Infections – Introduce the cause, effect, and prevention of sexually transmitted infections. (collaborative group work, interactive discussion, use of approved text, visuals and technology, production of creative projects).

Contraception – protection from Sexually Transmitted Infections and pregnancy, stressing abstinence as the only 100% guaranteed method of birth control and disease prevention. (collaborative group work, interactive discussion, use of approved text, visuals and technology, production of creative projects).

Abuses (physical and emotional) - (collaborative group work, interactive discussion, use of approved text, visuals and technology, production of creative projects).

Community Resources - (collaborative group work, interactive discussion, use of approved text, visuals and technology, production of creative projects guest speakers, field trips).

Goal Sheets – Revisit short and long-term goals. How would poor decision-making, pregnancy and/or the presence of sexually transmitted disease affect your short and long term life goals? What adjustments would you have to make? How would your situation affect those people and things most important to you? (Interactive discussion, short essay, production of creative project)

Web Quest Project pertaining to curriculum may be assigned. The appropriate topics will be specified by instructor.

Additional Materials (needed or supplied)

American Red Cross First Aid and Safety Text
Human Sexuality Workbook – A Teen’s Guide to Sexuality (2002) – Meeks Heit
Rutgers Newsletters as appropriate
Current Event Articles as appropriate

Evaluation Tools

Assessment in the sophomore health is used as a tool for learning and provides the framework for continual progress in this “hands on” course. Assessment options used throughout the course will be ongoing performance assessment, personal communications, selected response tests, and essays.

The students will use recording manikins and produce “print-outs”, which both the student and the instructor will analyze and evaluate in order to better the student’s skills.

CPR Practical Exam - Students work in small groups; they choose randomly a card, which states INFANT, CHILD, or ADULT. Students will be provided with a real life scenario of a life threatening situation and must react appropriately. (The rest of the class is busy with printouts and practice). This serves as a major practical assessment.

First Aid Practical Exam – Mini First Aid Squads are sent out to care for mock accident victims. The students are to evaluate the situation, analyze the needs, properly bandage, splint, and carry the victim back to the emergency room (classroom) for a grade. A collaborative grade is given; a rubric is used as evaluation tool.

American Red Cross CPR/AED Exam/American Red Cross First Aid Exam – standardized written multiple-choice examinations. An 80% or above is needed for certification on both of these exams. Students have the opportunity to retest. It is their responsibility to schedule a retest.

The Sophomore Health Education grade will be based on Participation, Class-work and Homework, and Knowledge. (50 points, 25 points, 25 points – assigned according to class emphasis). Students participating in Sophomore 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.

Participation – Demonstration of overall positive involvement in our particular health subject through activities, discussion, homework, class work, projects, etc. Each student will display good school citizenship and demonstrate an understanding of rules and procedures particular to our health unit.

Skill – Demonstration and improvement in skills learned.

Knowledge – Demonstration of an understanding of the proficiencies of our health unit through written, oral, and skill tests.

Course Policy

Sophomore Health is a mandatory, one marking period unit. The health grade is combined with three marking periods of Physical Education for a final school year grade.

All students who pass the American Red Cross Exam will be certified in Adult/Child/Infant CPR, AED, and Standard First Aid. They will also be invited to partake in an after school program that will upgrade their CPR certification to a Professional level. This course is in compliance with 18A:35-4.7 exclusion of pupils from programs, statement of parents.

References, Text Book, Optional Elements

Illustrations

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

Additional Materials/ Books

Discovering Me (teaching health and building self esteem)
Education for Sexuality & HIV/AIDS
Health: A Guide to Wellness 3 Teachers Edition 2
Human Sexuality Teachers Edition
Nobody Told Me It Was Rape
Positive Images: Teaching Abstinence, Contraception and Sexual Health
Reality of Violence Teachers Edition 4
Streetwise to Sex-wise (sexuality ed for High risk youth)
Teaching with SEX ETC: articles and activities
Teens Guide to Sexuality 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 – Teen Marriage
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&II)
Teenage Sexuality
Understanding Healthy Relationships and Sexuality
Why Am I Gay

Web Links

www.hpregional.org - click on Health and Physical Education

www.teenhealthFX.com

www.teenhealthandwellness.com

www.ivanhoe.com

www.health.com

www.hhs.gov

www.healthtouch.com

www.sexetc.org

www.teenwire.org

www.plannedparenthood.org

www.gyn101.com

www.unspeakable.com

www.coolnurse.com

www.birthcontrol.com

www.cdc.gov

www.kidshealth.org

www.disease.com

www.youthhealth.com

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