



## Health Curriculum

### Grade 9

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**Effective Date:** September 2022

<b>Grade 9 Health Scope and Sequence</b>		
<b>Unit Name</b>	<b>Description</b>	<b>Number of Sessions</b>
<b>Unit 1: Alcohol, Tobacco, Vaping and Other Drugs</b>	This unit focuses on alcohol, tobacco, vaping, and other drugs, the harmful effects these substances have on the human body, and the impact that drugs can have on a person's life.	10
<b>Unit 2: Healthy Relationships</b>	As students enter high school they spend a lot of time with their friends. Teens also begin to experiment with dating relationships. It's important that students are able to recognize characteristics of a healthy and unhealthy relationship.	10
<b>Unit 3: Mental Health, Emotional and Social Health</b>	Health class is important to create a foundation for students to learn how to live a healthy, active lifestyle. Mental, emotional, and social well being is important for building overall good health.	12

## Grade 9 Unit 1: Alcohol, Tobacco, Vaping, and Other Drugs

Alcohol, tobacco, vaping, and other drugs have many harmful effects on the human body. Lifelong personal behavior is achieved through responsible actions and positive decision making based on healthy behaviors and attitudes.

### Summary and Rationale

The goal of this unit is to enhance students' understanding of the risks and harms that are connected with alcohol, tobacco, vaping, and other drugs. This unit is important because it informs students about the negative impact alcohol, tobacco, vaping, and other drugs have on a person's body and life. This unit will consist of discussions, questions, and activities of each topic. Students will learn about the stages of addiction, short and long term health effects including diseases, and the available treatment options.

### Recommended Pacing

12 lessons

### Standards

#### Personal Growth and Development

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.

#### Emotional Health

2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • : Analyze factors that influence the emotional and social impact of mental health illness on the family.
2.1.12.EH.2	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
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.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
Social and Sexual Health	
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.
Community Health Services and Support	
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.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12. CHSS.3:	Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
2.1.12.CHSS.5	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
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.

Personal Safety	
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.PS.2	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
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.7	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
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.
Health Conditions, Diseases and Medicines	
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).

Alcohol, Tobacco and other Drugs	
2.3.12.ATD.1	Examine the influences 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 with an increase in intentional and unintentional health-risk behaviors.
Dependency, Substances Disorder and Treatment	
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 affects; 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).
Interdisciplinary Connections	
Standard x.x	
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Integration of Technology:	

	Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
Alcohol, Tobacco, Vaping, and Other drugs have a variety of harmful effects on the body. Lifelong personal behavior is achieved through responsible actions and positive decision making based on healthy behaviors and attitudes.	<p>What knowledge about alcohol, tobacco, vaping, and other drugs to support a healthy, active lifestyle?</p> <p>How can we make the “right” decision when faced with peer, media, or other pressures?</p> <p>How can alcohol, tobacco, vaping, and other drugs affect one’s personal health?</p> <p>How can alcohol and other drug use and/or abuse affect the home environment?</p>
<b>Evidence of Learning (Assessments)</b>	
“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.	
<b>Objectives (SLO)</b>	
<p>Students will learn:</p> <ul style="list-style-type: none"> <li>● Short and Long term effects of alcohol, tobacco, vaping, and other drugs</li> <li>● Dependency and addiction</li> <li>● Process of addiction</li> <li>● Effect of addiction on the family</li> <li>● Community Resources</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the difference between misuse and abusing drugs</li> <li>● Identify factors to consider when choosing an over the counter medicine</li> <li>● Identify medicines that treat common diseases and health conditions</li> <li>● Describe safe administration and storage of prescription medicine and OTC medicines.</li> <li>● Describe how the use of tobacco and vaping can contribute to the incidence of respiratory diseases, cancer, and cardiovascular disease.</li> </ul>

- Describe how the use and abuse of alcohol impacts behavior and contributes to 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.

### Suggested Resources/Technology Tools

<https://www.scholastic.com/youthvapingrisks/index.html>  
<https://www.scholastic.com/drugs-and-your-body/lungs.htm>  
[www.drugfreeworld.com](http://www.drugfreeworld.com)  
<http://rightdecisionsrightnow.com/interactive/teacher/grade-8-9/>  
<http://teens.drugabuse.gov>  
[www.justthinktwice.com](http://www.justthinktwice.com)

Presentations  
 Research

### Modifications

Special Education -

- Modify assignments for student understanding.
- Allow extra time on assignments/Eliminate penalties for late submissions
- Limit workload by 25%.
- Supply resources to be available outside of school.

ELL - Modify assignments to ELL students.

- Refer to ELL documentation provided by the World Language department.
- Use visuals as much as possible.
- Supply demonstrations when applicable.
- Turn on Closed Captions to Spanish for videos.
- Limit workload.
- Allow the use of a Translator, and to paraphrase for written work.

Gifted and Talented

- Modify assignments by challenging gifted and talented students.
- Provide Gifted students with the most challenging topics and research.
- Give students the opportunity to assist in presentation of material.
- Give open-ended additional questions for assessments.

504 - Modify assignments/lessons to accommodate each student's 504 plan.

**Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)**

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

*LINKS TO CAREERS:*



## Grade 9 Unit 2: Healthy Relationships

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. Family members impact the development of their children physically, socially and emotionally. People in healthy relationships share thoughts and feelings, as well as mutual respect.

### Summary and Rationale

Adolescence is a time that teens spend a lot of their time with friends. They also begin to experiment with dating relationships. It's important for teens to understand the characteristics of a healthy and unhealthy relationship. The goal of this unit is for students to learn what it means to be in a healthy relationship and to develop strategies to deal with unhealthy relationships.

### Recommended Pacing

10 lessons

### Standards

#### Personal Growth and Development

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.

#### Emotional Health

2.1.12.EH.1

Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • : Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.2

Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.

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.EH.4

Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Social and Sexual Health	
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.
Community Health Services and Support	
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.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
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Personal Safety	
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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).
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Integration of Technology:	
	Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.

Instructional Focus
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<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
The impacts of all types of relationships are values that are acquired from family, culture, personal experiences, and friends.	Why is it important to have mutual respect in any time of relationship? What characteristics are necessary to have a healthy relationship? What characteristics are found in an unhealthy relationship?
<b>Evidence of Learning (Assessments)</b>	
“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>· Characteristics of a healthy and unhealthy relationship</li> <li>· Strategies to deal with an unhealthy relationship</li> <li>-Warning signs of an unhealthy relationship</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· Explore the qualities of healthy and unhealthy relationships</li> </ul> <p>Identify the warning signs of an abusive relationship Reflect on their values of what makes a healthy relationship</p> <ul style="list-style-type: none"> <li>· Think about current relationships and how it fits with their values.</li> </ul> <p>-Describe solutions and strategies to address violence amongst young people</p>
<b>Suggested Resources/Technology Tools</b>	
<p><a href="http://classroom.kidshealth.org/classroom/9to12/personal/growing/healthy_relationships.pdf">http://classroom.kidshealth.org/classroom/9to12/personal/growing/healthy_relationships.pdf</a></p> <p>Scholastic.com</p> <p>edpuzzle.com</p>	
<b>Modifications</b>	
<p>Special Education -</p> <ul style="list-style-type: none"> <li>● Modify assignments for student understanding.</li> <li>● Allow extra time on assignments/Eliminate penalties for late submissions</li> <li>● Limit workload by 25%.</li> </ul>	

- Supply resources to be available outside of school.

ELL - Modify assignments to ELL students.

- Refer to ELL documentation provided by the World Language department.
- Use visuals as much as possible.
- Supply demonstrations when applicable.
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- Modify assignments by challenging gifted and talented students.
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- Give open-ended additional questions for assessments.

504 - Modify assignments/lessons to accommodate each student's 504 plan.

## 21ST CENTURY LIFE AND CAREER STANDARDS

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

*LINKS TO CAREERS:*

## Grade 9 Unit 3: Mental, Emotional, and Social Health

Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events. Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.

### Summary and Rationale

Mental, emotional, and social well being are foundations for building good health. This includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills acquired during this unit include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illnesses.

### Recommended Pacing

15 lessons

### Standards

#### Personal Growth and Development

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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.
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2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Dependency, Substances Disorder and Treatment	
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 affects; 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).
Interdisciplinary Connections	
Standard x.x	
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Integration of Technology:	
	Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.

Instructional Focus	
Enduring Understandings:	Essential Questions:
Relationships are influenced by communication, conflict resolution and management of emotions. It's important to build strong mental health that can influence one's overall well being.	<p>What does it mean to be mentally and emotionally healthy?</p> <p>What does it mean to be socially healthy?</p> <p>Is having a mental illness different than having a physical illness?</p>

**Evidence of Learning (Assessments)**

“Do Now’s”, “Exit Tickets”, “Question of the Day”, Independent Work, Group Work and Projects, Daily or Weekly Assignments, Demonstration Exercises, and Written Assessments.

**Objectives (SLO)**

Students will know:

- Signs associated with suicidal behavior
  - Suicide intervention strategies
- Common Mental Illnesses  
Effects of bullying on mental health

Students will be able to:

- 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

**Suggested Resources/Technology Tools**

Albertahealthservices.ca  
Kidshealth.org  
walkinourshoes.org

**Modifications**

Special Education -

- Modify assignments for student understanding.
- Allow extra time on assignments/Eliminate penalties for late submissions
- Limit workload by 25%.
- Supply resources to be available outside of school.

ELL - Modify assignments to ELL students.

- Refer to ELL documentation provided by the World Language department.
- Use visuals as much as possible.
- Supply demonstrations when applicable.
- Turn on Closed Captions to Spanish for videos.
- Limit workload.
- Allow the use of a Translator, and to paraphrase for written work.

Gifted and Talented

- Modify assignments by challenging gifted and talented students.
- Provide Gifted students with the most challenging topics and research.
- Give students the opportunity to assist in presentation of material.
- Give open-ended additional questions for assessments.

504 - Modify assignments/lessons to accommodate each student's 504 plan.

## 21ST CENTURY LIFE AND CAREER STANDARDS

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

*LINKS TO CAREERS:*