

Summit Public Schools
Summit, New Jersey
Grade Level:9th/ Content Area: Health

Overview:

Students will explore their physical, social and emotional health and evaluate how they can take personal responsibility for their own wellness by maintaining an active, healthy lifestyle that fosters a lifelong commitment to overall wellness. Students will gain the knowledge to become productive, emotionally and physically healthy, motivated, civically engaged, and prepared for work, global citizens. Interpersonal relationship skills, attitudes, values and behaviors that promote healthy lifestyle choices and relationships will be examined. The biological and health aspects of human sexuality, along with specific concerns of adolescents will be discussed.

Our health program aims to achieve the following concepts that students can apply to support a healthy, active lifestyle:

- Students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.
- Students will analyze how behavior can impact health maintenance and disease prevention.
- Students will explain the impact of personal health behaviors on the functioning of the human body.
- Students will be able to describe the interrelationships of mental, emotional, social and physical health throughout adulthood.
- Students will be able to analyze how family, peers, and community can influence the health of individuals.
- Students will analyze the role of individual responsibility for enhancing health.
- Students will use health-enhancing personal, interpersonal and life skills, such as decision-making. Students will be given factual information that may be helpful in making intelligent decisions about birth control, abstinence and the seriousness and prevention of STIs.
- Students will learn how to identify characteristics of healthy and unhealthy dating relationships. Students will also learn who they can talk to and where they can go for help when dealing with an unhealthy relationship.

Unit 1: Wellness

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will distinguish between controllable health risk factors and uncontrollable health risk factors as they pertain to healthy life choices. Students will evaluate factors that impact their health, along with preventative measures and modify lifestyle behaviors accordingly.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What does being healthy mean?
- How would you define your physical, Mental and Social Health?
- How can technology affect your mental and social health?
- What are Lifestyle Factors and how do they affect your health?
- Why do people now generally live longer than in years past?
- What are preventative measures that you can take to maintain a healthy lifestyle?
- What are health risk factors? Hereditary risk factors? Environmental risk factors? Social risk factors? What are preventative measures that you can take to decrease these specific risk factors?
- How can your self-esteem affect your overall health?
- What are strategies to manage stress and what can happen if it goes unmanaged?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

1. The characteristics of a healthy person are interrelated and a necessity for overall health.
2. That there are certain preventative practices and behaviors that can reduce the onset of injury, illness, or disease.
3. The decisions that adolescents make now can greatly affect their health now and in the future.
4. An individual's outlook on life and self-esteem can impact their overall wellness.
5. If stress goes unmanaged it can pose serious health risks.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood Students will: ● Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness, and describe specific characteristics of physical, mental and social health. ● Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. ● Compare and contrast the characteristics of a healthy and unhealthy person. ● Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. ● Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies. ● Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. ● Evaluate self-esteem ● Develop a personal stress management plan to improve/maintain wellness.	Lesson 1: Students will complete a “my plate” worksheet where they write down everything that is going on in their life that contributes to their wellness. Lesson 2: Students will write a letter to the younger generation explaining how they can achieve a healthy lifestyle.

Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections • Creative and persuasive writing essay- letter to a younger generation providing the tools and insight on how to lead a healthy lifestyle. Technology Integration • Google Classroom Assignments, Quizlet, web sources including teenshealth.org and ted talks, web-based presentations Media Literacy Integration • Use of a variety of youtube videos that explain wellness and give life stories of others experiences. Global Perspectives	Formative Assessments: • Video Analysis • Writing Prompt: Create an illustrated letter to a friend teaching them about different signs of abuse and where they may turn for help. • Collaboration with SAC counselor to come in and discuss teen dating violence. Summative Assessments, Projects, and Celebrations: • Quiz/test. • Article review

- Explore how different countries and cultures have certain risk factors that pertain to their respective customs, behaviors, and environment.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- Texts and Resources:
- Google Slides Presentation on Wellness
- Selected worksheets from teacher resource binder
- Teenshealth.org
- Ted Talk
- Youtube.com

Unit 2: Relationships	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> Students will develop strategies to recognize teen dating violence and be able to determine effective prevention and intervention strategies to end the relationship if needed.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
1. What is teen dating violence? 2. What are the warning signs of dating violence? 3. How can you help someone exposed to dating violence? 4. What types of boundaries should people have in a dating relationship? 5. How could a person start a conversation about boundaries with a partner? 6. What is consent? 7. How does technology (SnapChat, Instagram, Facebook, text messages, etc.) affect dating relationships?	Students will understand that: 1. The difference between a healthy and unhealthy relationship 2. How to identify the warning signs of an abusive relationship 3. How to develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, obtaining or giving consent, or only dating someone of the same age. 4. That the LGBTQ community is not immune to abusive relationships.

8. How could you help a friend if they were in an unhealthy relationship? 9. What can teenagers do in their relationships with friends and family members in the school and in the community to help prevent teen dating violence? 10. What resources can individuals utilize if they or someone they	5. That there are resources that can help an individual create a safety plan to end or leave an abusive relationship.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. Students will: ● Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).	Lesson 1: Students will create a brochure that outlines signs along with tips/prevention methods of an abusive relationship. Lesson 2: Students will watch a video of an abusive relationship and complete a worksheet that goes along with the video.

- Compare and contrast patterns of physical, sexual, verbal/emotional abuse behavior in a relationship
- Create an action plan of how they would be able to help themselves, a friend or a family member in an abusive relationship
- Design a dating safety plan and understand the benefits of why its importance to have one in place.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Differentiation

Assessments

Interdisciplinary Connections

- Research the prevalence of teen dating violence in the United States and one other country. Compare and analyze the data.

Technology Integration

- Google Classroom Assignments, web sources including loveisrespect.org. Students will create a digital Brochure to bring awareness to teen dating violence.

Media Literacy Integration

- Use of youtube and google classroom to watch and submit assignments..

Global Perspectives

- Explore how different cultural perspectives can impact domestic violence.

Formative Assessments:

- Create an illustrated brochure to bring awareness to dating violence.
- Video Analysis
- Writing Prompt: Create an illustrated letter to a friend teaching them about different signs of abuse and where they may turn for help.
- Collaboration with SAC counselor to come in and discuss teen dating violence.
- Article Review
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Summative Assessments, Projects, and Celebrations:

- Quiz on relationships and identifying abuse.
- Collaboration with SAC counselor to come in and discuss relationships and ways to cope with abuse.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
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Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
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Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures																				
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Recommended Texts to Support Unit:

- Loveisrespect.org
- Teenshealth.org
- <https://www.cdc.gov/violenceprevention/pdf/tdv-factsheet.pdf>
- Google Slides Presentation on Teen Dating Violence
- Selected worksheets from teacher resource binder
- Youtube.com
- <https://www.cbsnews.com/video/sophias-secret/>

Unit 3: Male and Female Anatomy

Big Ideas: *Course Objectives/ Content Statement(s)*

Early detection and prevention are imperative to maintaining good health. Understanding the structures and functions of the reproductive systems will assist in knowing if there is a problem or if the system is not working properly.

Students will develop strategies to recognize teen dating violence and be able to determine effective prevention and intervention strategies to end the relationship if needed.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
1. When do individuals start going through puberty and what effect does puberty have on reproduction? 2. What are the anatomical parts of the male reproductive system? 3. What are the anatomical parts of the female reproductive system? 4. How does reproduction occur? 5. How does embryonic growth differ between single pregnancies and a pregnancy of multiples (twins, triplets, etc)? 6. How does a woman's lifestyle choices during pregnancy affect fetal development? 7. How do you confirm a pregnancy? 8. What are factors that can affect the decision to become a parent? 9. How often should a male perform a testicular exam? 10. How often should a female perform a self-breast exam? 11. What are examples of reproductive disorders? 12. What is infertility and what causes it in males and females? 13. What are the early signs of certain reproductive cancers and ways to screen for them?	Students will understand that: 1. How the reproductive systems function. 2. That knowing and understanding the anatomy and functions of their body will allow them to know if there is a problem. 3. How reproduction occurs and how to determine if a female is pregnant. 4. That the lifestyle choices of a female during pregnancy can affect fetal development as well as physical and cognitive functions of a child. 5. That routine self-exams and doctor exams can assist in early detection of reproductive disease or illness. 6. That early detection of reproductive disorders can lead to early treatment, which is imperative in maintaining good health. 7. That certain lifestyle factors affect reproductive health and can contribute to reproductive problems. 8. The effects and treatment options for different reproductive problems (reproductive cancers, infertility, etc).
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons

- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.

Students will:

- Have an understanding of the anatomy of the male and female reproductive systems and compare how they function.
- Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).
- Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality
- Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
- Evaluate the methods and resources available to confirm pregnancy
- Analyze factors that affect the decision to become a parent
- Evaluate the different reproductive disorders
- Compare and contrast male and female sterility
- Create an action plan of how often individuals should give themselves a self-exam or go for screenings by a medical professional
- Investigate the signs and symptoms that may occur in the body indicating a reproductive disorder

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and

Lesson 1:

Students will be given a worksheet of the layout of the male and female anatomy as they will be expected to memorize all the parts.

Lesson 2:

Students will watch “teen species” videos for males and females and complete a worksheet that goes along with the video.

employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections - Analyze the scientific anatomy of the human body. Evaluate the genetic material that comprises a human offspring. Technology Integration - Google Slides Presentation, Quizlet Live, Video Analysis, cdc.gov. Media Literacy Integration - Use of youtube and google classroom to watch and submit assignments.. Global Perspectives - Choose one male and one female reproductive disorder and compare the prevalence of the disorder in the United States to another Country. Who is at more risk? What are the factors that impact these risks? Supports for English Language Learners	Formative Assessments: 1. Video Analysis 2. The Price of Parenting Worksheet 3. Collaborative presentation on an assigned reproductive disorder 4. Writing Prompt: Analyze and compare the differences between male and female infertility 5. Diagram of the male and female reproductive systems 6. Reproductive Systems and Disorders Packet 7. Create an action plan of how often individuals should give themselves a self-exam. Summative Assessments, Projects, and Celebrations: - Quiz on the male and female anatomy.

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Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
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Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
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	mapping		
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Recommended Texts to Support Unit:

- Teen Species Boys
- Teen Species Girls
- Cdc.gov
- PBS-Life's Greatest Miracle
- teenshealth.org
- Selected worksheets from teacher resource binder
- Quizlet

Unit 3: Human Relationships and Sexuality

Big Ideas: *Course Objectives/ Content Statement(s)*

Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. Students will analyze factors that influence the choice, use, and effectiveness of contraception, including risk reduction and risk elimination strategies.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

1. What is your personal responsibility regarding pregnancy prevention and disease prevention?
2. How can adolescent sex affect future education, career plans, and your overall wellness?
2. What is abstinence?
3. Why do people choose to be abstinent?
4. What are the benefits of choosing abstinence?
5. What is contraception?
6. What are the different types of contraception that a person can choose from?
7. What are the most effective forms of contraception?
8. What is the difference between a hormonal and barrier method of contraception?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

1. The social and emotional benefits of choosing abstinence and that abstinence is the only method that is 100% effective against STI's and pregnancy.
2. The possible long-term effects of adolescent sex on future education, career plans, and other various dimensions of wellness.
2. The differences between commonly used methods of contraception.
3. Whether the contraceptive method prevents both pregnancy and STIs or just one of the two.
4. The potential side effects and/or risk factors for each contraceptive method.

**Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)**

Lessons

• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).

2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).

2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.

2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

Students will:

- Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness
- Evaluate information that supports abstinence from sexual activity using reliable research data.
- Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- Evaluate the contraceptive methods which double as disease prevention regardless of sexual orientation or degree of sexual activity
- Compare and contrast the most common methods of contraception, including how it works, rate of effectiveness, benefits, side effects, and cost.
- Identify considerations for choosing birth control methods

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

Lesson 1:

Students will be assigned a STI that they must research and present to the class.

Lesson 2:

Students will be presented a powerpoint on abstinence and the positive effects it can have on a relationship, while filling out a worksheet that goes along with the powerpoint.

CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.										
Differentiation	Assessments									
Interdisciplinary Connections - Analyze the rate of effectiveness of the different contraceptive methods and evaluate the probability of an individual getting pregnant using that method. Technology Integration - Google Slides Presentation, Quizlet Live, Video Analysis, cdc.gov. Media Literacy Integration - Use of youtube and google classroom to watch and submit assignments. Global Perspectives - Research the availability of contraceptive methods in a developing country.	Formative Assessments: 1. Students will research the contraceptive methods and evaluate how it works, the rate of effectiveness, benefits, side effects, cost, and construct a chart with their findings. 2. Class debate-Which is the best contraceptive method. Summative Assessments, Projects, and Celebrations: - Quiz on abstinence and contraceptives.									
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Recommended Texts to Support Unit:
Texts and Resources:

Textbook and workbook- Holt Lifetime Health
Selected worksheets from teacher resource binder
<https://www.glsen.org/>
<https://www.plannedparenthood.org/learn/birth-control>