

Rumson-Fair Haven Regional High School

Course: *Health 9*

Staff Writers: Lauren Butler, Kim Pierson

Supervisor: Seth Herman

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Section I: Course Description

Health 9 is a marking period course required for all freshmen. This course emphasizes and promotes responsible student attitudes and behaviors in the pursuit of lifelong wellness. This course gives students a foundation of knowledge to enable them to make healthy lifestyle choices.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - “Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.”
2. **2020 New Jersey Student Learning Standards – Science:**
 - “Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems.”
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLS:**
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLS:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
 - ***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**

- A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
- 8. *[Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:](#)
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
- 9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Health 9* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for Physical Education and Health Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Health 9* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Health 9</i>	Grade Level: Grade 9
Unit I: Optimum Wellness	Weeks 1-3
Unit II: Substance Abuse Prevention and Awareness	Weeks 4-7
Unit III: Sexuality Education	Weeks 8-10

Section VI: Texts and Instructional Resources:

The following texts and instructional resources are employed in *Health 9*:

- GoogleClass: <https://classroom.google.com/u/0/h>
- Kahoot: <https://kahoot.com/>
- Quizlet: <https://quizlet.com/>
- Youtube: <https://www.youtube.com/>

- Common Sense Education: (www.common sense.org)

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Health 9* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Health 9* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Health 9* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Health 9* curriculum by the *Health 9* instructional team.

Unit I: Optimum Wellness		
Unit Summary		
This unit emphasizes and promotes responsible student attitudes and behaviors in the pursuit of lifelong wellness. Students will learn to promote concepts and skills to support a healthy, active lifestyle and to develop personal and interpersonal skills.		
Standards/Core Ideas/Performance Expectations		
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Health 9</i> :		
<ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education</i> <ul style="list-style-type: none"> ○ 2.1 Personal and Mental Health <ul style="list-style-type: none"> ■ 2.1.12.PGD.1-2, 2.1.12.PP.2-3, 2.1.12.EH.1-4, 2.1.12.SSH.6, 2.1.12.CHSS.1, 5-6, 8-9 ○ 2.2 Physical Wellness <ul style="list-style-type: none"> ■ 2.2.12.PF.1, 2.2.12.LF.4, 7-8, 2.2.12.N.1-5 ○ 2.3 Safety <ul style="list-style-type: none"> ■ 2.3.12.PS.1, 8-9, 2.3.12.HCDM.4-6 • <i>2020 New Jersey Student Learning Standards: Science</i> <ul style="list-style-type: none"> ○ HS-LS1-2, HS-LS1-3 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1, 3, 8.1.12.DA.1-2, 5 ○ 8.2.12.ED.1, 8.2.12.ED.3-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1-2, 8.2.12.EC.1, 3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 3, 9.4.12.CT.1-4, 9.4.12.DC.1, 3-4, 6, 9.4.12.IML.1-2, 9.4.12.TL.3-4 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> • How can optimum wellness be achieved? • How do aspects of health affect each other? • How can I learn to handle stress effectively? • How do the actions I take every day affect my overall wellness? • How do I help a friend who is in crisis? 	<ul style="list-style-type: none"> • Wellness is attaining optimal health in every aspect of your life. • Decisions we make daily have an impact on our health and wellness. Positive self-esteem is necessary to achieve a state of well-being. • Managing and coping with stress enables a person to become resilient and remain mentally healthy. • Demonstrating strategies for managing one's own emotions, thoughts and behaviors is important for maintaining a healthy lifestyle. • Being able to identify and implement the action steps needed to help a friend experiencing suicidal ideation could be critical in saving someone's life. • Knowledge of the different types of foods, food groups, and why some foods are healthier to eat than others helps people make smart choices when it comes to eating. • To help friends, watch for evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders). 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Do Nows • Classwork • Homework • Performance Activities 	<ul style="list-style-type: none"> • Test (Benchmark) • Problem-Based Learning Project (Benchmark) 	<ul style="list-style-type: none"> • Common Sense Media: https://www.common sense.org/education/digital-citizenship/lesson/social-media-and-how-you-feel • Google Classroom

<ul style="list-style-type: none"> • Quizzes • Individual student check-ins with teacher 		<ul style="list-style-type: none"> • YouTube Videos • Projector & Laptop
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Unit II: Substance Abuse Prevention and Awareness

Unit Summary

The purpose of Unit II is to prepare students with the information necessary to enable them to make responsible decisions regarding substance use. Students will learn that developing awareness of alcohol, tobacco, medicines, and other drugs is an important factor in preparing today's youth for living well in the 21st century and maintaining a healthy, active lifestyle.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Health 9*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
 - 2.1 Personal and Mental Health
 - 2.1.12.PGD.1, 2.1.12.EH.3
 - 2.3 Safety
 - 2.3.12.PS.1, 2.3.12.HCDM.2, 4, 2.3.12.ATD.1-3, 2.3.12.DSDT.1-5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1, 3, 8.1.12.DA.1-2, 5
 - 8.2.12.ED.1, 8.2.12.ED.3-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1-2, 8.2.12.EC.1, 3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 3, 9.4.12.CT.1-4, 9.4.12.DC.1, 3-4, 6, 9.4.12.IML.1-2, 9.4.12.TL.3-4

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • What types of substances are considered to be drugs? • What do I know and need to learn to enable me to make responsible decisions regarding the use of substances? 	<ul style="list-style-type: none"> • Drugs are any substance that affects the way the mind or body functions. • Drugs can be used, misused, and/or abused. • There are many different categories of drugs/medicines and drugs are used for many different reasons. • Awareness of the risks and side effects of drugs will help in the prevention of misuse and abuse of drugs. • Individuals who abuse alcohol, tobacco, and other drugs can get help. • The growing opioid epidemic is a current social challenge and proper use of Narcan can help reduce its devastating effects in some cases. • Alcohol, tobacco, and marijuana use affect personal hygiene, health, and safety.
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Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Do Nows • Classwork • Homework • Performance Activities • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Tests • Problem-Based Learning Projects 	Resources Needed: <ul style="list-style-type: none"> • Google Classroom • Videos • Projector • Laptop
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Unit III: Sexuality Education

Unit Summary

Unit III's purpose is to empower students with the knowledge necessary to communicate and interact with others efficiently to be able to form meaningful relationships with others and interact in healthy, appropriate ways. Students will learn about the physical, emotional, and social aspects of human relationships as sexuality is a key factor in developing and supporting a healthy, active lifestyle of adolescence in the 21st century.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Health 9*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
 - 2.1 Personal and Mental Health
 - 2.1.12.PGD.1-1, 2.1.12.PGD.2, 2.1.12.PP.2-3, 2.1.12.SSH.5-6, 2.1.12.CHSS.2, 5
 - 2.3 Safety

<ul style="list-style-type: none"> ■ 2.3.12.PS.1, 8-9, 2.3.12.HCDM.1, 3 ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> ○ 8.1.12.IC.1, 3, 8.1.12.DA.1-2, 5 ○ 8.2.12.ED.1, 8.2.12.ED.3-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1-2, 8.2.12.EC.1, 3 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 3, 9.4.12.CT.1-4, 9.4.12.DC.1, 3-4, 6, 9.4.12.IML.1-2, 9.4.12.TL.3-4 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How will my evolving maturity and the changing perceptions of society regarding sexuality affect my needs for knowledge, communication, and decision-making skills? ● *How do people's social needs, relationships, and gender expressions differ? ● Why is a health care plan important? 	<ul style="list-style-type: none"> ● External pressures and opportunities that present themselves may influence a person to become sexually active. ● Knowledge and an understanding of medically accurate anatomy and physiology of the human body and genitals is important to health and safety. ● *The social needs of all people overlap and differ in many ways. ● Many factors contribute to healthy relationships and it is extremely important to identify those factors that lead to unhealthy relationships. ● *Individuals make their own choices about how to express themselves. ● *People express their gender in a variety of ways and gender-role stereotypes may limit behavior. ● The importance of a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STI testing, HPV vaccine) cannot be stressed enough. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Do Nows ● Classwork ● Homework ● Performance activities ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Tests ● Final Project ● 	<ul style="list-style-type: none"> ● Google Classroom ● videos ● projector ● laptop

Section IX: Unit Reflection

The *Health 9* instructional team must confer upon the completion of each instructional unit in the *Health 9* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed Unit Reflection Forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Health 9* curriculum.

Unit Reflection Form: Health 9			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			

Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect

- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)