

BT CONNECT
RIDGE HIGH SCHOOL
Health and Wellness
Presentation

November 4, 2019

PRESENTATION OBJECTIVES

- To provide an overview of the high school Health curriculum
- To provide a closer look into the new 10th grade program of instruction
- To provide a look into classroom activities
- Provide information on further review plans
- To answer your questions and gather your feedback in a collegial and respectful forum

WHY IS MORE HEALTH NEEDED?

- Increasing laws and statutes relative to Health instruction
- New Jersey Student Learning Standards for Comprehensive Health and Physical Education
- Ongoing social and societal issues presently troubling our youth
- Teen age stress and suicide prevention concerns

RECENT DEVELOPMENTS IN HEALTH EDUCATION

- Alcohol, Tobacco, and other drugs (ATOD)
- Stress, Mental Health, and Suicide Prevention
- Opioids
- Vaping
- Character Education and Social-Emotional Learning
- Skills Based Health Instruction

NJ Legislative Statutes Since 2009

- Accident and Fire Prevention
- Breast Self Examination
- Cancer Awareness
- CPR/AED Instruction
- Dating Violence Education
- Domestic Violence Education
- Gang Violence Education
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances
- Lyme Disease Prevention
- Organ Donation
- Sexual Assault Prevention
- Sexual Abstinence- Abstinence must be stressed as the only reliable means of eliminating the sexual transmission of STI's and pregnancy

NJ Student Learning Standards

2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- A. Personal Growth and Development
- B. Nutrition
- C. Disease and Health Conditions
- D. Safety
- E. Social and Emotional Health

Cumulative Progress Indicators for grades 2, 4, 6, 8, and 12

NJ Student Learning Standards

2.2 Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- A. Interpersonal communication
- B. Decision making and goal setting
- C. Character Development
- D. Advocacy and service
- E. Health services and information

Cumulative Progress Indicators for grades 2, 4, 6, 8, and 12

NJ Student Learning Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency, Addiction, and Treatment

Cumulative Progress Indicators for grades 2, 4, 6, 8, and 12

NJ Student Learning Standards

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- A. Relationships
- B. Sexuality
- C. Pregnancy and parenting

Cumulative Progress Indicators for grades 2, 4, 6, 8, and 12

CHANGES IN PROGRAM 2019-20

- Extended Health 10 by 3 weeks to incorporate Health instruction for sophomores
- Revamped the scope and sequence of the Health curriculum across grades
- Developed a document similar to a textbook teacher's edition for Health instructors that includes suggested learning activities and sources matched to the NJ Student Learning Standards

RHS HEALTH SCHEDULE

GRADE/MARKING PERIOD	1 9 weeks	2A 3 weeks	2 6 weeks	3 9 weeks	4 9 weeks
9	PROJECT ADVENTURE	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	HEALTH 9
10	DRIVER EDUCATION	HEALTH 10	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION
11	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	HEALTH 11	PHYSICAL EDUCATION
12	PHYSICAL EDUCATION	HEALTH 12	HEALTH 12	PHYSICAL EDUCATION	PHYSICAL EDUCATION

THE NATURE OF HEALTH INSTRUCTION

- Health courses are not an academic burden by design
- There are no AP, Honors, or CP level Health courses
- Student centered activities in classes - Skills based
- Limited homework and out of class work
- Discussion based activities about relevant issues
- Project based activities and assessments
- Grading commonly reflects active participation and engagement as opposed to written assessments

CURRICULAR TOPICS BY GRADE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Confidence and self esteem	Drugs and Alcohol	Mental Health <ul style="list-style-type: none"> - Sleep Habits - Stress 	Nutrition and Fitness
Stress & coping strategies	Suicide Prevention and Mental Health Stigma	Drugs and Alcohol <ul style="list-style-type: none"> - Prescription drugs - Binge drinking - Marijuana - Addiction 	Stress and Suicide Prevention
Suicide Prevention	Safe Sex Practices and contraception	Suicide Prevention	Mental Health resources on college campuses
Communication: Self advocacy and refusal skills		Male and Female Anatomy & Pregnancy	Binge drinking/drugs
Human sexuality		Contraceptives/STI's	Sexual Assaults, Healthy and Unhealthy relationships
Healthy relationships boundaries		First Aid/CPR?AED	Marriage & Parenting
Decision making			Reproductive Health and safe sex practices
Drugs/Alcohol			

GRADE 10 HEALTH

- Drugs and Alcohol
- Suicide Prevention and Mental Health Stigma
- Safe Sex Practices and contraception
- Sample Course Syllabus - Mrs. Kimberly Clark

https://docs.google.com/document/d/1zoyghkU24c_PvpUEuusHTyKysvPNXS03ExEaEhIUhXc/edit?ts=5dc05f7b

SAMPLE LEARNING ACTIVITIES & RESOURCES - GRADE 10

Tobacco Prevention Toolkit - Stanford Grade 10

<https://med.stanford.edu/tobaccopreventiontoolkit/positive-youth-development.html>

Drug and Alcohol Decision Making Activity Grade 10

<https://docs.google.com/document/d/1BNjF87NsXsM-NthNwwS4cm94wrloiaJoZwoWR5U4hig/edit>

Mental Health - Ted Talk Grade 10

<https://www.youtube.com/watch?v=4dEcMsz6Bas>

STUDENT FEEDBACK

CLASSROOM SURVEYS -

80% of 11th & 12th graders responded that course lessons and activities were valuable and enriched and challenged my understanding of the topics

PRINCIPAL'S STUDENT FORUM

Wide range of responses. Recurring theme is the importance of education in stress mgmt., mental health, drug/alcohol education, sex education, & nutrition. Most felt that Health was a strong part of their education at Ridge.

BT CONNECT - Tonight RHS cafeteria

ANECDOTAL STUDENT FEEDBACK

“I wish there was more time so that more could be covered. Also, I think having a lab day sometimes was difficult because i would be missing valuable material.” -12th grade Health student

“There are a wide range of topics to be covered and sometimes with snow days and schedule changes there is a loss of time for discussion...” -12th grade Health student

“The only real problem was the last topic, contraceptives which lacked enough time to thoroughly go over and complete the lesson and 2 projects.” -11th grade Health student

“I think the discussions were the most valuable activities (in Freshmen Health) because we were opened to new perspectives and insight on the topic. We also had time to think about higher thinking questions.” -9th grade Health student

MOVING FORWARD

- Student Survey
- Stakeholder Review
- Year 2 of Formal Curriculum Review
- No new implementation anticipated until at least 2021-22

As much, if not more than any subject content area the Health curriculum is a living document that is continuously evolving as issues in society change. We have seen this vividly in recent years with increased emphasis in educating our youth in the areas of 1. Alcohol, Tobacco, and Other Drugs (ATOD), 2. Stress, Mental Health, and Suicide Prevention, 3. Opioids, 4. Vaping, 5 Social- Emotional Learning, and 6. Character Education.

RESOURCES

- NJ State Board of Education Core Curriculum Content Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/cccs/2014/chpe/>
- NJ Department of Education Model Health Curriculum <https://www.state.nj.us/education/modelcurriculum/peh/h912u1.shtml>
- Centers for Disease Control and Prevention <https://www.cdc.gov/>
- Stanford Medicine <https://med.stanford.edu/tobaccopreventiontoolkit/positive-youth-development.html>
- Society of Health and Physical Educators (SHAPE) <https://www.shapeamerica.org/>
- Signs of Suicide (SOS) <https://www.sprc.org/resources-programs/sos-signs-suicide>
- National Alliance on Mental Illness <https://www.nami.org/>
- NJAHPERD <https://www.njahperd.org/>