Health Education
Grade 9

Length of Course: 45 days/Marking Period
Elective/Required: Required
Schools: High Schools
Eligibility: Grade 9
Credit Value: 1.25
Date Approved: August 27, 2018
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Modifications will be made to accommodate IEP mandates for classified students.
STATEMENT OF PURPOSE

This course of study has been designed for students focus on taking personal responsibility for their health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Students should develop a high level of health literacy. Health Education provides for a high level of health through the use of the media, technology, culture, and the ability to interpret health resources. This knowledge gives the students the tools to assume responsibility for their lifelong physical, social, and emotional well-being. Embracing this concept, the health program at the high school level is organized around the New Jersey Core Curriculum Content Standards and the New Jersey Legislative Statutes and stresses communication, problem solving, and personal responsibility.

The Health Education program will help create advocates for global wellness and knowledge of public health and safety issues. This will be achieved by challenging the students to utilize higher order thinking skills and critical thinking. This will give the students the opportunity to look beyond their research to questions left unanswered.

The manner in which fact, opinion, values, level of maturity, and emotions bear upon the decision-making process will be discussed at every level. The extent to which the objectives of the health program are achieved will be determined, in the final analysis, by the health practices of the students.

We in Edison Township focus our programs on total health, stressing the important balance between quality physical, emotional and social health with an emphasis on challenging the students to apply their health literacy skills to everyday life.

This curriculum guide was revised by:

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Coordinated by:

Argiris Hristofis, District Supervisor of Health & Physical Education
Health Education Grade 9

Course Objectives

The student will be able to:

- Develop and implement effective goals and personal wellness skills that contribute to healthy decision-making over one’s lifetime.
- Understand that developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Compare and contrast the impact that competition may have on personal character development and how it may affect one’s overall personal wellness.
- Students will be able to demonstrate an understanding that communication is an important factor in all healthy relationships.
- Research and interpret consequences and develop strategies for unresolved conflicts and analyze how technology impacts conflict.
- Analyze the impact technology has on interpersonal communication in regards to supporting overall personal wellness.
- Understand that cultural and religious beliefs, trends, media and technology can influence sexuality.
- Understand that eating habits and diet will have life-long effects on numerous health issues that will have a major impact on their futures.
- Understand that Physical Fitness and good nutrition have a positive relationship, and a healthy diet alone is not enough to maintain proper weight and fitness levels.
- Understand that responsible personal behavior are essential for achieving all their goals in life and crucial for the future.
- Understand that there are immediate and long-term consequences of risky behavior associated with substance abuse, and substance abuse impacts individuals from all cultural and socioeconomic backgrounds.
- Recognize that there are hereditary factors that can affect non-communicable diseases related to our emotional health and our reactions to stressful situations.
- Identify how emotions impact depression, stress and thoughts of suicide.
- Understand there are healthy stress management strategies that can be developed.
- Identify helpful resources and build a support network.
- Understand how the human reproduction system works and how it relates to procreation, pregnancy and gestation.
- Understand that pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.
Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring understandings/essential questions, unit assessments, and instructional activities. Familiarization with backward-design is critical to working effectively with Edison’s curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.
**Stage I: Identifying Desired Results:** Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

**Stage II: Determining Acceptable Evidence:** Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

**Stage III: Designing Learning Activities:** Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsically to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.
## Targeted State Standards:

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

### 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.

## Unit Objectives:
- Students will be able to demonstrate an understanding that communication is an important factor in all healthy relationships.
- Research and Interpreting consequences and develop strategies for unresolved conflicts and analyze technology impacts conflict.
- Analyze the impact technology has on interpersonal communication in regards to supporting overall personal wellness.
- Understand that cultural and religious beliefs, trends, media and technology can influence sexuality.
- The students will understand there are many factors that influence sexuality, and there are different types of sexual orientation.

## Essential Questions:
What impact has technology had on communication and relationships?

## Unit Assessment:
Teacher Observation, Written/Oral Assessments, Question and Answer, Poster/Project Presentations, Unit Tests

### Core Content

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
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<tbody>
<tr>
<td>What students will know.</td>
<td>What students will be able to do.</td>
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<tr>
<td>Verbal and Non-verbal Communication</td>
<td>-Communicate as a healthy, positive member of society</td>
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<tr>
<td>Impact of technology on interpersonal communication</td>
<td>-Determine and differentiate between the various forms of non-verbal communication</td>
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<tr>
<td>Consequences of sending explicit messages/Internet safety</td>
<td>-Analyze how technology impacts communication</td>
</tr>
<tr>
<td>The causes, levels and consequences of Bullying/Cyber Bullying, Cheating.</td>
<td>-Protect themselves on the Internet</td>
</tr>
<tr>
<td>The consequences of distributing and soliciting</td>
<td>-Recognize the changes that take place in themselves</td>
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<tr>
<td>-Recognize the difference between various sexualities and identities</td>
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### Instructional Actions

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<tr>
<th>Activities/Strategies</th>
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<td>Videos/DVDs</td>
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<td>Group Work</td>
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<td>Handouts</td>
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<td>Research</td>
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<td>Lecture</td>
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<td>Diagrams</td>
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<tr>
<td>Labeling</td>
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<td>Role Play</td>
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<td>Bulletin Boards</td>
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<td>Cooperative Activities</td>
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<td>Guest Speakers</td>
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<td>Presentations</td>
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<td>Power Points</td>
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<td>Debates</td>
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<td>Create an Advertisement</td>
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<td>Internet</td>
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<tr>
<td>Question Box</td>
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<tr>
<td>Relationship Reflection</td>
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</tbody>
</table>

### Cumulative Progress Indicators

| 2.1.12.D.2: Explain ways to protect against abuse and all forms of assault and what to do if assaulted. |
| 2.1.12.E.2: Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis. |
| 2.2.12.A.1 – Employ skills for communicating with family, peers and people from other backgrounds and cultures that |

### Assessment Check Points

| Pre-assessment |
| Worksheets |
| Class Discussion |
| Homework |
| Quizzes |
| Tests |
| Lecture |
| Projects |
| Presentations |
| Reports |
| Research Papers |
| Q and A |
| Interviews |
| Notebooks |
| Observations |
| Portfolios |
| 2.2.12.A2 | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts. |
| 2.3.12.B.4 | Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STI's, and unintended pregnancy. |
| 2.4.12.A.4 | Predict how relationships may develop over time, focusing in changes in friendships, family, dating relationships, and lifetime commitments, such as marriage. |
| 2.4.12.A.5 | Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent). |
| 2.2.12.A.6 | Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships. |
| 2.4.12.B.4 | Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures. |

- May impact the health of oneself and others.  
- Discuss the differences between various sexual orientations and identities  
- Characteristics of healthy and unhealthy relationships  
- Difference between love and infatuation  
- Teen Dating Violence and sexual assault prevention strategies  
- Importance of consent  
- Refusal skills  
- Where to go for help  
- How to report a potential crime  
- Compare and contrast the difficulties/challenges between different sexualities specific to teens  
- Discuss laws established to protect individuals from discrimination  
- Apply risk minimization strategies to prevent future assault  
- Identify characteristics of healthy and the red flags of unhealthy relationships  
- Establish healthy relationships  
- Determine when actions should be deemed as either assault or violence  
- Understand the importance of consent and the implications if it is not given.
**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices
- Internet
- Supportive DVDs/Videos
- Best Practices
- Current Health Magazines
- Newspapers/Magazines
- Glencoe Health Textbook, McGraw-Hill 2005
- N.J. State Department of Education.(2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education
  - [www.health.org](http://www.health.org)
  - [www.healthcentral.gov](http://www.healthcentral.gov)
  - [www.cdc.gov](http://www.cdc.gov)
  - [www.discoveryeducation.com](http://www.discoveryeducation.com)
  - [www.kidshealth.org](http://www.kidshealth.org)
  - [www.fda.gov](http://www.fda.gov)
  - [www.healthatoz.com](http://www.healthatoz.com)
  - [www.loveisrespect.org](http://www.loveisrespect.org)
  - [www.sexetc.org](http://www.sexetc.org)
  - [https://www.jostensrenaissance.com/theharbortv/](https://www.jostensrenaissance.com/theharbortv/)

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
- Differentiated Instruction
- Modify Curriculum to Suit Individual Needs
- Consult IEPs and 504 Plans
- Provide Study Guides
- Utilize Peer Tutors
- Assign Roles or Specific Tasks for Group Projects
- Adapt lessons to Accommodate Multiple Intelligences

**COMMUNICATION, RELATIONSHIPS and SEXUALITY (con’t.)**
## Targeted State Standards:

### 2.2 - Integrated Skills
- All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

### 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.

## Unit Objectives:

- Develop and implement effective goals and personal wellness skills that contribute to healthy decision-making over one’s lifetime.
- Compare and contrast the impact that competition may have on personal character development and how it may affect one’s overall personal wellness.
- Students will understand that developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

## Essential Questions:

- What is the importance of setting goals to maintaining a healthy lifestyle? How do healthy choices and behaviors, and the use of advanced technology, affect self and others? Why do some people become addicted to certain drugs, and other people do not?

## Unit Assessment:

- Teacher Observation, Written/Oral Assessments, Question and Answer, Poster/Project Presentations, Unit Tests

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
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<tbody>
<tr>
<td></td>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
<td>Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Papers, Q and A, Interviews, Notebooks, Observations, Portfolios</td>
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<tr>
<td>2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</td>
<td>- The importance of long and short-term goals. - They will have to make decisions every day of their lives. - All decisions have consequences, so they must be made with as much information as possible. - Role models are important. - That the choices they make affect not only themselves but others as well. - Supplements</td>
<td>- Students will be able to analyze aspects of their behavior which seems to conflict with their core values. - Demonstrate and evaluate the use of decision making skills. - Select short and long-term goals for all areas of their lives. - Critique significant health decisions and debate choices. - Have reasons for selecting certain role models.</td>
<td>Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Labeling, Role Play, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Power Points, Debates, Field Trips, Internet, Question Box</td>
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<td>worldwide community.</td>
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<td>2.3.12.B.1 – Compare and contrast the incidence and impact of commonly abused substances (such as alcohol, tobacco, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries</td>
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<td>2.3.12.B.2 – Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</td>
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<td>2.3.12.B.3- Correlate increased alcohol use with challenges that may occur at various life stages.</td>
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<td>2.3.12.C.1- Correlate duration of drug abuse to the incident of drug related injury, illness, and death.</td>
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<td>2.3.12.C.3- Analyze the societal impact of substance abuse on the individual, family, and community.</td>
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<td>9.2.12.A.2 - Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</td>
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<td>-Over the Counter Medication Other Drugs: -Steroids -Tobacco/Vaping -Alcohol -Stimulants -Depressants -Hallucinogens -Inhalants -Club Drugs -Designer Drugs</td>
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<td>-Drug Dependency/Addiction -Drug Treatment</td>
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<td>-Physical, Mental, Social and Emotional Effects on self and Others</td>
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<td>-Legal Issues</td>
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<td>-Effects of Advertising -Effects of the Internet</td>
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<td>-Physiological, psychological, sociological, and legal effects on the individual, the family, and society, including domestic abuse and child abuse</td>
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<td>-Rely on their character and values when making tough decisions about joining gangs, doing drugs, etc.</td>
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<td>-Display proper personal hygiene</td>
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<td>-Debate the benefits and dangers of natural occurring substances</td>
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<td>-Discuss the fact that tobacco use leads to the use of many other drugs</td>
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<td>-Analyze the impact of alcohol and other drugs use and abuse on the body systems and organs</td>
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<tr>
<td>-Consider the physical, behavioral, and legal impacts of commonly abused substances</td>
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<tr>
<td>-Compare and contrast indicators of possible substance abuse and the stages of dependency</td>
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</tbody>
</table>
**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices  
- Supportive DVDs/Videos, Best Practices  
- Current Health Magazines  
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- [www.cdc.gov](http://www.cdc.gov)  
- [www.discoveryeducation.com](http://www.discoveryeducation.com)  
- [www.kidshealth.org](http://www.kidshealth.org)  
- [www.fda.gov](http://www.fda.gov)  
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- Provide Study Guides  
- Utilize Peer Tutors  
- Assign Roles or Specific Tasks for Group Projects  
- Adapt lessons to Accommodate Multiple Intelligences
# Unit 3: Nutrition

**Targeted State Standards: 2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

**Unit Objectives/Enduring Understandings:**
- Understand how eating habits and diet may have life-long effects on numerous health issues that will have a major impact on their futures.
- Students will understand that Physical Fitness and good nutrition have a positive relationship, and a healthy diet alone is not enough to maintain proper weight and fitness levels.

**Essential Questions:** What things would you change in your diet to help maintain a healthy weight for your future years? Why do so many other countries have less health problems than we do in U.S. related to weight issues? Why do we in the U.S. have more food and poorer diets than most civilized nations?

**Unit Assessment:** Teacher Observation, Written/Oral Assessments, Question and Answer, Poster/Project Presentations, Unit Tests

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts What students will know.</th>
<th>Skills What students will be able to do.</th>
<th>Activities/Strategies Technology Implementation/Interdisciplinary Connections</th>
<th>Assessment Check Points</th>
</tr>
</thead>
</table>
| 2.1.12.A.1 – Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. | -Six basic nutrients
- Water is an important and an essential nutrient
- Examine the food label
- Food additives provide color and flavor, retard spoilage, and add nutrients
- Sources of the different nutrients and their function
Food Pyramid/My Plate
- Shopping for healthy foods based on nutrient information, etc.
- How to be a better consumer in food shopping | -Label the different areas of the Food Pyramid/My Plate
- Identify the function of each nutrient
- Read a food label and understand all of its’ components
- Identify the food additive
- Compare and contrast different brands based on their label content and nutrient information
- Compare and contrast different prices for the same foods among different brands
- Select foods based on healthy additives and content | Lecture
Diagrams
Labeling
Role Play
Bulletin Boards
Posters
Cooperative Activities
Guest Speakers
Class Discussion
Student Presentations
Internet Research
Videos/DVDs
Whiteboards
Journal Writing
Group Work
Power Points | Pre-Assessment
Worksheets
Class Discussion
Homework
Quiz/Tests
Projects
Posters
Oral Presentations
Q and A
Teacher Lecture
Reports
Research
Practical Application |
### Core Content

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<thead>
<tr>
<th>Cumulative Progress Indicators</th>
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<th>Skills</th>
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</table>
| 2.1.12.B.3 – Analyze the unique contributions of each nutrient class (fats, carbohydrates, proteins, water, vitamins, and minerals). | - How to differentiate between good and bad food additives  
- Trends in food packaging  
- Recycling  
- Food safety and public health  
- Organic and non-organic foods  
- Explore countries that have different foods as part of their regular diets  
- Product dating and unit pricing  
- How to use the USDA guidelines to plan a nutritious diet  
- Positive aspects of proper nutrition on physical fitness  
- Create a healthy diet plan  
- Research how metabolism effects activity and inactivity, and its relationship on weight loss/gain  
- How people gain and lose weight  
- Explore different diets, including "Fad" diets  
- Eating disorders-causes & treatment  
- The dietary needs of pregnant women, athletes, diabetics, etc., | - Demonstrate an understanding that packaging has an influence on the purchasing of certain foods.  
- Research nutrients, foods, food labels, etc. on the internet  
- Research foods of other countries  
- Compare and contrast unit pricing and packaging  
- Plan a nutritious diet  
- Examine their own diet, evaluate it, and identify strengths/areas that can be improved.  
- Explore the diets of different groups of people (other countries, various religions, diabetics, vegetarians, athletes, etc.)  
- Identify the different parts of the digestive and excretory systems  
- Research "Fad" diets and analyze which ones are healthy and which ones are not  
- Keep a log or journal of your eating and exercise habits, and evaluate it |
<p>| 2.1.12.C.2 - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions. |  |  |
| 2.2.12.B.1 – Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family, and others. |  |  |</p>
<table>
<thead>
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<td>-The different parts and functions of the digestive and excretory systems</td>
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<tr>
<td>-Digestive disorders- causes &amp; treatments</td>
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<tr>
<td>-Understand the function of the digestive and excretory systems</td>
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<td>Resources:</td>
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<tr>
<td>Essential Materials, Supplementary Materials, Links to Best Practices</td>
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<td>Best Practices</td>
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<td>Supportive DVDs/Videos</td>
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<td>American Heart Association <a href="http://www.americanheart.org">www.americanheart.org</a></td>
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<td><a href="http://www.discoveryeducation.org">www.discoveryeducation.org</a></td>
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<tr>
<td>United States Food and Drug Association <a href="http://www.fda.gov">www.fda.gov</a></td>
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<td><a href="http://www.nutrition.gov">www.nutrition.gov</a></td>
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<td><a href="http://www.mypyramid.gov">www.mypyramid.gov</a></td>
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UNIT 4: HUMAN REPRODUCTION

Targeted State 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.

Unit Objectives/Enduring Understandings: The students will demonstrate an understanding that conception and pregnancy are part of the natural reproductive system, and that there are methods of prevention and termination of pregnancy.

Essential Questions: What is the main function of the male and female reproduction systems? What are the developmental changes during pregnancy? What factors influence a pregnancy outcome?

Unit Assessment: Teacher Observation, Written/Oral Assessments, Question and Answer, Poster/Project Presentations, Unit Test.

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts What students will know.</th>
<th>Skills What students will be able to do.</th>
<th>Activities/Strategies Technology Implementation/Interdisciplinary Connections</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.12.C.2 - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</td>
<td>Anatomy and physiology of the male/female reproductive systems: - The process of fertilization - The process of implantation - The process of conception - The stages of gestation (trimesters) - The factors that affect gestation of the baby</td>
<td>- Label the different parts of the human reproductive system: - Identify the pathway of the sperm and the egg -- Determine the function of the reproductive system parts</td>
<td>Videos/DVDs Group Work Handouts Research Lecture Diagrams Labeling Role Play Bulletin Boards Cooperative Activities Guest Speakers Presentations Power Points Debates Field Trips Internet Question Box</td>
<td>Pre-assessment Worksheets Class Discussion Homework Quizzes Tests Lecture Projects Presentations Reports Research Papers Q and A Interviews Notebooks Observations Portfolios</td>
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<tr>
<td>2.2.12.B.1 - Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</td>
<td>Pregnancy test efficacy and how medical professionals confirm pregnancy.</td>
<td>Discuss the process of fertilization and conception</td>
<td>Research and create a timeline of the pregnancy trimesters</td>
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<tr>
<td>2.2.12.E.1 - Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</td>
<td>Evaluate current birth control options and determine their effectiveness. Compare to abstinence.</td>
<td>Identify the factors that influence gestation: (Existing health conditions, Age, Alcohol/drugs/smoking)</td>
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<td>2.4.12.B.1 – Predict the possible long-term effects of adolescent sex on future education, on career plans,</td>
<td>Discuss and emphasize abstinence and how it pertains to pregnancy and STI prevention.</td>
<td>- Explore reasons to practice abstinence as it relates to age, maturity, prevention and STI's.</td>
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<td>- Evaluate birth control options and determine which ones are the most effective.</td>
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and on the various dimensions of wellness.

2.4.12.B.2 – Evaluate information that supports abstinence from sexual activity using reliable research data.

2.4.12.B3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

2.4.12.C.1 – Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

2.4.12.C.3 – Evaluate the methods and resources available to confirm pregnancy.

*Abstinence will be stressed as the most effective form of contraception.*
## Human Reproduction (Cont.)

### Resources:
- Essential Materials, Supplementary Materials, Links to Best Practices
- Supportive DVDs/Videos
- Best Practices
- Current Health Magazines
- Newspapers/Magazines
- Glencoe Health Textbook, McGraw-Hill 2005

### Instructional Adjustments:
- Modifications, student difficulties, possible misunderstandings
- Differentiated Instruction
- Modify Curriculum to Suit Individual Needs
- Consult IEPs and 504 Plans
- Provide Study Guides
- Utilize Peer Tutors
- Assign Roles or Specific Tasks for Group Projects
- Adapt lessons to Accommodate Multiple Intelligences

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<tr>
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<tr>
<td><a href="http://www.health.org">www.health.org</a></td>
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<tr>
<td><a href="https://www.jostensrenaissance.com/theharbortv">https://www.jostensrenaissance.com/theharbortv</a></td>
<td>Educational Videos</td>
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Unit 5: MENTAL HEALTH AND MENTAL ILLNESS

**Targeted State Standards:** 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

**Unit Objectives:** Students will be able to:
- Recognize that there are hereditary factors that can affect non-communicable diseases related to our emotional health and our reactions to stressful situations.
- Identify how emotions impact depression, stress and thoughts of suicide.
- Understand there are healthy stress management strategies that can be developed.
- Identify helping resources.

**Essential Questions:** What are hereditary factors that can affect our emotional health? Does my family have a history of stress-related illnesses? What are the warning signs of depression and suicide? How can healthy stress management help? How can I find resources that help?

**Unit Assessment:** Teacher Observation, Written/Oral Assessments, Question and Answer, Poster/Project Presentations, Unit Tests

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<th>Skills</th>
<th>Instructional Actions</th>
<th>Assessment Check Points</th>
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</thead>
<tbody>
<tr>
<td>2.1.12.A.2 - Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</td>
<td>-Explore hereditary factors that can affect our emotional health</td>
<td>-Describe the physiological signs and effects of stress and determine if depression runs in their family.</td>
<td>Videos/DVDs Group Work Handouts Research Lecture Diagrams Labeling Role Play Bulletin Boards Cooperative Activities Guest Speakers Presentations Power Points Debates Field Trips Internet Question Box</td>
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<td>2.1.12.C.1- Determine diseases and health conditions that my occur during one’s lifespan identify prevention and treatment strategies.</td>
<td>-Identify causes of stress</td>
<td>-Describe personal stressors and identify whether they are controllable or not.</td>
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<td>2.1.12.C.3 – Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</td>
<td>-How does the body react to stress</td>
<td>-Identify the warning signs of depression and suicide and how to report a concern you have for someone.</td>
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<td>2.1.12.C.4 – Relate advances in medicine and technology to</td>
<td>-Types of stress</td>
<td>-Describe prevention, causative factors, transmission, and treatment for: (Clinical Depression, Bi-Polar Disorder, SAD, etc.)</td>
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<td>-Stress can cause depression, and/or suicide.</td>
<td>-Create a plan for preventing and coping with stress.</td>
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<td>-Warning signs of depression and suicide.</td>
<td>-Develop time-management plans and goal-setting plans to reduce stress.</td>
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<td>-Develop healthy stress management strategies.</td>
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the diagnosis and treatment of mental illness.

2.1.12.D.1 - Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

2.1.12.E.1 – Predict short and long term consequences of unresolved conflicts.

2.1.12.E.2 - Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.

2.1.12.E.3 - Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.1.12.E.4 - Develop a personal stress management plan to improve/maintain wellness.

2.2.12.B.2 - Predict the short and long term consequences of good and poor decision making on oneself, friends, family, and others.

2.2.12.E.2 - Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

- Resources for helping themselves or others find the assistance they need

- Examine current statistical data related to teen stress, depression, and suicide.

- Determine underlying causes of mental health conditions and create a plan to be part of the solution and an advocate for mental health awareness.

- Expand individual support network that includes trusted adults, online resources, and phone numbers.
### Resources:

Essential Materials, Supplementary Materials, Links to Best Practices

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- Current Health Magazines
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- Glencoe Health Textbook, McGraw-Hill 2005
- N.J. State Department of Education.(2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education
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  - [www.healthatoz.com](http://www.healthatoz.com)
  - [https://suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)
  - [https://www.psychiatry.org/patients-families/suicide-prevention](https://www.psychiatry.org/patients-families/suicide-prevention)
  - [http://www.njmentalhealthcares.org/](http://www.njmentalhealthcares.org/)
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