

9th Grade Health

Unit Title: Overall Wellness

Stage 1: Desired Results

Standards & Indicators:

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.

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

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

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

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.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and emotional fitness through one's lifetime.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.

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9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.	There are ways to align your investments with your personal financial goals.
9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
<u>Central Idea/Enduring Understanding:</u> Taking personal responsibility for one's well-being. How lifestyle and environmental considerations have a lasting effect on healthy outcomes. Effective communication skills to self-advocate in peer-to-peer and health-related interactions		<u>Essential/Guiding Question:</u> • Why is it important to take responsibility for your health? • What lifestyle factors affect your health? • Why do heredity, environment, culture, and media affect health? • What communication skills are needed to maintain healthy relationships? • How can refusal skills help you uphold your values? • Why is it important to set personal goals?
<u>Content:</u> Goal setting Stress management Mental disorders Stages of Grief Decision making Suicide awareness and prevention Coping skills		<u>Skills(Objectives):</u> • Demonstrate how to take responsibility for your health • Identify lifestyle factors that affect your overall health • Analyze how influences such as heredity, environment, culture, media, and technology impact health • Demonstrate communication skills to build and maintain healthy relationships • Describe refusal strategies and conflict resolution skills • Apply decision-making skills that promote individual, family, and community health • Describe the process involved in choosing and achieving goals.
<u>Interdisciplinary Connections:</u> Science: Biology Language Arts: persuasive writing; informational process writing (slides; brochures, etc.) Math: statistics related to suicide and mental disorders affecting teens		

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Stage 2: Assessment Evidence

<u>Performance Task(s):</u> • Teacher guided reading of text followed by class discussion • Create foldable study organizer • Worksheets • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport • Teacher notes • “Do now” writing assignments • Role playing • Hands on Health activities	<u>Other Evidence:</u> • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Response to case scenarios • Class participation • Projects
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> • Guided instruction • Cooperative learning • Effective verbal and nonverbal communication with peers and teachers • Situational roleplay • Prevocational kit completion and hands-on learning opportunities • Student journaling and reflection • Student and peer interviews • Formative assessment • Student self-assessment	<u>Resources:</u> • McGraw-Hill Teen Health Series • IEP/504s • EverFi • Online resources • Teacher-developed worksheets • Journals • Online Classroom (Google Classroom) • Flocabulary • YouTube • Central PE • Edpuzzle LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge Provide student an opportunity to demonstrate leadership role among class Individual projects that enhance greater subject knowledge	Videos Provide notes Provide student with study guide Allow the use of technology on assignments	Videos Classroom models/Visual Aides Provide notes Study guides Graphic Organizers Shorten assignments	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are

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Provide increased opportunity for real life experiences in the health/athletics professions Teacher interaction with students, student interaction with students Provide student with the use of diverse technology tools to increase subject knowledge Provide student with team building structure	Individual projects that enhance greater subject knowledge Allow students to collaborate in small groups Teacher interaction with students, student interaction with students	Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	not limited to, the following: • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Unit Title: Nutrition

Stage 1: Desired Results

Standards & Indicators:

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

2.2.12.N.3: Analyze the unique contributions of each nutrition class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan

2.2.12.N.5: Research presents trends in plant-based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with

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9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	his or her values and goals.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others. (e.g., SL.11-12.1, HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
<u>Central Idea/Enduring Understanding:</u> Learning about food groups, nutrition, and daily healthful eating builds a basis to maintain a happy and healthy lifestyle.		<u>Essential/Guiding Question:</u> • Why is nutrition important to my health? • What are 'macronutrients'? • What does it mean to have a balanced diet? • What app can I use for healthy meals? • How does eating healthy affect your overall mood (emotional and mental health)? • How does nutrition improve strength? • How does nutrition help prevent diseases (i.e., hypertension, diabetes, etc.)? • How can I maintain a healthy eating style while on a budget? • How can I eat "healthy" with limited selections in my community?
<u>Content:</u> Processed and unprocessed foods GMOs Types of diets Weight management Eating disorders Food preparation Healthy food choices Diseases related to diet (i.e., heart disease, Type II Diabetes, obesity, etc.)		<u>Skills(Objectives):</u> • Learners will identify food groups and the makeup of a balanced daily diet. • Learners will understand the importance of regularly consuming nourishing and healthful foods • Learners will understand the importance of daily hydration. • Learners will read and understand the main components of a nutrition label (with a focus on ingredients for those students with allergies). • Be aware of individual allergies • Prevent diseases due to cross-contamination while preparing food

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Interdisciplinary Connections:

Science: Biology

Language Arts: informational and persuasive

Math: calculating macronutrients and calories

Stage 2: Assessment Evidence

Performance Task(s):

- Teacher guided reading of text followed by class discussion
- Create foldable study organizer
- Worksheets
- Create vocabulary word wall
- Read case scenarios and engage in classroom discussions
- Technology-based assignments
- Small group activities and discussions.
- How to plan for Socratic circles
- <https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport>

Other Evidence:

- Unit tests
- Quizzes
- Writing assignments
- Response to classroom discussion
- Response to case scenarios
- Class participation
- Projects

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Guided instruction
- Cooperative learning
- Effective verbal and nonverbal communication with peers and teachers
- Situational roleplay
- Prevocational kit completion and hands-on learning opportunities
- Student journaling and reflection
- Student and peer interviews
- Formative assessment
- Student self-assessment

Resources:

- McGraw-Hill Teen Health Series
- IEP/504
- EverFi
- Online resources
- Teacher developed worksheets
- Journals
- Online Classroom (Google Classroom)
- Flocabulary
- YouTube
- Central PE
- Edpuzzle

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge	Videos	Videos	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Provide student an opportunity to demonstrate leadership role among class	Provide notes	Classroom models/Visual Aides	
Individual projects that enhance greater subject knowledge	Provide student with study guide	Provide notes	
Provide increased opportunity for real life	Allow the use of technology on assignments	Study guides	
	Individual projects that enhance greater subject knowledge	Graphic Organizers	ELL supports should include, but are not limited to, the following: • Extended time • Provide visual aids
		Shorten assignments	
		Grade for content not spelling and grammar	

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experiences in the health/athletics professions Teacher interaction with students, student interaction with students Provide student with the use of diverse technology tools to increase subject knowledge Provide student with team building structure	Allow students to collaborate in small groups Teacher interaction with students, student interaction with students	Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	• Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Unit Title: Personal Growth and Development

Stage 1: Desired Results

Standards & Indicators:

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.

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.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.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.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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long-term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).	
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and	

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	the adjustments to the personal financial plan that may be needed.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
<u>Central Idea/Enduring Understanding:</u> Developing self-care to manage one's social, emotional, and health outcomes. External factors that contribute to overall health and well-being. Developing effective communication skills essential to articulate needs, goals, and self-advocacy to peers and adults.		<u>Essential/Guiding Question:</u> • Why is it important to take responsibility for your health? • What lifestyle factors affect your health? • Why do heredity, environment, culture, and media affect health? • What communication skills are needed to maintain healthy relationships? • How can refusal skills help you uphold your values? • Why is it important to set personal goals?
<u>Content:</u> Puberty Mental and emotional changes Endocrine system Social media impacting self-concept development Improve mental, physical, social, and emotional health		<u>Skills(Objectives):</u> • Demonstrate how to take responsibility for your health • Identify lifestyle factors that affect your health • Analyze how influences such as heredity, environment, culture, media, and technology impact health • Demonstrate communication skills to build and maintain healthy relationships • Describe refusal strategies and conflict resolution skills • Apply decision-making skills that promote individual, family, and community health • Describe the process involved in choosing and achieving goals.
<u>Interdisciplinary Connections:</u> Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, etc.) Science: Biology Math: graphing, developing and understanding charts		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> • Teacher guided reading of text followed by class discussion • Create foldable study organizer • Worksheets • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport • Teacher notes • "Do now" writing assignments • Role playing • Hands on Health activities		<u>Other Evidence:</u> • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Response to case scenarios • Class participation • Projects

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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment		<u>Resources:</u> ● McGraw-Hill Teen Health Series ● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle *LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge	Videos	Videos	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Provide student an opportunity to demonstrate leadership role among class	Provide notes	Classroom models/Visual Aides	
Individual projects that enhance greater subject knowledge	Provide student with study guide	Provide notes	
Provide increased opportunity for real life experiences in the health/athletics professions	Allow the use of technology on assignments	Study guides	
Teacher interaction with students, student interaction with students	Individual projects that enhance greater subject knowledge	Graphic Organizers	
Provide student with the use of diverse technology tools to increase subject knowledge	Allow students to collaborate in small groups	Shorten assignments	
Provide student with team building structure	Teacher interaction with students, student interaction with students	Grade for content not spelling and grammar	ELL supports should include, but are not limited to, the following: ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
		Allow extra time for assignments if student goes to tutoring	
		Allow the use of technology on assignments	
		Allow students to collaborate in small groups	

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Unit Title: Disease Awareness and Prevention

Stage 1: Desired Results

Standards & Indicators:

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).

2.3.12.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

2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).

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).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

2.3.12.HCDM.6: Analyze and discuss the 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).

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.

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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing, and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.FP.7	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Central Idea/Enduring Understanding:

Understanding ways to prevent and control the spread of diseases.

Essential/Guiding Question:

- What is a communicable disease?
- What are the types of pathogens that cause communicable diseases?
- How are these pathogens transmitted?
- How can you prevent the spread of these pathogens in the community?
- How is an airborne transmission different from direct contact?

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	• What are some strategies to prevent a pandemic? • How do vaccines prevent or control diseases? • Where can you access information to learn and understand diseases? • What do STDs and STIs stand for? • Why are STD's a hidden epidemic? • What are risk behaviors to avoid to prevent the spread of STD's? • Why is it important to remain abstinent? • How do you avoid risky behaviors? • Which common STD's are viruses and which are bacterial? • Why is it important for people to get tested if they think they may have contracted an STD? • What are some of the symptoms and treatment of common STD's? • Where can a person go to seek help if they believe they contracted an STD? • How is HIV transmitted?
Content: Communicable diseases STDs/STIs Pandemics Vaccines Treatments	Skills(Objectives): • Identify the types of communicable diseases • Describe how communicable diseases are spread • Develop strategies to help prevent communicable diseases
Interdisciplinary Connections: Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, web-based short film, etc.) Science: Biology Math: graphing, developing and understanding charts related to incidences of communicable diseases on a local, state and national perspective	
Stage 2: Assessment Evidence	
Performance Task(s): • Teacher guided reading of text followed by class discussion • Create foldable study organizer • Worksheets • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport • Teacher notes • "Do now" writing assignments • Role playing • Hands on Health activities	Other Evidence: • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Response to case scenarios • Class participation • Projects

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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment		<u>Resources:</u> ● McGraw-Hill Teen Health Series ● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle *LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Provide student an opportunity to demonstrate leadership role among class	Provide notes	Classroom models/Visual Aides	
Individual projects that enhance greater subject knowledge	Provide student with study guide	Provide notes	
Provide increased opportunity for real life experiences in the health/athletics professions	Allow the use of technology on assignments	Study guides	
Teacher interaction with students, student interaction with students	Individual projects that enhance greater subject knowledge	Graphic Organizers	
Provide student with the use of diverse technology tools to increase subject knowledge	Allow students to collaborate in small groups	Shorten assignments	
Provide student with team building structure	Teacher interaction with students, student interaction with students	Grade for content not spelling and grammar	
		Allow extra time for assignments if student goes to tutoring	ELL supports should include, but are not limited to, the following: ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
		Allow the use of technology on assignments	
		Allow students to collaborate in small groups	

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Unit Title: Alcohol, Tobacco, and Other Drugs

Stage 1: Desired Results

Standards & Indicators:

2.3.12.ATD.1: Examine the influence 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 and 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.

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 effects, 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).

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.	Negative information in credit reports can affect a person's credit score and financial options.
9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.	
9.1.12.FI.1	Identify ways to protect yourself from identity theft.	There are ways to manage your accounts that provide you with maximum benefits and protection.
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial	A budget may need to be modified as an individual's career, financial goals

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	goals.	(e.g., education, home ownership, retirement), and/or other life situations change.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
<u>Central Idea/Enduring Understanding:</u> - Identify factors that influence decisions about alcohol use and your health - Examine the physical, mental/emotional, social and legal consequences of alcohol use - Discuss the role alcohol plays in unsafe situations - Develop strategies for preventing the use of alcohol - Describe the short & long term effects of alcohol - Discuss the consequences of driving under the influence of drug/alcohol use - Describe the harmful effects of alcohol on a fetus - List community health-related services for prevention and treatment of alcoholism and alcohol use - List the harmful substances in tobacco and tobacco smoke - Examine the harmful effects of tobacco use on the body - Compare the physical, mental, and legal consequences of tobacco use - Discuss the benefits of a tobacco-free lifestyle - Develop strategies for preventing tobacco use - Examine the reasons why some teens choose to smoke - Examine laws, policies, and practices that help prevent tobacco-related disease - Describe substance abuse and examine the health risks involved - Examine the physical, mental/emotional, social, and legal consequences of drug use - Identify the harmful effects of marijuana, inhalants, steroids, and other substances - Develop strategies to prevent the use of different drugs and other addictive substances - Identify school and community efforts to curb drug use - List community health-related services that relate to drug addiction and abuse		<u>Essential/Guiding Question:</u> - What are some factors that determine alcohol effects on different people - What are some of the influences of why people drink? - How does alcohol affect physical, mental/emotional, and social well-being? - How does the body digest ethanol? - What refusal strategies can be used to avoid an unsafe situation? - How does alcohol affect our driving skills? - What should you do if you suspect someone is driving under the influence? - What is the percentage of blood alcohol concentration level to be considered under the influence? - How does alcoholism affect family and friends? - What ways can a person avoid the risks of alcoholism? - Where can a person go to seek help for alcohol-related concerns? - List the harmful substances in tobacco and tobacco smoke - Examine the harmful effects of tobacco use on the body - Compare the physical, mental, and legal consequences of tobacco use - Discuss the benefits of a tobacco-free lifestyle - Develop strategies for preventing tobacco use - Examine the reasons why some teens choose to smoke - Examine laws, policies, and practices that help prevent tobacco-related disease - What factors influence decisions about drugs? - What are the health consequences of drug use? - How do marijuana, inhalants, steroids, and other substances affect the body? - What strategies can you use to help prevent the use or abuse of harmful substances? - Who in the community can a person go to get help? - What activities can a person become involved in to help discover alternatives to drug use?

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Discover alternatives to drug and substance abuse	
<u>Content:</u> - Drug classifications - Short-term and long-term effects from drug use - Addiction - Risk factors - Signs and symptoms - Getting help - Opioids - Define opioids - Dangers of misuse and abuse - Addiction - Opioid crisis - Marijuana - Medical vs recreational - How it affects the body - Alcohol - Alcoholism - Long-term and short-term health risks - Dangers of drinking and driving - Drug use affecting social health	<u>Skills(Objectives):</u> - List the harmful substances in tobacco and tobacco smoke - Examine the harmful effects of tobacco use on the body - Compare the physical, mental, and legal consequences of tobacco use - Discuss the benefits of a tobacco-free lifestyle - Develop strategies for preventing tobacco use - Examine the reasons why some teens choose to smoke - Examine laws, policies, and practices that help prevent tobacco-related disease - Identify factors that influence decisions about alcohol use and your health - Examine the physical, mental/emotional, social and legal consequences of alcohol use - Discuss the role alcohol plays in unsafe situations - Develop strategies for preventing the use of alcohol - Describe the short & long term effects of alcohol - Discuss the consequences of driving under the influence of drug/alcohol use - Describe the harmful effects of alcohol on a fetus - List community health-related services for prevention and treatment of alcoholism and alcohol use - Describe substance abuse and examine the health risk involved - Examine the physical, mental/emotional, social, and legal consequences of drug use - Identify the harmful effects of marijuana, inhalants, steroids, and other substance - Develop strategies to prevent the use of different drugs and other addictive substances - Identify school and community efforts to curb drug use - List community health-related services that relate to drug addiction and abuse - Discover alternatives to drug and substance abuse
<u>Interdisciplinary Connections:</u> Science: Biology Language Arts: persuasive writing; informational process writing (slides; brochures, etc.) Math: compare and contrast percentages related to addiction statistics based on local, state and national data.	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> - Teacher guided reading of text followed by class discussion - Create foldable study organizer - Worksheets - Create vocabulary word wall - Read case scenarios and engage in classroom discussions	<u>Other Evidence:</u> - Unit tests - Quizzes - Writing assignments - Response to classroom discussion - Response to case scenarios - Class participation - Projects

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• Technology-based assignments • Small group activities and discussions. • How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport • Teacher notes • “Do now” writing assignments • Role playing • Hands on Health activities	
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> • Guided instruction • Cooperative learning • Effective verbal and nonverbal communication with peers and teachers • Situational roleplay • Prevocational kit completion and hands-on learning opportunities • Student journaling and reflection • Student and peer interviews • Think Pair Share • Formative assessment • Student self-assessment	<u>Resources:</u> • McGraw-Hill Teen Health Series • IEP • EverFi • Online resources • Teacher developed worksheets • Journals • Online Classroom (Google Classroom) • Flocabulary • YouTube • Central PE • Edpuzzle
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge Provide student an opportunity to demonstrate leadership role among class Individual projects that enhance greater subject knowledge Provide increased opportunity for real life experiences in the health/athletics professions Teacher interaction with students, student interaction with students Provide student with the use of diverse technology	Videos Provide notes Provide student with study guide Allow the use of technology on assignments Individual projects that enhance greater subject knowledge Allow students to collaborate in small groups Teacher interaction with students, student interaction with students	Videos Classroom models/Visual Aides Provide notes Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries

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tools to increase subject knowledge		Allow students to collaborate in small groups	
Provide student with team building structure			

Unit Title: Social & Sexual Health

Stage 1: Desired Results

Standards & Indicators:

2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

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.

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.*

- ***This content will be delivered via a scripted lesson**

2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. *

- ***This will be an optional activity for students to participate in as a member of the GSA.**

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.6: Analyze the benefits of abstinence from sexual activity using reliable resources

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the	Collaboration with individuals with

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	development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property, and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity.
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12NI.3).	These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	Cultivating online reputations for employers and academia requires separating private and professional digital identities.
<u>Central Idea/Enduring Understanding:</u> The impact of social media on adolescent self-concept. Effective and ethical communication related to peer-to-peer, adult, and technology. Sexual orientation and gender identity related to policy and cultural norms. The role of abstinence in maintaining one's health and self-concept (e.g., peer pressure; home culture; goal attainment, etc.)		<u>Essential/Guiding Question:</u> • How does social media influence adolescent self-concept and interactions with diverse peers? • What are the three styles of communication? • Which style of communication is the most effective? • How do your core values play a role in relationships and interactions with peers and adults? • How can the environment affect your sexual identity? • What current policies are in effect to protect diverse gender identity and sexual orientation? • How many genders are currently recognized by policymakers? • How does culture impact gender identity and acceptance? • What is abstinence? • What are the dangers of sexting?
<u>Content:</u> • Communication skills ◦ Passive, assertive, aggressive • Conflict resolution • Healthy relationships ◦ Respect ◦ Boundaries • Personal identity • Respecting people of all genders, gender expression, sexual orientations, and gender identities • Effect of social media on personal relationships and self-concept		<u>Skills(Objectives):</u> • Compare and contrast the three forms of communication. • Explain current school policies related to promoting dignity and respect for people of all gender expressions, gender identities, and sexual orientations. • Evaluate one's perspective of what elements constitute healthy relationships with peers and adults. • Analyze one's access to diverse social media platforms and self-concept development (e.g., Instagram; Snapchat; TikTok; etc.)
<u>Interdisciplinary Connections:</u> Science: Biology Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)		

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Math: ability to analyze charts and percentages related to gender identity statistics and prevalence of social media in adolescent and adult populations

Stage 2: Assessment Evidence

Performance Task(s):

- Teacher-guided reading of text followed by class discussion
- Create foldable study organizer
- Worksheets
- Create vocabulary word wall
- Read case scenarios and engage in classroom discussions
- Technology-based assignments
- Small group activities and discussions.
- How to plan for Socratic circles

<https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport>

- Teacher notes
- "Do now" writing assignments
- Role playing
- Hands on Health activities

Other Evidence:

- Unit tests
- Quizzes
- Writing assignments
- Response to classroom discussion
- Response to case scenarios
- Class participation
- Projects

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Guided instruction
- Cooperative learning
- Effective verbal and nonverbal communication with peers and teachers
- Situational roleplay
- Prevocational kit completion and hands-on learning opportunities
- Student journaling and reflection
- Student and peer interviews
- Think Pair Share
- Formative assessment
- Student self-assessment

Resources:

- McGraw-Hill Teen Health Series
- IEP/504
- EverFi
- Online resources
- Teacher-developed worksheets
- Journals
- Online Classroom (Google Classroom)
- Flocabulary
- YouTube
- Central PE
- Edpuzzle

LGBT and Disabilities Law

<https://sharemylesson.com/collections/pride-month>

<https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/>

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge	Videos	Videos	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Provide students an opportunity to demonstrate leadership role among class	Provide notes	Classroom models/Visual Aids	
	Provide students with a study guide	Provide notes	
	Allow the use of technology on assignments	Study guides	
		Graphic Organizers	

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Individual projects that enhance greater subject knowledge Provide increased opportunity for real-life experiences in the health/athletics professions Teacher interaction with students, student interaction with students Provide students with the use of diverse technology tools to increase subject knowledge Provide students with a team-building structure	Individual projects that enhance greater subject knowledge Allow students to collaborate in small groups Teacher interaction with students, student interaction with students	Shorten assignments Grade for content, not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	ELL supports should include, but are not limited to, the following: • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Pacing Guide

Course Name	Resource	Standards
MP		
UNIT: Overall Wellness McGraw-Hill Teen Health Series Module 1, 2, 3, 4, 5 7 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.4 2.3.12.PS.1 2.3.12.PS.2 2.1.12.CHSS.1 2.1.12.CHSS.6 2.1.12.CHSS.9 2.2.12.PF.1 2.2.12.PF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.8
MP		
UNIT: Nutrition McGraw-Hill Teen Health Series Module 10, 11 3 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Assessments: Tests, project, essay,	2.2.12.N.1 2.2.12.N.2 2.2.12.N.3 2.2.12.N.4 2.2.12.N.5

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	brochures, Google Slide presentations, and quizzes	
MP		
UNIT: Personal Growth & Development McGraw-Hill Teen Health Series Module 13, 14, 15, 16 4 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.EH.1 2.1.12.EH.3 2.1.12.CHSS.1 2.1.12.CHSS.9
MP		
UNIT: Disease Awareness and Prevention McGraw-Hill Teen Health Series Module 23, 24, 25 5 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.3.12.HCDM.1 2.3.12.HCDM.2 2.3.12.HCDM.3 2.3.12.HCDM.4 2.3.12.HCDM.5 2.3.12.HCDM.6 2.1.12.CHSS.8 2.1.12.CHSS.9
MP		
UNIT: Alcohol, Tobacco, & Other Drugs: McGraw-Hill Teen Health Series Module 19, 20, 21, 22 7 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.3.12.ATD.1 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 2.3.12.DSDT.5 2.1.12.CHSS.6
MP		
UNIT: Social/ Sexual Health & Safety McGraw-Hill Teen Health Series Module 7, 8, 17, 18 4 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10 2.1.12.SSH.1 2.1.12.SSH.2 2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.6