

HEALTH GRADE 9

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
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Board Approval Date: September 19, 2022
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Rationale and Summary:

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

Pacing: 20 -25 Days

NJSLS for Health Education: Personal Growth and Development

Core Idea: The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

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.

Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Emotional Health

Core Idea: Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

Core Idea: Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Community Health Services and Support

Core Idea: Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.

2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.

2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.

Core Idea: Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.

2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

Core Idea: Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

Core Idea: Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.

2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

Health Conditions, Diseases and Medicines

Core Idea: Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter. .

2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.

Core Idea: Public health policies are created to influence health promotion and disease prevention and can have global impact.

2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

Alcohol, Tobacco and other Drugs

Core Idea: Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Dependency, Substances Disorder and Treatment

Core Idea: Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities

2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

NJSLS for 21st Century Life and Careers:

Career Ready Practices

CRP 2 Apply appropriate academic and technical skills

CRP 4 Communicate clearly and effectively and with reason

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

CRP11. Use technology to enhance productivity

Career Awareness, Exploration and Preparation

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology Integration:

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Cross-Curricular Integration and Connections:

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Instructional Focus:

Enduring Understandings:

- Safety, etiquette, and effective decision, and preparedness to deal with emergency situations reduce and/or prevent injuries and death.
- Relationships play a central role throughout an individual's life. Forming healthy relationships involves commitment, respect, and understanding, whether that relationship is face-to-face or virtual.
- Respect and acceptance of self and others facilitate conflict resolution, whether with peers or family members.
- The continuing relationship between personal behavior, health, and well-being affect not only individuals, but also society through intended and unintended consequences.
- The ethical and social implications of medical advances, including the use of technology to support and sustain life, cause individuals to scrutinize their religious and personal belief systems.
- While nutrition and fitness influence an individual's appearance, they have a strong impact on body functions and therefore lifelong good health and well-being.
- Maintaining mental and physical wellness requires health and fitness knowledge and skills.
- People, places, and things compete for our health choices and can have a positive or negative impact on our well-being.
- The ability to evaluate information for validity and accuracy and to analyze personal and social values contributes to positive decision making.
- Advocacy and health services are critical to promote the health and safety of the global community.
- Access and utilization of valid health resources enhance health.
- Using medicines correctly assures that they are safe and have the maximum benefit.
- There are immediate and long-term consequences of risky behavior associated with substance abuse and dependency.
- Drug dependency/addiction is a societal problem that causes injury, illness, and death; it takes the efforts of a community to reverse substance abuse.
- In our global society, effective and appropriate communication is the basis for strengthening interpersonal relationships and avoiding and resolving conflicts.
- Individuals need to express sexuality in ways that are both healthy and responsible if they are to avoid risk of disease and life-threatening situations.
- Pregnancy and childbirth cause significant changes in one's life and in the life of others.

Essential Questions:

- What is community and what are the individual's responsibilities to the community as well as the community's responsibilities to the individual?
- How is conflict an inevitable part of relationships?
- How can communication enhance my personal health and develop positive relationships?
- How do my choices and lifestyle affect my wellness and the well-being of others?
- How do medical advances and technology impact a society? Do they improve or worsen life?
- What are the leading causes of death in disease and health conditions in teenagers and the general population and what steps can be taken to lessen the risks?
- How can I make a difference in the face of local, national, and global health crises?
- What do I need to know to reduce the chance of injury to me and to others? Is avoidance or information more effective?
- What do I need to know to make good decisions and stay healthy? How do my decisions impact health?
- How do a person's unique talents contribute to a larger community?
- How and where can I find health resources and help when I need it?
- How can I decide which risks are worth taking and which are dangerous to me and others?
- How do I know if a relationship is healthy or hurtful?
- How are people transformed through their relationships with others?
- What is the definition of abstinence?
- What turning points determine our individual pathways to adulthood?

Objectives:

- Students will know
- Attributes of healthy relationships
- Positive and negative effects of virtual interpersonal relationships
- Physical and emotional development during adolescence
- The importance of personal hygiene at home and in school
- Current medical and technological advances that impact health worldwide
- The effects of diet, nutrition, and physical exercise on body systems and emotional well-being
- Criteria for comparing healthcare and personal hygiene products and services commonly used by adolescents and young adults
- Decision-making processes

- Conflict resolution strategies
- Anger management strategies
- A range of maladies that affect teenagers and their effects on the individual and on society (depression, suicide, and eating disorders)
- Role of advocacy and service organizations in promoting wellness
- Available support agencies for rape, pregnancy, STDs, AIDS, suicide, eating disorders, sexual harassment
- Current world-wide health crises, causes and possible solutions
- Organizations available to teens for help with health issues, both physical and mental
- Positive and negative aspects of alcohol, tobacco, and other drugs and medicines
- Strategies for avoiding and dealing with situations such as date rape, sexual harassment, assault
- Types of contraception and their availability
- Signs and symptoms of pregnancy
- Responsibilities of parenthood
- Students will be able to
- Predict short- and long-term effects of substance abuse
- Write an article for the school newspaper on an issue faced by teenagers
- Enact scenarios that highlight date rape situations, harassment, and assault; focus on strategies to avoid and/or extricate oneself from these situations
- Establish health goals; record progress towards those outcomes; evaluate strategies implemented
- Evaluate healthcare products, personal hygiene products, and healthcare and create a blog for teenagers to discuss these topics
- Debate the ethical and social implications of medical advances and technology used to support and sustain life
- Role-play situations typically faced by teenagers in order to practice conflict resolutions strategies and anger management
- Take part in a support organization at your school or in the community and document your experiences in a journal
- Write and publish a commercial for teenagers on tips for resisting peer pressure to use alcohol and drugs
- Explore common concerns of teenager relationships and evaluate personal relationships for their value
- Explain and identify examples of violent expressions of sexuality
- Investigate means of contraception and list strategies to resist sexual pressure
- Interview parents about the responsibilities they face on a daily basis and compare their lives with teenagers' lives

Assessments:

- Teacher observations
- Classroom Discussion
- Written assessments
- Verbal Assessment
- End of Term Assessment