

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 PHYSICAL EDUCATION/HEALTH DEPARTMENT  
 PERSONAL & COMMUNITY HEALTH GRADE 9

Personal & Community Health Curriculum Guide

<p><b>Pacing Guide:</b>  <b>Grade 9 Personal and Community Health is a marking period course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</b></p>	<p><u>Personal &amp; Community Health – (1 Marking Period)</u></p> <p>Unit 1 - Intro and Systems of the Body (3 weeks)</p> <p>Unit 2 - Nutrition, Eating Disorders, &amp; Obesity (3 weeks)</p> <p>Unit 3 - Tobacco, Drugs, &amp; Alcohol (2weeks)</p> <p>Unit 4 - Suicide, Bullying, Teen Dating Violence (2 weeks)</p> <p>Unit 5 - Careers (1 week)</p>
<p><b>Interdisciplinary Standards</b></p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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<p><b>Technology Standards:</b>        8.1 Educational Technology</p> <p>8.2. Technology Education,        Engineering, Design, and        Computational Thinking-Programming</p>	<p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial</p> <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p> <p>8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.</p>
<p><b>21st Century Skills Standards:</b>        9.1 Personal Financial Literacy        9. 2 Career Awareness, Exploration,        and Preparation</p>	<p>9.1.12.A.3 - Analyze the relationship between various careers and personal earning goals.</p> <p>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p>
<p><b>Career Ready Practices:</b></p>	<p>CRP1- Act as a responsible contributing citizen and employee</p> <p>CRP3- Attend to personal health and financial well-being.</p> <p>CRP4- Communicate clearly and effectively and with reason</p> <p>CRP5- Consider the environment, social and economic impacts of decisions</p> <p>CPR7- Employ valid and reliable research strategies</p> <p>CPR11- Use technology to advance productivity</p>

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <ul style="list-style-type: none"> <li>• Multi-Sensory Approach</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Encourage the Use of Creativity</li> <li>• Opportunities for Open-Ended Activities</li> <li>• Competitive and Collaborative Projects</li> </ul>	<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Internet bilingual dictionaries during class and assignments</li> <li>• Word banks for tests</li> <li>• Extended time for all assignments</li> <li>• Internet text translators</li> <li>• Modified requirements</li> <li>• Print out PowerPoint notes</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• Assigned seating</li> <li>• Modified Assignments</li> <li>• Modified Tests</li> <li>• Print out power point notes</li> <li>• Extended times for tests and assignments</li> <li>• Repeat instructions</li> <li>• Teacher/Parent Communications</li> </ul>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> <li>• Teacher/Parent Communications</li> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers</li> <li>• Extended time for assignments</li> <li>• Assign peer helper in class</li> <li>• Preferential seating</li> <li>• Provide copy of class notes</li> </ul>

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<b>CONTENT: Personal &amp; Community Health</b>				
<b>Theme:</b> Systems of the Human Body				
<b>Essential Questions:</b> Why is it important to understand the systems of the body? What are the functions of the body? What are benefits of organ donation?				
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Cell/Tissue/Organ/Organ System/Organism</li> <li>• Systems of the Body</li> <li>• Diseases and Disorders</li> <li>• Breast &amp; Testicular Self Examinations</li> <li>• Cancer</li> <li>• Organ Donations</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>• Students will understand how the basic body systems function.</li> <li>• Students will realize how the body systems affect each other.</li> <li>• Students will discuss how to keep these systems healthy.</li> <li>• Students will understand how physical activity can maintain healthy body systems.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Homework Assignments</li> <li>• Review Game</li> <li>• Tests</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Brochure Project</li> <li>• Mid-Term/Final Exams</li> </ul>	<b>Standards:</b> 2.1.12.A.1 2.1.12.C.1	
			<b>Time Frame:</b> 3 Weeks	
			<b>Materials:</b> Syllabus Cell Work Sheet Internet Websites Computers Index Cards Printer	

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<b>CONTENT: Personal &amp; Community Health</b>				
<b>Theme:</b> Nutrition, Eating Disorders, & Obesity				
<b>Essential Questions:</b> Why is it important to understand how nutrition affects the body? How will a healthy lifestyle improve wellness?				
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• Body Mass Index</li> <li>• Food Groups</li> <li>• Basic Nutrients</li> <li>• Balance Diet</li> <li>• Eating Disorders</li> <li>• Obesity</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Students will be able to identify the five main food groups by class discussion and participating in a group activity.</li> <li>• Students will be able to explain the importance of eating healthy by class discussion and maintaining a food diary.</li> <li>• Students will be able to identify the basic nutrients by class discussion.</li> <li>• Students will be able to understand how to read a food label by reading a hand out and discussing with the class.</li> <li>• Students will be able to identify different conditions that could occur from not eating right by class discussions.</li> <li>• Students will be able to understand what a BMI is by class discussion.</li> <li>• Students will be able to explain what an eating disorder is, why they occur, and different types by</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Homework Assignments</li> <li>• Review Game</li> <li>• Tests</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Mid-Term/Final Exams</li> </ul>	<b>Standards:</b> 2.1.12.B.1 2.1.12.B.3	
			<b>Time Frame:</b> 3 Weeks	
			<b>Materials:</b> Internet Resources Food Label Information Sheet DVDs	

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	<p>watching a video and writing a reaction paper.</p> <ul style="list-style-type: none"><li>• Students will be able to explain what obesity is, why it occurs, and ways to lose the weight by watching a video and writing a reaction paper.</li><li>• Students will be able to demonstrate their knowledge on nutrition, eating disorders and obesity by participating in a review game.</li><li>• Students will be able to demonstrate their knowledge on nutrition, eating disorders, and obesity by answering questions on a test.</li></ul>		
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<b>CONTENT: Personal &amp; Community Health</b>			
<b>Theme:</b> Tobacco, Drugs, & Alcohol			
<b>Essential Questions:</b> Why are teenagers susceptible to using drugs? How can drug use turn into drug abuse? How does the media effect our choices toward drug use? What resources can our school and community use to keep our adolescents drug free?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• Tobacco</li> <li>• Drugs</li> <li>• Cannabis</li> <li>• Stimulants</li> <li>• Depressants</li> <li>• Hallucinogens</li> <li>• Inhalants</li> <li>• Narcotics</li> <li>• Over-The-Counter</li> <li>• Prescription</li> <li>• Steroids</li> <li>• Alcohol</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Students will be able to explain tobacco and the effects it has on the body by watching the power point and class discussions.</li> <li>• Students will be able to distinguish the main drug, nicotine, and why it is so addicting by watching the power point and class discussions.</li> <li>• Students will be able to identify the terms drug, drug use, drug misuse, and drug abuse by class discussions.</li> <li>• Students will be able to identify and explain the many different types of drugs, such as stimulants, depressants, narcotics, hallucinogens, inhalants, cannabis, alcohol, anabolic steroids, and over the counter drugs, by watching a power point and class discussions.</li> <li>• Students will be able to</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Review Game</li> <li>• Tests</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Mid-Term/Final Exams</li> </ul>	<b>Standards:</b> 2.3.12.A.2 2.3.12.A.3 2.3.12.B.2 2.3.12.B.3 2.3.12.B.4 2.3.12.B.5 2.3.12.C.1 2.3.12.C.2 2.3.12.C.3
			<b>Time Frame:</b> 2 Weeks
			<b>Materials:</b> Computer Resources Computers Index Cards

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	<p>demonstrate their knowledge on tobacco, drugs, and alcohol by creating and presenting a song/rap.</p> <ul style="list-style-type: none"><li>• Students will be able to demonstrate their knowledge on tobacco, drugs, and alcohol by participating in a review game.</li><li>• Students will be able to demonstrate their knowledge on tobacco, drugs, and alcohol by answering questions on a test.</li></ul>		
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<b>CONTENT: Personal &amp; Community Health</b>			
<b>Theme:</b> Suicide, Bullying, & Teen Dating Violence			
<b>Essential Questions:</b> How has bullying become a rise in our society? How can we as a community assist in the demise of bullying? How does dating violence and bullying correlate with suicide? What resources can our school and community offer those that are being bullied or being abused in a relationship? What are the short-term and long-term effects of bullying and teen dating violence?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>• Depression</li> <li>• Suicide</li> <li>• Bullying</li> <li>• Teen Dating Violence</li> <li>• Date Rape</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>• Students will be able to understand what suicide is and examples of what could cause someone to commit suicide by participating in class discussions.</li> <li>• Students will be able to explain verbal and non-verbal warning signs of someone who is thinking about committing suicide by participating in class discussions.</li> <li>• Students will be able to distinguish when to intervene and what steps they should take in order to help someone who is thinking about committing suicide by participating in class discussions.</li> <li>• Students will be able to correlate bullying with suicide by participating in class discussions.</li> <li>• Students will be able to explain the rise of bullying do to</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Tests</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Mid-Term/Final Exams</li> </ul>	<b>Standards:</b> 2.1.12.D.1 2.1.12.D.2 2.1.12.E.2 2.2.12.A.2 2.4.12.A.5  <b>Time Frame:</b> 1 Week  <b>Materials:</b> Computer Resources Computer Handouts Index Cards

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	<p>technology, such as cyber-bullying, by participating in class discussions.</p> <ul style="list-style-type: none"> <li>• Students will be able understand what labels and stereotypes are and how they affect people by class discussions and a role-playing activity.</li> <li>• Students will be able to understand the importance of refraining from labeling and stereotyping people by class discussions and a role playing activity.</li> <li>• Students will be able to understand the negatives of making quick assumptions about people by participating in class discussions and working in a group activity.</li> <li>• Students will be able to demonstrate their thoughts, feelings, and experiences of being labeled and/or bullied by participating in class discussions and group activities.</li> <li>• Students will be able to define vocabulary related to dating abuse and apply it to the text and to their own experiences by participating in class discussions.</li> <li>• Students will be able to identify the different forms of dating abuse by participating in class discussions.</li> </ul>		
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	<ul style="list-style-type: none"><li>• Students will be able to understand the roles of an abuser, target, and bystander in teen dating abuse by participating in class discussions.</li><li>• Students will be able to identify and explain solutions in which a bystander can help in a dating abuse scenario by reading scenario and writing a short answer response as well as discussing with their families at home.</li><li>• Students will be able to explain what they have learned and any experiences they have gone through relating to suicide, bullying, and teen dating violence by answering questions on a test.</li></ul>		
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<b>CONTENT: Personal &amp; Community Health</b>			
<b>Theme:</b> Health Careers			
<b>Essential Questions:</b> What careers can one pursue in order to assist in other's wellness as well as him or herself? How are health-related careers beneficial to the community, state, and nation?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>Health Careers</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to identify the many health-related careers that are out there by researching over the internet.</li> <li>Students will be able to explain a health-related career in full detail by researching a specific occupation and writing a 2-3 page paper on their specific career.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Paper</li> </ul>	<b>Standards:</b> 9.2.12.C.1
			<b>Time Frame:</b> 1 Week
			<b>Materials:</b> Internet Resources Computers Printer