



Nutley Public Schools

Health

Grade: 9

Unit 1: Alcohol, Tobacco and Other Drugs	
Summary and Rationale	
<p>The goal of this grade 9 unit is to build on and enhance students' understanding of the risks and harms linked to alcohol, tobacco and other drugs. Through the unit's activities, questions, and discussion, students are increasingly encouraged to "think for themselves". The importance of this unit is to inform the students about the impact that alcohol, tobacco and other drugs can have on a person's life. They will learn about the stages and types of addiction, short-term adverse health effects, the long-term diseases, and the treatment options available.</p>	
Recommended Pacing	
3 weeks	
Standards	
Personal Growth and Development	
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
Diseases and Health Conditions	
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
Safety	
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.

Social and Emotional Health	
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
Interpersonal Communication	
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
Decision-Making and Goal Setting	
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
Character Development	
2.2.12.C.1	Analyze the impact of competition on personal character development.
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
Advocacy and Service	
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
Health Services and Information	
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
Medicines	
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.
Alcohol, Tobacco and Other Drugs	
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal

	substances.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
Dependency/Addiction and Treatment	
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
2.3.12.C.2	Predict the societal impact of substance abuse on the individual, family, and community.
Relationships	
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
Sexuality	
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
Pregnancy and Parenting	
2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
Alcohol, tobacco and other drugs have a variety of harmful effects on the human body. Lifelong personal well-being is achieved through responsible actions based on healthy attitudes and behaviors.	

Essential Question
<p>What knowledge about alcohol, tobacco, and other drugs are needed to support a healthy, active lifestyle? How to make the “right” decisions in the face of peer, media and other pressures? How can alcohol affect my personal health? How can alcohol use and/or abuse affect the home environment?</p>
Evidence of Learning (Assessments)
<p>Tests Quizzes Rubrics Projects – COMPETENCY I: COLLABORATION • Working Cooperatively COMPETENCY II: COMMUNICATION • Expression of Oneself Competency III: RESEARCH • Ethics COMPETENCY V: SELF AWARENESS and DIRECTION • Social Responsibility Homework Peer-Assessment Self-Assessment- COMPETENCY I: COLLABORATION • Working Cooperatively Competency III: RESEARCH • Ethics</p>
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Harmful effects of alcohol, tobacco and other drugs • Dependency and addiction • Process of addiction • Effect of addiction on the family • Community resources <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify factors to consider when choosing an over-the-counter medicine. • Identify medicines used to treat common diseases and health conditions. • Describe the safe administration and storage of over-the-counter and prescription medicines. • Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease. • Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries. • Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. • Identify resources in the community

Integration
Technology Integration
Chrome Books
Writing Integration
Reflection Journal Open Ended Questions
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of Oneself <p>Competency III: RESEARCH</p> <ul style="list-style-type: none"> • Ethics <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Social Responsibility
Suggested Resources
<p> www.drugfreeworld.com http://rightdecisionsrightnow.com/interactive/teacher/grade-8-9/ http://teens.drugabuse.gov/drug-facts http://teens.drugabuse.gov/educators/lesson-plans-and-materials/headsup-grades-6-10 http://www.scholastic.com/headsup/pdfs/prescription_teacher.pdf http://www.pbs.org/parents/itsmylife/lesson_plans/dangers_of_drug_abuse.html http://science.education.nih.gov/supplements/nih3/alcohol/guide/guide_lessons_toc.htm http://classroom.kidshealth.org/classroom/9to12/problems/drugs/drugs.pdf http://www.justthinktwice.com/ http://www.justthinktwice.com/Files/File/DEA_JustThinkTwice_TeachersGuide_8_24_11.pdf </p> <p>Presentations Debates</p>



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Unit 2: Healthy Relationships	
Summary and Rationale	
<p>Adolescence is a time that is often marked by teens spending increasing amounts of time with their friends. It is also a time when they begin to experiment with dating relationships. It is important that teens reflect on what their values are concerning healthy and unhealthy relationships. The goal of this unit is for students to analyze factors that contribute to the development of unhealthy relationships and develop strategies to deal with unhealthy relationships.</p>	
Recommended Pacing	
3 weeks	
Standards	
Personal Growth and Development	
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
Diseases and Health Conditions	
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
Safety	
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
Social and Emotional Health	
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.

Interpersonal Communication	
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
Decision-Making and Goal Setting	
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
Character Development	
2.2.12.C.1	Analyze the impact of competition on personal character development.
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
Health Services and Information	
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
Dependency/Addiction and Treatment	
2.3.12.C.2	Predict the societal impact of substance abuse on the individual, family, and community.
Relationships	
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
Sexuality	
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
The values acquired from family, culture, personal experiences, and friends impact all types of relationships. Optimal health and positive life choices are achieved through the understanding of human relationships.	
Essential Question	
Why is it important to have mutual respect when dating? What characteristics are necessary to possess to have a healthy relationship?	
Evidence of Learning (Assessments)	
<p>Tests Quizzes Rubrics Projects –</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of Oneself <p>Competency III: RESEARCH</p> <ul style="list-style-type: none"> • Ethics <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Social Responsibility <p>Homework Peer-Assessment Self-Assessment-</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>Competency III: RESEARCH</p> <ul style="list-style-type: none"> • Ethics 	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Characteristics of an unhealthy relationship • Strategies to handle unhealthy relationships • Warning signs of an unhealthy relationship <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore the qualities of healthy and unhealthy relationships. • Identify the warning signs of an abusive relationship. • Reflect on their values of what makes a healthy relationship. 	

- Analyze how their current relationships fit with their values.
- Reflect on students own contribution to healthy relationships.
- Describe solutions and strategies to address violence in the lives of young people.

Integration

Technology Integration

Chrome Books

Writing Integration

Reflection
Journal
Open Ended Questions

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively

COMPETENCY II: COMMUNICATION

- Expression of Oneself

Competency III: RESEARCH

- Ethics

COMPETENCY V: SELF AWARENESS and DIRECTION

- Social Responsibility

Suggested Resources

http://classroom.kidshealth.org/classroom/9to12/personal/growing/healthy_relationships.pdf
[file:///C:/Users/rpowell/Downloads/HS5HealthyRelationships%20\(2\).pdf](file:///C:/Users/rpowell/Downloads/HS5HealthyRelationships%20(2).pdf)



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Unit 3: Mental, Emotional and Social Health	
Summary and Rationale	
<p>Mental, emotional and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.</p>	
Recommended Pacing	
3 weeks	
Standards	
Personal Growth and Development	
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
Diseases and Health Conditions	
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
Safety	
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
Social and Emotional Health	
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.

2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
Interpersonal Communication	
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
Decision-Making and Goal Setting	
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
Character Development	
2.2.12.C.1	Analyze the impact of competition on personal character development.
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
Advocacy and Service	
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
Health Services and Information	
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
Dependency/Addiction and Treatment	
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
2.3.12.C.2	Predict the societal impact of substance abuse on the individual, family, and community.
Relationships	
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
Sexuality	
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
Communication, conflict resolution and management of emotions influence relationships. Building strong mental health can influence one's overall wellbeing.	
Essential Question	
What does it mean to be mentally and emotionally healthy?	
Evidence of Learning (Assessments)	
Tests Quizzes Rubrics Projects – COMPETENCY I: COLLABORATION • Working Cooperatively COMPETENCY II: COMMUNICATION • Expression of Oneself Competency III: RESEARCH • Ethics COMPETENCY V: SELF AWARENESS and DIRECTION • Social Responsibility Homework Peer-Assessment Self-Assessment- COMPETENCY I: COLLABORATION	

<ul style="list-style-type: none"> • Working Cooperatively <p>Competency III: RESEARCH</p> <ul style="list-style-type: none"> • Ethics
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Signs associated with suicidal behavior • Suicide intervention strategies • Common mental illnesses • Effects of bullying on mental health <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize signs of the most common types of mental illness • Identify where to go for help • Recognize signs of suicidal behavior and identify intervention strategies • Discuss strategies to combat bullying
Integration
Technology Integration
Chrome Books
Writing Integration
<p>Reflection</p> <p>Journal</p> <p>Open Ended Questions</p>
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of Oneself <p>Competency III: RESEARCH</p> <ul style="list-style-type: none"> • Ethics <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Social Responsibility
Suggested Resources
<p>http://www.albertahealthservices.ca/ps-7344-mhk-jhs-manual.pdf</p> <p>www.kidshealth.org</p> <p>http://kidshealth.org/classroom/9to12/problems/emotions/bullying.pdf</p>