<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Health Education</th>
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<tbody>
<tr>
<td>Course Title/ Grade Level:</td>
<td>Grade 9</td>
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<tr>
<td>Unit 1:</td>
<td>Wellness</td>
</tr>
<tr>
<td>Unit 2:</td>
<td>Mental Health</td>
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<tr>
<td>Unit 3:</td>
<td>Drug Education</td>
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<td>Unit 4:</td>
<td>Disease Prevention</td>
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<tr>
<td>Unit 5:</td>
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</tr>
<tr>
<td>Date Created or Revised:</td>
<td>June 2012  D. Anari/ S. Smith</td>
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<td>07/17/2012</td>
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<td><strong>Length of Time:</strong> 8 Days</td>
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**Pacing**

<table>
<thead>
<tr>
<th>Day</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Wellness</td>
</tr>
<tr>
<td>3-4</td>
<td>Decision Making</td>
</tr>
<tr>
<td>5-6</td>
<td>Refusal Skills</td>
</tr>
<tr>
<td>7</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>8</td>
<td>Assessment</td>
</tr>
</tbody>
</table>

**Essential Questions**

- What influences health and wellness?
- What influences making decisions?
- How do decisions and behaviors impact our lives?
- How do outside influences affect our values?

**Content**

- Wellness
- Decision Making
- Refusal Skills
- Goal Setting

**Skills**

- Describe the six components of health
- Compare and contrast activities that can be used to enhance wellness
- Analyze the importance of making good decisions
- Apply the GREAT decision making model to a decision you will have to make in the future
- State the twelve types of refusal skills
- Apply a refusal skill to a pressure in your life
- Differentiate between short-term and long-term goals
- Develop an action plan to achieve personal goals

**Assessments**

**Formative:**
- Cooperative activities
- Graphic organizers
- Class discussion / participation
- Teacher observation
- Worksheets/process sheets
- Quizzes
- Homework
- Grading rubrics will be posted with student work
- Notebook

**Summative:**
- Written tests
- End of marking period benchmark test
- Projects

**Interventions / differentiated instruction**

- Note taking, graphic organizers and assistance
- Translate notes into native language
- Use process sheets during lecture

**Inter-disciplinary Connections**

- English- reading projects, essay writing, public speaking, comprehension
- Art- Drawing activities
- Consumer Science- family relations
Lesson resources / Activities:
- Textbook
- Topic related websites
- Videos

2009 NJCCCS

Standard:
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand(s):
2.1 - A. Personal Growth and Development, E. Social and Emotional Health
2.2 - A. Interpersonal Communication, B. Decision Making and Goal Setting

Content Statement(s):  
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflict.
- Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
- Core ethical values impact behaviors that influence the health and safety of people everywhere.

CPI # / CPI(s):
- 2.1.12.A.1
- 2.1.12.A.2
- 2.1.12.E.1
- 2.1.12.E.2
- 2.2.12.A.2
- 2.2.12.B.1
- 2.2.12.B.2
- 2.2.12.C.2

Website Resources:
http://www.teenhealthandwellness.com/
www.kidshealth.org

21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
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21st Century Skills

<table>
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<tr>
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<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td></td>
<td>Life and Career Skills</td>
</tr>
<tr>
<td>Pine Hill Public Schools</td>
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<tr>
<td>Curriculum</td>
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**Unit Title:** Mental Health  
**Unit #:** 2  
**Course or Grade Level:** Health 9  
**Length of Time:** 10 Days

**Pacing**  
<table>
<thead>
<tr>
<th>Day:</th>
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<tbody>
<tr>
<td>1: Self Esteem</td>
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<tr>
<td>2-3: Mental Health and Disorders</td>
<td></td>
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<tr>
<td>4: Communication</td>
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</tr>
<tr>
<td>5: Stress and Stress Management</td>
<td></td>
</tr>
<tr>
<td>6-7: Coping with Loss / Suicide Prevention</td>
<td></td>
</tr>
<tr>
<td>8-9: Preventing Violence and Dating Abuse</td>
<td></td>
</tr>
<tr>
<td>10: Assessment</td>
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</tr>
</tbody>
</table>

**Essential Questions**  
- How can communication skills affect relationships?  
- How does stress affect our daily lives?  
- What does coping mean?

**Content**  
- Self-esteem  
- Mental Health and Disorders  
- Communication Skills  
- Stress / Stress Management  
- Coping with Loss / Suicide Prevention  
- Preventing Violence and Abuse

**Skills**  
- Identify factors that influence the development of self-esteem  
- Analyze ways to improve self-esteem  
- Differentiate between the three types of communication styles  
- Compare the stages of Maslow’s hierarchy of needs  
- Identify community resources available for mental health problems  
- Differentiate between positive and negative stress  
- Apply stress management techniques to an aspect of your life  
- Name the stages of the grieving process  
- Describe steps that you can take to help a friend who has talked about suicide  
- Describe three ways to resolve conflict without violence

**Assessments**  

- **Formative:**  
  - Cooperative activities  
  - Graphic organizers  
  - Class discussion / participation  
  - Teacher observation  
  - Worksheets/process sheets  
  - Quizzes  
  - Homework  
  - Grading rubrics will be posted with student work  
  - Notebook

- **Summative:**  
  - Written tests  
  - End of marking period benchmark test
- Projects

**Interventions / differentiated instruction**
- Note taking, graphic organizers and assistance
- Translate notes into native language
- Use process sheets during lecture

**Inter-disciplinary Connections**
- English- reading projects, essay writing, public speaking, comprehension
- Art- Drawing activities
- Consumer Science- family relations
- Social studies- lifestyle diseases, suicide prevention, disease prevention, bullying

**Lesson resources / Activities**
- Textbook
- Topic related websites
- Videos

**2009 NJCCCS**

**Standard:**
*2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*

*2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.*

**Strand(s):**
*2.1 - D. Safety, E. Social and Emotional Health*

*2.2 - A. Interpersonal Communication, C. Character Development*

**Content Statement(s):**
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
- Stress management skills impact an individual’s ability to cope with different types of emotional situations.
- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways.
- Core ethical values impact behaviors that influence the health and safety of people everywhere.

**CPI # / CPI(s):**
- 2.1.12.D.2
- 2.1.12.E.2
- 2.1.12.E.4
- 2.2.12.A.1
- 2.2.12.A.3
- 2.2.12.C.1

**Website Resources:**
http://www.always.com/protection/yourhealth
www.teenhealth.org

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**21st Century Themes**

<table>
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**21st Century Skills**

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### Pine Hill Public Schools
#### Curriculum

<table>
<thead>
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<th>Unit #: 3</th>
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<td><strong>Date Created:</strong> 5/8/12</td>
<td><strong>BOE Approval Date:</strong></td>
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#### Pacing

<table>
<thead>
<tr>
<th>Day:</th>
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<tbody>
<tr>
<td>1-2: Drug education introduction</td>
</tr>
<tr>
<td>3-5: Research</td>
</tr>
<tr>
<td>6-9: Presentations</td>
</tr>
<tr>
<td>10: Assessment</td>
</tr>
</tbody>
</table>

#### Essential Questions
- Why are some drugs dangerous and others helpful?
- Why do people start abusing drugs?

#### Content
- Drug education intro. Vocabulary
- Alcohol
- Tobacco
- Illegal Drugs
- Medications

#### Skills
- List three qualities that make a drug useful as a medicine
- Identify the ways a drug can enter the body
- Identify how drugs affect the brain
- Describe short and long term effects of alcohol abuse
- Describe short and long term effects of tobacco abuse
- List three things all illegal drugs have in common
- Compare and contrast the dangerous effects of illegal drugs

#### Assessments

**Formative:**
- Cooperative activities
- Graphic organizers
- Class discussion / participation
- Teacher observation
- Worksheets/process sheets
- Quizzes
- Homework
- Grading rubrics will be posted with student work
- Notebook

**Summative:**
- Written tests
- End of marking period benchmark test
- Research Projects

#### Interventions / differentiated instruction
- Note taking, graphic organizers and assistance
- Translate notes into native language
- Use process sheets during lecture
Interdisciplinary Connections

- English - reading projects, essay writing, public speaking, comprehension, research
- Art - Drawing activities
- Consumer Science - family relations
- Technology - using PowerPoint and computer research to present to class
- Chemistry/ Biology - body systems, anatomy, physiology, drug interactions

Lesson resources / Activities

- Textbook
- Topic related websites
- Videos

2009 NJCCCS

Standard:

2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand(s): 2.3 - A. Medicines, B. Alcohol, Tobacco, and Other Drugs, C. Dependency, Addiction, and Treatment

Content Statement(s):

- Medicines come in a variety of forms (prescription medicines, over-the-counter, medicinal supplements) are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- There are immediate and long-term consequences of risky-behavior associated with substance abuse.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.
- Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

CPI # / CPI(s):

2.3.12.A.1
2.3.12.A.2
2.3.12.C.3
2.3.12.B.1
2.3.12.B.2
2.3.12.B.3
2.3.12.B.4
2.3.12.B.5
2.3.12.C.1
2.3.12.C.2
2.3.12.C.3

Web resources:

www.cdc.gov
www.teenhealth.org
www.abovetheinfluence.org
www.drugfree.org

21st Century Themes

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21st Century Skills

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<td>Life and Career Skills</td>
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# Disease Prevention

## Unit Title: Disease Prevention

<table>
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### Pacing

<table>
<thead>
<tr>
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<tr>
<td>1-2: Preventing Infectious Diseases</td>
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<tr>
<td>3-5: Lifestyle Diseases</td>
</tr>
<tr>
<td>6-7: Other Diseases and Disabilities</td>
</tr>
<tr>
<td>8: Assessment</td>
</tr>
</tbody>
</table>

### Essential Questions

- What types of diseases affect our lives?
- Are the diseases of today different from years ago?
- What is a disability?

### Content

- Preventing Infectious diseases
- Lifestyle Diseases
- Cancer
- Heart Disease
- Diabetes
- Other Diseases
- Types of Disabilities

### Skills

- Identify five agents that cause infectious diseases
- Describe two treatments for infectious diseases
- Summarize how you can prevent the spread of infectious diseases
- Identify two viral, bacterial, protozoan, and parasitic infections and their symptoms
- Analyze the relationship between your lifestyle and certain diseases
- Compare three common hereditary diseases
- Define auto immune disease, hereditary disease, and disability

### Assessments

**Formative:**
- Cooperative activities
- Graphic organizers
- Class discussion / participation
- Teacher observation
- Worksheets/process sheets
- Quizzes
- Homework
- Grading rubrics will be posted with student work
- Notebook

**Summative:**
- Written tests
• End of marking period benchmark test
• Projects

<table>
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<th>Interventions / differentiated instruction</th>
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<td>• Note taking, graphic organizers and assistance</td>
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<td>• Use process sheets during lecture</td>
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<tr>
<td>• Consumer Science- family relations</td>
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<tr>
<td>• Biology- body systems, anatomy, physiology</td>
</tr>
<tr>
<td>• Social studies- lifestyle diseases</td>
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<thead>
<tr>
<th>Lesson resources / Activities</th>
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<tbody>
<tr>
<td>• Textbook</td>
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<tr>
<td>• Topic related websites</td>
</tr>
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<td>• Videos</td>
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2009 NJCCCS

**Standard:**
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

**Strand(s):**
2.1 - A. Personal Growth and Development, C. Diseases and health conditions
2.2 - C. Character Development
2.3 - A. Medicines

**Content Statement(s):**
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Predict diseases and health condition that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.
- Core ethical values impact behaviors that influence the health and safety of people everywhere.
- Medicines come in a variety of forms (prescription medicines, over-the-counter, medicinal supplements) are used for numerous reasons, and should be taken as directed in order to be safe and effective.

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**Web resources:**
www.teenhealth.org
www.cdc.gov

21st Century Themes

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21st Century Skills

| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
## Pine Hill Public Schools Curriculum

<table>
<thead>
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<th>Unit Title: Nutrition</th>
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<td></td>
<td>1: Planning a fitness program</td>
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<tr>
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<td>2-4: Nutrition</td>
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<tr>
<td></td>
<td>5: Assessment</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
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<tr>
<td></td>
<td>• How does exercise impact our fitness?</td>
</tr>
<tr>
<td></td>
<td>• What eat habits constitute a healthy diet?</td>
</tr>
<tr>
<td></td>
<td>• How much daily activity is enough to be physically fit?</td>
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<tr>
<td><strong>Content</strong></td>
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<tr>
<td></td>
<td>• Physical fitness</td>
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<tr>
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<td>• Planning a fitness routine</td>
</tr>
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<td>• Nutrition</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
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<tr>
<td></td>
<td>• Describe the important factors to think about before starting a fitness program</td>
</tr>
<tr>
<td></td>
<td>• Design and implement a personal fitness program and set your fitness goals</td>
</tr>
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<td>• State the benefits of being fit</td>
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<tr>
<td></td>
<td>• Describe the importance of physical fitness for all ages and abilities</td>
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<td>• Identify the functions and food sources of carbohydrates, proteins, and fats</td>
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<td>• Describe how the balance between food intake and exercise affects body weight</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td><strong>Formative:</strong></td>
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<tr>
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### Summative:
- Written tests
- End of marking period benchmark test
- Projects

### Interventions / differentiated instruction
- Printed out PowerPoint presentations
- Translate notes into native language
- Use process sheets during lecture

### Interdisciplinary Connections
- English - reading projects, essay writing, public speaking, comprehension
- Art - Drawing activities
- Consumer Science - family relations
- Math - heart rate/calorie/BMI calculations
- Biology - body systems, anatomy, physiology

### Lesson resources / Activities
- Textbook
- Topic related websites
- Videos

### 2009 NJCCCS

#### Standard:
*2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*

#### Strand(s):
*2.1 – B. Nutrition*

#### Content Statement(s):
- Applying basic nutritional and fitness concepts to lifestyle behaviors that impact wellness.

#### CPI # / CPI(s):
- 2.1.12.B.1
- 2.1.12.B.2
- 2.1.12.B.3

#### Web resources:
- [www.nutrition.gov](http://www.nutrition.gov)
- [www.choosemyplate.gov](http://www.choosemyplate.gov)

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### 21st Century Skills

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