# Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

***SPARTAN MISSION:***
*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Health and Physical Education COURSE Health, Grade 9

## Curriculum Development Timeline

**School:** Ocean Township High School

**Course:** Health, Grade 9

**Department:** Health and Physical Education

| Board Approval | Supervisor | Notes |
|---|---|---|
| July 2009 | Fred West | Born Date |
| October 2012 | Gina Hagerman | Revisions |
| December 2017 | Mike Lambusta | Revisions |
| March 2019 | Mike Lambusta | Review |
| August 2022 | Patrick Sullivan | Alignment to New Standards & Incorporate State Standards |
| August 2024 | Patrick Sullivan | Updated to include New State Mandates |

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**Important Note about Health Education**
The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

**Physical Education Concepts:** Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

**Health Concepts**: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

***N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,***
*The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.*

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

Sample Exclusion Form

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DEPARTMENT Health and Physical Education COURSE Health, Grade 9

| Township of Ocean Pacing Guide | | | |
|---|---|---|---|
| **Week** | Marking Period 1 | **Week** | Marking Period 3 |
| 1 | Alcohol, Tobacco and other Drugs (ATD) **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)** | 21 | Physical Education |
| 2 | Dependency, Substance Disorder and Treatment (DSDT) **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)** | 22 | Physical Education |
| 3 | Social & Sexual Health (SSH) **Consent Law ( N.J.S.A. 18A:35) Sexting (N.J.S.A. 18A:35-4.33) Instruction on Grief** | 23 | Physical Education |
| 4 | Sexually Transmitted Infection & Personal Safety (PS) **Stress Abstinence (N.J.S.A. 18A:35-4.19-20)** | 24 | Physical Education |
| 5 | Pregnancy and Parenting (PP) Safe Haven Law **(N.J.S.A. 18A:35-4.40 & 18A:35-4.41)** | 25 | Physical Education |
| **Week** | Marking Period 2 | **Week** | Marking Period 4 |
| 6 | Physical Education | 31 | Physical Education |
| 7 | Physical Education | 32 | Physical Education |

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| | | | |
|---|---|---|---|
| 8 | Physical Education | 33 | Physical Education |
| 9 | Physical Education | 34 | Physical Education |
| 10 | Physical Education | 35 | Physical Education |

## Core Instructional & Supplemental Materials including various levels of Texts

- Google Classroom
- Google Doc, Slides and Forms
- Kahoot (interactive trivia game)
- Videos: The Perfect High (heroin), Intervention Documentary A & E, "Unwed Father" movie, "She's Too Young" Movie
- Notes and lectures corresponding with Google Slide presentations, discussion, videos
- Sexting: https://www.missingkids.org/netsmartz/topics/sexting

| | |
|---|---|
| Time Frame | 2-week |

## Topic

Alcohol, Tobacco and other Drugs (ATD)
Dependency, Substance Disorder and Treatment (DSDT)

## Alignment to Standards

• 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.
• 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

DEPARTMENT Health and Physical Education COURSE Health, Grade 9

• 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
• 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.
• 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug-free (counseling, peer coaching, professional peer support group, and family counseling and support).

## Learning Objectives and Activities

- Notes and lectures corresponding with Google Slide presentations, discussion, videos, and YouTube clips
- **State Mandate:** Students will be able to recognize the 3 stages of dependency and symptoms of withdrawal, explain and understand short and long term effects of drugs. **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)**
- Organize drugs in classifications
- Explain drug's impact on health
- Comprehend drug's impact on self and society
- Students will be able to devise a plan for prevention

## Assessments

**Formative:**

- Fill in the Blank Note-Taking
- Class Discussion on Addiction
- "Perfect High" worksheet
- Pre-test Kahoot

**Summative:**

- Post-Test Kahoot

**Benchmark:**

- Pre-test and Post-test

**Alternative:**

- Drug Project

| Interdisciplinary Connections |
|---|
| 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).<br>L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.<br>W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **Career Readiness, Life Literacies, and Key Skills** |
| 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).<br>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4) |
| **Technology Integration** |
| 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). |
| **Career Education** |
| CRP1. Act as a responsible and contributing citizen and employee.<br>CRP3. Attend to personal health and financial well-being |

| Time Frame | 1-week |
|---|---|
| **Topic** | |

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DEPARTMENT Health and Physical Education COURSE Health, Grade 9

Social and Sexual Health

## Alignment to Standards

2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity.
2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

## Learning Objectives and Activities

-Recognize the impact that media and peers have on social and sexual health
-**State Mandate:** Identify **Consent laws (N.J.S.A. 18A:35)**
**-State Mandate:** Identity consequences of technology (posting online, sexting **N.J.S.A. 18A:35-4.33, sex traffickers/exploiters)**
-Analyze the risk of sexting and social media
-**State Mandate:** Identifying the physical, emotional, and behavioral symptoms of grief

## Assessments

**Formative:**

- Fill in the Blank Note-Taking
- Class Discussion impact of media has on our social, emotional and sexual health
- Consent, Sexting & the Law Discussion

**Summative:**

- End of Unit Kahoot

**Benchmark:**

- Pre-test and Post-test

**Alternative:**

## Interdisciplinary Connections

L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
S.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

## Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

## Technology Integration

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

## Career Education

CRP4: Communicate clearly and effectively and with reason
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

| | |
|---|---|
| Time Frame | 1-week |

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DEPARTMENT Health and Physical Education COURSE Health, Grade 9

| Topic |
| --- |
| Sexually Transmitted Infection (STI) & Personal Safety |
| **Alignment to Standards** |
| 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).<br>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.<br>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.<br>2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.<br>2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.<br>2.1.12.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.<br>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit. |
| **Learning Objectives and Activities** |
| -Students will be able to recognize the 3 types of Sexually Transmitted Infection (STI)<br>-Organize drugs in classifications<br>-Explain Sexually Transmitted Infection (STI) impact on health<br>-Students will be able to devise a plan for prevention<br>-Create a Public Service Announcement (PSA) |
| **Assessments** |
| **Formative:**<br>● Fill in the Blank Note-Taking<br>● Class Discussion on Sexually Transmitted Infection (STI) & Prevention<br>● “She’s Too Young” video reflection |

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- Pre-test Kahoot

**Summative:**

- Post-test Kahoot

**Benchmark:**

- Pre-test and Post-test

**Alternative:**

- STI PSA project

## Interdisciplinary Connections

S.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

## Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving (e.g., 1.3E.12profCR3.a).

## Technology Integration

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

## Career Education

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

| | |
|---|---|
| Time Frame | 1-week |

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| Topic |
| --- |
| Pregnancy and Parenting (PP) |
| **Alignment to Standards** |
| 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptives and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).<br>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.<br>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.<br>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.<br>2.1.12.PP.8: Assess the skills needed to be an effective parent.<br>2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.<br>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community. |
| **Learning Objectives and Activities** |
| -Describe fetal development from conception to birth<br>-List the 3 stages of labor<br>-Understand the role of genes & heredity<br>-Compare twin development<br>-Realize the impact of teen pregnancy<br>-**State Mandate:** Discuss the **Safe Haven Law (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)** |
| **Assessments** |
| **Formative:**<br>● Fill in the Blank Note-Taking<br>● Class Discussion on Childbirth & Prevention<br>● Unwed Father worksheet |

- Pre-test Kahoot

**Summative:**
- Post-test Kahoot

**Benchmark:**
- Pre-test and Post-test

**Alternative:**

## Interdisciplinary Connections

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem

## Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.5:Assess and modify a personal plan to support current interests and post-secondary plans.

## Technology Integration

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## Career Education

CRP4: Communicate clearly and effectively and with reason
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

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## Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

***ELL***:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

***Supports for Students With IEPs***:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

***At-Risk Students***:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

***Gifted and Talented***:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns