

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**  
**OFFICE OF CURRICULUM AND INSTRUCTION**  
**LAW ENFORCEMENT AND PUBLIC SAFETY CAREER**  
**ACADEMY**

**HEALTH I**

**COURSE PHILOSOPHY**

Each student is provided with opportunities to explore the following health related areas such as (communication, decision making, understanding relationships, sexuality, nutrition and health care) that will enable them to become lifelong learners and assist them in making good choices about healthy living. Effective healthy lifestyle choices encourages the involvement and communication between student's friends their families.

**COURSE DESCRIPTION**

Grade Level: 09

Department: LEPS Academy

Course Title: LEPS Health 9

Credits: 1.25

Course Code: 113170

**BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 30, 2010**

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

## **Board of Education**

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## **Curriculum Writing Committee**

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## **Supervisor**

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## **Course Philosophy**

The mission of the Freehold Regional High School District is to develop global lifelong learners through a comprehensive educational program of diverse and enriching opportunities within a supportive environment. The district's educational community fosters the development of character, initiative, creativity and excellence while maximizing the unique potential of each individual.

The Law Enforcement and Public Safety Career Academy epitomizes the district's mission by providing accepted students with opportunities to study four major areas; law enforcement, fire science, emergency management services and homeland security. The goal is to equip students with the knowledge, skills, values, and attitudes needed to succeed in the public safety arena.

The goal of this curriculum is to provide students with a concrete knowledge of healthy behaviors, good health practices and healthy attitudes. The course content and activities contained within will prepare students to make appropriate decisions that pertain to their personal, family, and community well-being. Increasing student knowledge and the ability to enact healthy behaviors regarding integrated skills (communication, decision making, and character development), relationships, nutrition, sexuality, and wellness will enable them to make informed choices about their health now and in the future.

## **Course Description**

LEPS Health Education 9 is the first of four Health courses designed to engage students in preparing for the physical and mental requirements of law enforcement agencies and fire fighting and other public service programs such as Homeland Security. Students completing this course will be able to make informed and educated decisions regarding sexual health, reproduction, sexual identity, nutrition, and drugs and alcohol. Students will have an understanding of how self-esteem and respect are essential characteristics to any healthy relationships.

**Freehold Regional High School District  
Curriculum Map**

**LEPS Health Education I**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
2.1.12 E 1-4 2.2.12 A 1-3; B 1-2; C 1-3	The use of decision making, problem solving, and communication skills are essential in making informed personal, family, and community health decisions.	How do good health decisions and communication skills enhance a person's ability to express and defend their beliefs?	Discussion and dialogue  Student input	Worksheets  Conflict resolution-situations	Test/quizzes  Authentic scenario assessment
2.4.12 A 1, 3, 6	Tolerance and understanding of individual differences are necessary in order to establish healthy relationships.	How do we understand, respect diversity, and determine characteristics of a healthy relationship?	Do-now activities	Power Point	Student evaluation
2.4.12 B1-4, C3	External pressures may influence a person to become sexually active.	What are the biological differences between males and females and the risks of becoming sexually active?	Pre-test	Group activities	Posters  Projects
2.3.12 A 1-3, B1-3, 5; C1-3; 2.6.12 A5	Alcohol, tobacco, medicines/supplements, and other drugs have a variety of harmful effects on the human body and influence the ability to make decisions related to personal wellness and the wellness of others.	Why do people choose to use alcohol, tobacco, medicines/supplements, and other drugs when they are aware of the detrimental effects?  How do people learn to make informed decisions in the face of pressures from the media and peers?  How does a person become addicted to drugs?			
2.1.12 A 1-2, B1-3, C1-2	Taking responsibility for one's own nutritional choices is an essential step towards developing and maintaining a healthy, active lifestyle.	How does a healthy diet impact your well being and keep yourself disease free?			Food Log  Test/quizzes  Authentic scenario assessment  Student evaluation  Posters/Projects

<sup>1</sup> Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**LEPS Health I**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
Unit 1: Decision Making, Communication, and Integrated Skills	<p>The use of decision making, problem solving, and communication skills are essential in making informed personal, family and community health decisions.</p> <ol style="list-style-type: none"> <li>1. Students will be able to understand how to prevent and manage stress and how the body responds to stress.</li> <li>2. Students will be able to understand how peer pressure and the media affect your decision making ability.</li> <li>3. Students will be able to demonstrate effective communication skills.</li> </ol>	2 weeks
Unit 2: Relationships	<p>Tolerance and understanding of individual differences are necessary in order to establish healthy relationships.</p> <ol style="list-style-type: none"> <li>1. Students will be able to identify different types of relationships and associated pressures.</li> <li>2. Students will be able to identify and describe ways of developing a healthy relationship.</li> <li>3. Students will be able to discuss challenges in sexual diversity.</li> </ol>	2 weeks
Unit 3: Introduction to Sexuality	<p>External pressures may influence a person to become sexually active.</p> <ol style="list-style-type: none"> <li>1. Students will be able to discuss gender roles in today's society.</li> <li>2. Students will be able to identify risks associated with sexually active teens.</li> </ol>	2 weeks
Unit 4: Drugs	<p>Alcohol, tobacco, medicines/supplements, and other drugs have a variety of harmful effects on the human body and influence the ability to make decisions related to personal wellness and the wellness of others:</p> <ol style="list-style-type: none"> <li>1. Students will be able to identify the possible side effects of alcohol, tobacco, medicines/supplements, and other drugs.</li> <li>2. Students will be able to discuss the pressures that influence people to use alcohol, tobacco, medicines/supplements, and other drugs.</li> <li>3. Students will be able to understand the stages of addiction and dependency.</li> </ol>	2 weeks
Unit 5: Nutrition and Fitness	<p>Taking responsibility for one's own nutritional choices is an essential step towards developing and maintaining a healthy, active lifestyle.</p> <ol style="list-style-type: none"> <li>1. Students will be able to discuss the importance to partnering nutrition and fitness.</li> <li>2. Students will be able to discuss the connection between lifelong healthy choices and poor nutritional choices.</li> </ol>	2 weeks

**Freehold Regional High School District  
LEPS Health Education I**

**Unit #1: Decision Making, Communication, and Integrated Skills**

**Enduring Understanding:** The use of decision making, problem solving, and communication skills are essential in making informed personal, family, and community health decisions.

**Essential Question:** How do good health decisions and communication skills enhance a person’s ability to express and defend their beliefs?

**Unit Goals:** Students will understand how to prevent and manage stress and how the body responds to stress.

Students will understand how peer pressure and the media affect your decision making ability.

Students will be able to demonstrate effective communication skills.

**Duration of Unit:** 2 weeks

**NJCCCS:** 2.1.12 E 1-4; 2.2.12 A 1-3; B 1-2; C 1-3

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does the use of critical thinking, decision making, problem solving, leadership and communication skills affect your ability to make an informed personal family and community health decisions?	Steps in the decision making process. Applying constructive problem solving. Understanding passive, aggressive, and assertive behavior. Communication skills (refusal, negotiation, and assertiveness). Active listening skills. Body Language (verbal and non-verbal). Peer pressure and healthy choices.	Textbooks Internet Related worksheets Guest speakers Video	Current events Internet research Student discussion & dialogue Video Lecture Power point Speakers	Tests/quizzes Worksheets Class presentations Rubrics for grading projects Writing assignments
What are the causes of conflict and how does peer pressure and media affect your ability to make an informed decision?	Define peer pressure. Types of peer pressure. Causes and prevention of suicide. Conflict resolution strategies. Influences of the media. Researching accurate health information.		Student presentations	
How would you prevent and manage stress?	Stress management steps. How to say “No”. Coping with crisis and change.			

**Suggestions on how to differentiate in this unit:**

Videos, group work, debates.

**Freehold Regional High School District  
LEPS Health Education I**

**Unit #2: Relationships**

**Enduring Understanding:** Tolerance and understanding of individual differences are necessary in order to establish healthy relationships.

**Essential Question:** How do we understand, respect diversity, and determine characteristics of a healthy relationship?

**Unit Goals:** Students will be able to identify different types of relationships and associated pressures.

Students will be able to identify and describe ways of developing a healthy relationship.

Students will be able to discuss challenges in sexual diversity.

**Duration of Unit:** 2 weeks

**NJCCCS:** 2.4.12 A 1, 3, 6

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the different types of relationships and pressure associated with them?	Types of relationships and how to cope with them. Unhealthy relationships. Define commitment, responsibility, and tolerance. Physical and emotional relationships. Relationships: independence and co-dependence. Discuss advantages of abstinence.	Textbooks Internet Related worksheets Guest speaker Video	Current events Internet research Student discussion & dialogue Video Lecture Power point Speakers Student presentations	Tests/quizzes Worksheets Class presentations Rubrics for grading projects Writing assignments
How do you develop a healthy relationship between family, friends, and sexual partners?	Positive steps in maintaining healthy relationships. Maslow's hierarchy of needs.			
How do you respond to conflict within relationships?	Steps toward resolving impending conflicts within a relationship. Identify coping devices and defense mechanisms. Describe effective responses to family conflict.			

**Suggestions on how to differentiate in this unit:**

Videos, partner work, scenarios, role play.

**Freehold Regional High School District  
LEPS Health Education I**

**Unit #3: Introduction to Sexuality**

**Enduring Understanding:** External pressures may influence a person to become sexually active.

**Essential Question:** What are the biological differences between male and female and the risks of becoming sexually active?

**Unit Goals:** Students will be able to discuss gender roles in today's society.

Students will be able to identify risks associated with sexually active teens.

**Duration of Unit:** 2 weeks

**NJCCCS:** 2.4.12 B 1-4; 2.4.12 C 3

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the differences between the male and female anatomy?	Adolescence and puberty defined.  Secondary sex characteristics of male and female.  Anatomy of the male.  Anatomy of the female.	Textbooks  Internet  Related worksheets  Guest speakers	Current events  Internet research  Student discussion & dialogue  Video	Tests/quizzes  Worksheets  Class presentations  Rubrics for grading projects
What are the risks of becoming sexually active or choosing abstinence?	Sexually active teens: pregnancy and sexually transmitted infections.  Preventing pregnancy.  Why or why not choose abstinence?  Birth control methods.  Cultural and religious beliefs.  Behaviors that put teens at risk.  Double standard, pressure to be sexually active.  Factors that influence individual choice of contraceptives, adoption, abortion.	Video	Lecture  Power point  Speakers  Student presentations	Writing assignments

**Suggestions on how to differentiate in this unit:**

Videos, partner work, scenarios, role play.

**Freehold Regional High School District  
LEPS Health Education I**

**Unit #4: Drugs**

**Enduring Understanding:** Alcohol, tobacco, medicines/supplements, and other drugs have a variety of harmful effects on the human body and influence the ability to make decisions related to personal wellness and the wellness of others.

**Essential Questions:** Why do people choose to use alcohol, tobacco, medicines/supplements, and other drugs when they are aware of the detrimental effects?  
How people learn to make informed decisions in the face of pressures from the media and peers?  
How does a person become addicted to drugs?

**Unit Goals:** Students will be able to identify the possible side effects of alcohol, tobacco, medicines/supplements, and other drugs.  
Students will be able to discuss the pressures that influence people to use alcohol, tobacco, medicines/supplements, and other drugs.  
Students will be able to understand the stages of addiction and dependency.

**Duration of Unit:** 2 weeks

**NJCCCS:** 2.3.12 A 1-3; B 1-3, 5; C 1-3, 2.6.12 A 5

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the side effects of alcohol, tobacco, medicines/supplements, and other drugs?	Classifications Short and long term effects Legal impact Physical effects Mental effects Emotional/behavioral effects Diseases	Textbooks  Internet  Related worksheets  Guest speakers	Current events  Internet research  Student discussion & dialogue  Video	Tests/quizzes, worksheets, class presentations, rubrics for grading projects, writing assignments
What are some factors that influence a person to experiment with alcohol, tobacco, medicines, and other drugs?	Peer pressure Media Social norms Curiosity Legal impact	Video	Lecture  Power point  Speakers	
What are some indicators of possible substance abuse?	Stages of dependency Short and long term impacts on the family, the community, and society Rehabilitation		Student presentations	

**Suggestions on how to differentiate in this unit:**

Video, partner work.

**Freehold Regional High School District  
LEPS Health Education I**

**Unit #5: Nutrition and Fitness**

**Enduring Understanding:** Taking responsibility for one’s own nutritional choices is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Question:** How does a healthy diet impact your well being and keep yourself disease free?

**Unit Goals:** Students will be able to discuss the importance to partnering nutrition and fitness.

Students will be able to discuss the connection between lifelong healthy choices and poor nutritional choices.

**Duration of Unit:** 2 weeks

**NJCCCS:** 2.1.12 A 1-2; B 1-3; C 1-2

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does a healthy diet affect your well being?	Different dietary choices, fads, beliefs. Wellness and health defined. Fast foods and nutritional content. Nutritional habits carried from childhood into adulthood.	Textbooks, internet, related worksheets, guess speakers, and video	Current events, internet research, student discussion & dialogue, video, lecture, power point, speakers, student presentations	Tests/quizzes, worksheets, class presentations, rubrics for grading projects, writing assignments, food log
How do we keep ourselves disease free?	Lifestyle choices and disease. Nutrition and fitness combined. Healthy ways to maintain, lose, or gain weight? Immune system, what keeps it healthy? The role genetics, gender, age, nutrition, activity level, and body type play on all individuals. Controllable and uncontrollable risk factors.	Textbooks, internet, related worksheets, guess speakers, and video	Current events, internet research, student discussion & dialogue, video, lecture, power point, speakers, student presentations	Tests/quizzes, worksheets, class presentations, rubrics for grading projects, writing assignments
What are the dietary recommendations for teenagers?	Caloric intake versus output Metabolism and the teenager. Designing nutritional plans for the obese, diabetic, heart disease. Empty calories.	Textbooks, internet, related worksheets, guess speakers, and video	Current events, internet research, student discussion & dialogue, video, lecture, power point, speakers, student presentations	Tests/quizzes, worksheets, class presentations, rubrics for grading projects, writing assignments, food log

**Suggestions on how to differentiate in this unit:**

Video, partner work.