

Pine Hill Public Schools Curriculum

Content Area:		Health Education	
Course Title/ Grade Level:		Grade 9	
Unit 1:	Wellness	Month:	8 days
Unit 2:	Mental Health	Month:	10 days
Unit 3:	Drug Education	Month:	10 days
Unit 4:	Disease Prevention	Month:	8 days
Unit 5:	Nutrition	Month:	5 days
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: Wellness		Unit #: 1
Course or Grade Level: Health 9		Length of Time: 8 Days
Pacing	Day: 1-2: Wellness 3-4: Decision Making 5-6: Refusal Skills 7: Goal Setting 8: Assessment	
Essential Questions	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Wellness • Decision Making • Refusal Skills • Goal Setting 	
Skills	<ul style="list-style-type: none"> • 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	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Projects 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Note taking, graphic organizers and assistance • Translate notes into native language • Use process sheets during lecture 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading projects, essay writing, public speaking, comprehension • Art- Drawing activities • Consumer Science- family relations 	

Lesson resources / Activities	<ul style="list-style-type: none"> • 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):	CPI # / CPI(s):
<ul style="list-style-type: none"> • 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. 	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

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	X	Health Literacy
------------------	---	----------------	---	-----------------

21st 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**

Unit Title: Mental Health		Unit #: 2
Course or Grade Level: Health 9		Length of Time: 10 Days
Pacing	Day: 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	
Essential Questions	<ul style="list-style-type: none"> • How can communication skills affect relationships? • How does stress affect our daily lives? • What does coping mean? 	
Content	<ul style="list-style-type: none"> • Self-esteem • Mental Health and Disorders • Communication Skills • Stress / Stress Management • Coping with Loss / Suicide Prevention • Preventing Violence and Abuse 	
Skills	<ul style="list-style-type: none"> • 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	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test 	

	<ul style="list-style-type: none"> • Projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Note taking, graphic organizers and assistance • Translate notes into native language • Use process sheets during lecture
Inter-disciplinary Connections	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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):

CPI # / CPI(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.

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

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
--	------------------	--	---	--	----------------	---	-----------------

21st 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	
Unit Title: Drug Education	
Unit #: 3	
Course or Grade Level: Health 9	Length of Time: 10 Days
Date Created: 5/8/12	BOE Approval Date:
Pacing	Day: 1-2: Drug education introduction 3-5: Research 6-9: Presentations 10: Assessment
Essential Questions	<ul style="list-style-type: none"> • Why are some drugs dangerous and others helpful? • Why do people start abusing drugs?
Content	<ul style="list-style-type: none"> • Drug education intro. Vocabulary • Alcohol • Tobacco • Illegal Drugs • Medications
Skills	<ul style="list-style-type: none"> • 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	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Research Projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Note taking, graphic organizers and assistance • Translate notes into native language • Use process sheets during lecture

Inter-disciplinary Connections	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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):	CPI # / CPI(s):
<ul style="list-style-type: none"> • 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. 	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:	www.cdc.gov www.teenhealth.org www.abovetheinfluence.org www.drugfree.org

21st Century Themes

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
------------------	--	---	--	----------------	---	-----------------

21st 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**

Unit Title: Disease Prevention		Unit #: 4
Course or Grade Level: Health 9		Length of Time: 8 Days
Date Created: 5/8/12		BOE Approval Date:
Pacing	Day: 1-2: Preventing Infectious Diseases 3-5: Lifestyle Diseases 6-7: Other Diseases and Disabilities 8: Assessment	
Essential Questions	<ul style="list-style-type: none"> • What types of diseases affect our lives? • Are the diseases of today different from years ago? • What is a disability? 	
Content	<ul style="list-style-type: none"> • Preventing Infectious diseases • Lifestyle Diseases • Cancer • Heart Disease • Diabetes • Other Diseases • Types of Disabilities 	
Skills	<ul style="list-style-type: none"> • 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	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook <u>Summative:</u> <ul style="list-style-type: none"> • Written tests 	

	<ul style="list-style-type: none"> • End of marking period benchmark test • Projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Note taking, graphic organizers and assistance • Translate notes into native language • Use process sheets during lecture
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading projects, essay writing, public speaking, comprehension • Art- Drawing activities • Consumer Science- family relations • Biology- body systems, anatomy, physiology • Social studies- lifestyle diseases
Lesson resources / Activities	<ul style="list-style-type: none"> • 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.
- 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):	CPI # / CPI(s):
<ul style="list-style-type: none"> • 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. 	<p>2.1.12.A.2</p> <p>2.1.12.C.1</p> <p>2.2.12.C.2</p> <p>2.3.12.A.1</p> <p>2.3.12.A.2</p>

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

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
--	------------------	--	---	--	----------------	---	-----------------

21st 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	
Unit Title: Nutrition	
Unit #: 5	
Course or Grade Level: Health 9	Length of Time: 5 Days
Date Created: 5/8/12	BOE Approval Date:
Pacing	Day: 1: Planning a fitness program 2-4: Nutrition 5: Assessment
Essential Questions	<ul style="list-style-type: none"> • How does exercise impact our fitness? • What eat habits constitute a healthy diet? • How much daily activity is enough to be physically fit?
Content	<ul style="list-style-type: none"> • Physical fitness • Planning a fitness routine • Nutrition
Skills	<ul style="list-style-type: none"> • Describe the important factors to think about before starting a fitness program • Design and implement a personal fitness program and set your fitness goals • State the benefits of being fit • Describe the importance of physical fitness for all ages and abilities • Identify the functions and food sources of carbohydrates, proteins, and fats • Describe how the balance between food intake and exercise affects body weight
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion / participation • Teacher observation • Worksheets/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook

	<u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Printed out PowerPoint presentations • Translate notes into native language • Use process sheets during lecture
Inter-disciplinary Connections	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
www.choosemyplate.gov

21st Century Themes

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
------------------	--	---	--	----------------	---	-----------------

21st Century Skills

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

