

COURSE OF STUDY GUIDE

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: 11th Health and Physical Education

DEPARTMENT: Health and Physical Education

DATE REVISED: June 27, 2013

GRADE: 11

I. COURSE ORGANIZATION

Length: _____ 10 weeks _____

Credits: _____

Periods Per Week: _____ 4 _____

Weighted: _____

Prerequisite: _____

II. COURSE DESCRIPTION

10 Week Course. This course will encompass the following unit areas: personality development and its impact on interpersonal relations, responsibility of marriage & family, abstinence, reproduction & sexuality, and communicating effectively. In addition, there will be a full unit on drug and alcohol education, encompassing ten clock hours of instruction to meet the requirements mandated by the State of New Jersey. The State of New Jersey mandated unit on Family Life will encompass such topics as: personality development, stress, teen marriage and parenting, pre-marital sexual activity, sexually transmitted diseases, reproductive complications, and improving communication skills, both verbal and written.

III. COURSE MISSION

To give students the information necessary to make wise decisions relating to their physical, mental, intellectual and social health, with an emphasis on issues that are pertinent to our population.

IV. DEPARTMENT MISSION

VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS

- Unit Test and Quiz pertaining to knowledge gained about personality development and mental disorders.
 - Written
Example: Students write about someone whose personality they admire and contrast it with someone's whose personality they do not admire. Students also do a research paper on a health related topic that has personal meaning in their lives.

- Visual
Example: Students will create a project that emphasizes ten qualities that they believe are needed to be a good parent. (ie., handbook, poster, mobile, growth chart, etc.)
- Public Speaking
Example: Students do a 3-5 minute presentation that relates to the health topic which they did their research paper on. Students are expected to be able to answer questions about their topic.
- Parenting Interview: Students interview someone who is a parent and ask a variety of questions about their experience.
- Puzzle: Students do a seek-and-find puzzle with words that pertain to personality development.

VII. POSSIBLE ASSESSMENT TASKS

VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

Content Pacing Guide & Standards

Unit Title: Personality Development and It's Impact on Interpersonal Relations		
Content Personality and Mental Health Theories of Personality Stress and Phobia Mental Illness Depression and Suicide Grief	Standards 2.1.12 F(1,2,3,4,5)	Time Frame 4 weeks
Unit Title: Responsibility of Marriage and family		
Content Teen Parenting Qualities needed to be a good parent project Financial and Emotional Commitments	Standards 2.4.12 C(7,8,9,11)	Time Frame 2 weeks
Unit Title: Abstinence, Reproduction and Sexuality		
Content Sexually Transmitted Diseases Woman's and Men's Reproductive Health Issues Cultural Influences on Sexual Attitudes/ Behavior Consequences of Premarital Sexual Activity & Sexual Responsibility	Standards 2.4.12 B(1,2,3,4,5,6) 2.4.12 C (4,5,11)	Time Frame 2 weeks
Unit Title: Communicating Effectively		
Content Types of Communication Improving Family Communication; Improving Oral/Written Skills Oral Presentation	Standards 2.2.12 A (4)	Time Frame 2 weeks

Unit Title:		
Content	Standards	Time Frame

IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS

Possible instructional techniques may include but may not be limited to the following:

Resource Center – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

Inclusion –oral tests, visual organizers, study guides, alternative tests, alternative research paper assignment and modified grading on written and oral assignment.

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Suggestions for specific assignments and student activities are found in the teacher’s resource guide of the approved textbook series.

X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS

Other Subjects: While discussing Freud’s Theory of Personality there is a connection to Oedipus which is standard reading for 11th grade English.

XI. MATERIALS/TECHNOLOGY

Video:

What’s a Parent to Do?

Freud

Depression/Stress

Multiple Personality Disorders (David’s Journey, Love Josh)

Drug Issues

Website: CDC (Center for Disease Control)

Streetdrugs.org