

## Pine Hill Public Schools Curriculum

Content Area:		<b>Health Education</b>	
Course Title/ Grade Level:		Grade 9	
Unit 1:	<b>Wellness</b>	Month:	<b>8 days</b>
Unit 2:	<b>Mental Health</b>	Month:	<b>10 days</b>
Unit 3:	<b>Drug Education</b>	Month:	<b>10 days</b>
Unit 4:	<b>Disease Prevention</b>	Month:	<b>8 days</b>
Unit 5:	<b>Nutrition</b>	Month:	<b>5 days</b>
Date Created or Revised:		June 2012 D. Anari/ S. Smith	
BOE Approval Date:		07/17/2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Wellness		<b>Unit #:</b> 1
<b>Course or Grade Level:</b> Health 9		<b>Length of Time:</b> 8 Days
<b>Pacing</b>	<b>Day:</b> 1-2: Wellness 3-4: Decision Making 5-6: Refusal Skills 7: Goal Setting 8: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What influences health and wellness?</li> <li>• What influences making decisions?</li> <li>• How do decisions and behaviors impact our lives?</li> <li>• How do outside influences affect our values?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Decision Making</li> <li>• Refusal Skills</li> <li>• Goal Setting</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe the six components of health</li> <li>• Compare and contrast activities that can be used to enhance wellness</li> <li>• Analyze the importance of making good decisions</li> <li>• Apply the GREAT decision making model to a decision you will have to make in the future</li> <li>• State the twelve types of refusal skills</li> <li>• Apply a refusal skill to a pressure in your life</li> <li>• Differentiate between short-term and long-term goals</li> <li>• Develop an action plan to achieve personal goals</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Graphic organizers</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Worksheets/process sheets</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Grading rubrics will be posted with student work</li> <li>• Notebook</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Projects</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading projects, essay writing, public speaking, comprehension</li> <li>• Art- Drawing activities</li> <li>• Consumer Science- family relations</li> </ul>	

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Topic related websites</li> <li>• Videos</li> </ul>
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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.*

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
<ul style="list-style-type: none"> <li>• Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</li> <li>• 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.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflict.</li> <li>• Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</li> <li>• Core ethical values impact behaviors that influence the health and safety of people everywhere.</li> </ul>	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:	<a href="http://www.teenhealthandwellness.com/">http://www.teenhealthandwellness.com/</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a>

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Mental Health		<b>Unit #:</b> 2
<b>Course or Grade Level:</b> Health 9		<b>Length of Time:</b> 10 Days
<b>Pacing</b>	<b>Day:</b> 1: Self Esteem 2-3: Mental Health and Disorders 4: Communication 5: Stress and Stress Management 6-7: Coping with Loss / Suicide Prevention 8-9: Preventing Violence and Dating Abuse 10: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can communication skills affect relationships?</li> <li>• How does stress affect our daily lives?</li> <li>• What does coping mean?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Mental Health and Disorders</li> <li>• Communication Skills</li> <li>• Stress / Stress Management</li> <li>• Coping with Loss / Suicide Prevention</li> <li>• Preventing Violence and Abuse</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify factors that influence the development of self-esteem</li> <li>• Analyze ways to improve self-esteem</li> <li>• Differentiate between the three types of communication styles</li> <li>• Compare the stages of Maslow’s hierarchy of needs</li> <li>• Identify community resources available for mental health problems</li> <li>• Differentiate between positive and negative stress</li> <li>• Apply stress management techniques to an aspect of your life</li> <li>• Name the stages of the grieving process</li> <li>• Describe steps that you can take to help a friend who has talked about suicide</li> <li>• Describe three ways to resolve conflict without violence</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Graphic organizers</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Worksheets/process sheets</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Grading rubrics will be posted with student work</li> <li>• Notebook</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> </ul>	

	<ul style="list-style-type: none"> <li>• Projects</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading projects, essay writing, public speaking, comprehension</li> <li>• Art- Drawing activities</li> <li>• Consumer Science- family relations</li> <li>• Social studies- lifestyle diseases, suicide prevention, disease prevention, bullying</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Topic related websites</li> <li>• Videos</li> </ul>

**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):**

**CPI # / CPI(s):**

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|--|------------|
| <ul style="list-style-type: none"> <li>• Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</li> </ul>  | 2.1.12.D.2 |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul> | 2.1.12.E.2 |
| <ul style="list-style-type: none"> <li>• Stress management skills impact an individual's ability to cope with different types of emotional situations.</li> </ul>  | 2.1.12.E.4 |
| <ul style="list-style-type: none"> <li>• Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</li> </ul>                  | 2.2.12.A.1 |
| <ul style="list-style-type: none"> <li>• Technology increases the capacity of individuals to communicate in multiple and diverse ways.</li> </ul>  | 2.2.12.A.3 |
| <ul style="list-style-type: none"> <li>• Core ethical values impact behaviors that influence the health and safety of people everywhere.</li> </ul>  | 2.2.12.C.1 |

Website Resources:

<http://www.always.com/protection/yourhealth>  
[www.teenhealth.org](http://www.teenhealth.org)

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
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	Media Literacy		ICT Literacy		Life and Career Skills
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<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> Drug Education	<b>Unit #:</b> 3
<b>Course or Grade Level:</b> Health 9	<b>Length of Time:</b> 10 Days
<b>Date Created:</b> 5/8/12	<b>BOE Approval Date:</b>
<b>Pacing</b>	<b>Day:</b> 1-2: Drug education introduction 3-5: Research 6-9: Presentations 10: Assessment
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why are some drugs dangerous and others helpful?</li> <li>• Why do people start abusing drugs?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Drug education intro. Vocabulary</li> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Illegal Drugs</li> <li>• Medications</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• List three qualities that make a drug useful as a medicine</li> <li>• Identify the ways a drug can enter the body</li> <li>• Identify how drugs affect the brain</li> <li>• Describe short and long term effects of alcohol abuse</li> <li>• Describe short and long term effects of tobacco abuse</li> <li>• List three things all illegal drugs have in common</li> <li>• Compare and contrast the dangerous effects of illegal drugs</li> </ul>
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Graphic organizers</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Worksheets/process sheets</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Grading rubrics will be posted with student work</li> <li>• Notebook</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Research Projects</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading projects, essay writing, public speaking, comprehension, research</li> <li>• Art- Drawing activities</li> <li>• Consumer Science- family relations</li> <li>• Technology- using PowerPoint and computer research to present to class</li> <li>• Chemistry/ Biology- body systems, anatomy, physiology, drug interactions</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Topic related websites</li> <li>• Videos</li> </ul>

**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**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• There are immediate and long-term consequences of risky-behavior associated with substance abuse.</li> <li>• 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.</li> <li>• Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.</li> </ul>	2.3.12.A.1 2.3.12.A.2 2.3.12.A.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:	<a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.teenhealth.org">www.teenhealth.org</a> <a href="http://www.abovetheinfluence.org">www.abovetheinfluence.org</a> <a href="http://www.drugfree.org">www.drugfree.org</a>

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Disease Prevention		<b>Unit #:</b> 4
<b>Course or Grade Level:</b> Health 9		<b>Length of Time:</b> 8 Days
<b>Date Created:</b> 5/8/12		<b>BOE Approval Date:</b>
<b>Pacing</b>	<b>Day:</b> 1-2: Preventing Infectious Diseases 3-5: Lifestyle Diseases 6-7: Other Diseases and Disabilities 8: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What types of diseases affect our lives?</li> <li>• Are the diseases of today different from years ago?</li> <li>• What is a disability?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Preventing Infectious diseases</li> <li>• Lifestyle Diseases</li> <li>• Cancer</li> <li>• Heart Disease</li> <li>• Diabetes</li> <li>• Other Diseases</li> <li>• Types of Disabilities</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify five agents that cause infectious diseases</li> <li>• Describe two treatments for infectious diseases</li> <li>• Summarize how you can prevent the spread of infectious diseases</li> <li>• Identify two viral, bacterial, protozoan, and parasitic infections and their symptoms</li> <li>• Analyze the relationship between your lifestyle and certain diseases</li> <li>• Compare three common hereditary diseases</li> <li>• Define auto immune disease, hereditary disease, and disability</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Graphic organizers</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Worksheets/process sheets</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Grading rubrics will be posted with student work</li> <li>• Notebook</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> </ul>	



	<ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> <li>• Projects</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Note taking, graphic organizers and assistance</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading projects, essay writing, public speaking, comprehension</li> <li>• Art- Drawing activities</li> <li>• Consumer Science- family relations</li> <li>• Biology- body systems, anatomy, physiology</li> <li>• Social studies- lifestyle diseases</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Topic related websites</li> <li>• Videos</li> </ul>

**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.

**CPI # / CPI(s):**

- 2.1.12.A.2
- 2.1.12.C.1
- 2.2.12.C.2
- 2.3.12.A.1
- 2.3.12.A.2

**Web resources:**

- [www.teenhealth.org](http://www.teenhealth.org)
- [www.cdc.gov](http://www.cdc.gov)

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
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	Media Literacy		ICT Literacy		Life and Career Skills
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<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> Nutrition	
<b>Unit #: 5</b>	
<b>Course or Grade Level:</b> Health 9	<b>Length of Time:</b> 5 Days
<b>Date Created:</b> 5/8/12	<b>BOE Approval Date:</b>
<b>Pacing</b>	<b>Day:</b> 1: Planning a fitness program 2-4: Nutrition 5: Assessment
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does exercise impact our fitness?</li> <li>• What eat habits constitute a healthy diet?</li> <li>• How much daily activity is enough to be physically fit?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Physical fitness</li> <li>• Planning a fitness routine</li> <li>• Nutrition</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe the important factors to think about before starting a fitness program</li> <li>• Design and implement a personal fitness program and set your fitness goals</li> <li>• State the benefits of being fit</li> <li>• Describe the importance of physical fitness for all ages and abilities</li> <li>• Identify the functions and food sources of carbohydrates, proteins, and fats</li> <li>• Describe how the balance between food intake and exercise affects body weight</li> </ul>
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Graphic organizers</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Worksheets/process sheets</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Grading rubrics will be posted with student work</li> <li>• Notebook</li> </ul>

	<u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Projects</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Printed out PowerPoint presentations</li> <li>• Translate notes into native language</li> <li>• Use process sheets during lecture</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• English- reading projects, essay writing, public speaking, comprehension</li> <li>• Art- Drawing activities</li> <li>• Consumer Science- family relations</li> <li>• Math- heart rate/calorie/BMI calculations</li> <li>• Biology- body systems, anatomy, physiology</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Topic related websites</li> <li>• Videos</li> </ul>

**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)

**21<sup>st</sup> Century Themes**

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills		

