

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

HEALTH & PHYSICAL EDUCATION DEPARTMENT

HEALTH 9

Grade Level: 9

Credits: 1.25

**BOARD OF EDUCATION ADOPTION DATE:
AUGUST 27, 2018**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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HEALTH 9: CHARACTER EDUCATION AND SOCIETAL IMPACT

COURSE PHILOSOPHY

The Health & Physical Education program is committed to teaching skills for lifelong health, wellness, and fitness. Teachers provide the keys to physical, mental, social, and emotional strength and decision-making. Students learn more than just skills and facts. They practice teamwork, cooperation, and sportsmanship while developing personal wellness, healthy behaviors, interpersonal relationships, and goal-setting habits; the program allows students to pursue endeavors not yet considered. For these reasons, Health & Physical Education is vital. Upon graduation, students are equipped with a balance of psychomotor, cognitive, and affective domains to enhance the likelihood of a healthy lifestyle.

COURSE DESCRIPTION

Health 9, Character Education and Societal Impact, explores health-related areas such as effective communication skills, sound decision-making, interpersonal relationships, sexuality, dating, nutrition, and drug abuse. Students will be equipped to make sound choices about healthy living. Taking responsibility for one's own health is an essential step towards maintaining a healthy lifestyle.

COURSE SUMMARY

COURSE GOALS

CG1: Students will apply elements of character education, stress management techniques, and responsible social media usage to their daily lives.

CG2: Students will make informed decisions about digital media use, sexual health, drug and alcohol use, and analyze how these decisions impact their lives.

COURSE ENDURING UNDERSTANDINGS

COURSE ESSENTIAL QUESTIONS

CEU1: Character education can improve a person's self-esteem, role in society, and overall quality of life for themselves and those around them.

CEQ1a: What can be done to improve self-esteem?
CEQ1b Why should I care about improving other people's lives?

CEU2: Stress can never be eliminated, but people can better cope with stress management techniques.

CEQ2a: To what extent does stress affect me?
CEQ2b: How do I know what are the best methods to handle my stress?

CEU3: There are advantages and disadvantages of using technology and social media.

CEQ3: How can technology be both helpful and harmful?

CEU4: Tolerance and understanding of individual differences are necessary in order to establish healthy relationships.

CEQ4a: Why should I care about someone that is different than me?
CEQ4b: How do I know what a healthy relationship looks like?

CEU5: Research has shown that when used inappropriately, alcohol, tobacco, and other drugs have harmful effects on the human body and on interpersonal relationships.

CEQ5a: Why do people drink and use drugs if they are harmful?
CEQ5b: How can drugs and alcohol affect my relationships?

CEU6: Sexual activity has both short- and long-term consequences.

CEQ6a: How can sexual activity and/or intercourse have consequences?
CEQ6b: What is sexual activity?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
<u>Unit 1: Character and Stress Education</u>	LG1: Students will analyze how their actions and attitudes affect those around them. LG2: Students will analyze how stress affects their health and formulate ways to positively cope with stress.	7-11 sessions
<u>Unit 2: Interpersonal Relationships and Social Media</u>	LG1: Students will distinguish between tolerance and intolerance, and explore methods of conflict resolution. LG2: Students will develop logical arguments regarding social media's positive and negative usage on interpersonal relationships.	4-7 sessions
<u>Unit 3: Drugs, Alcohol, and Medications</u>	LG1: Students will explore ways alcohol, tobacco, medicines/supplements, and other drugs have a variety of harmful effects on the human body and influence the ability to make decisions related to personal wellness and the wellness of others.	4-7 sessions
<u>Unit 4: Reproductive Health and Sexuality</u>	LG1: Students will assess the risks and consequences of sexual behavior.	4-7 sessions

HEALTH 9 - CHARACTER EDUCATION AND SOCIETAL IMPACT**DURATION:****UNIT 1: CHARACTER AND STRESS EDUCATION****7-11 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

LG1: Students will analyze how their actions and attitudes affect those around them.

LG2: Students will analyze how stress affects their health and formulate ways to positively cope with stress.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU1: Character education can improve a person's self-esteem, role in society, and overall quality of life for themselves and those around them.

CEQ1a: What can be done to improve self-esteem?
CEQ1b Why should I care about improving other people's lives?

CEU2: Stress can never be eliminated, but people can better cope with stress management techniques.

CEQ2a: To what extent does stress affect me?
CEQ2b: How do I know what the best methods to handle my stress are?

UNIT LEARNING SCALE

LG1: Students will analyze how their actions and attitudes affect those around them.

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• predict the positive and negative impacts of decisions regarding personal interactions within one's family and community;• draw conclusions and analyze the positive and negative impacts of technology on relationships.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

UNIT LEARNING SCALE

LG2: Students will analyze how stress affects their health and formulate ways to positively cope with stress.

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• explain the impact of stress on the body and mind;• differentiate various effective ways to manage stress.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

SAMPLE ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1, 2 2.1.12.E.2 2.2.12.A.3 2.2.12.B.1 2.4.12.A.3, 4, 6 DOK 4	Students will create a graphic novel (original artwork or borrowed artwork), children’s book, picture board, or animated video that depicts an adolescent facing a stressful or ethical situation (parents divorcing, underage drinking, poor grades, pressure to engage in sexual activity, etc.). In the story, students will depict how the main character’s actions and attitudes (both positive and negative) affect those around them, as well as how stress impacts their health. The conclusion of the story should focus on how students positively cope with stress and the outcomes of those coping strategies.

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
community conflict resolution consequences crisis decision making decision making family structure goal setting healthy vs. unhealthy lifestyle marriage personal interactions relationships social media stages of life technology technology impact	Predict the impact of poor decisions regarding personal interactions within one’s family and community (DOK 3)	2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
	Critique personal wellness to date and formulate a wellness plan both short term and long term (DOK 3)	
	Draw conclusions and analyze the impact of technologies on conflict or crisis (DOK 3)	2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
	Compare and contrast conflict resolution strategies/plans (DOK 3)	2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
	Develop an argument either for or against the impact technology has in personal relationships (DOK 3)	2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
	Hypothesize how one’s decisions impact all parts of society (DOK 3)	2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
(continued) wellness wellness plan	Analyze the contributions of family to one’s personal wellness (DOK 3)	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.
	Formulate recommendations to address current issues facing the disability community (DOK 3)	2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues.
	Analyze factors that influence your choices of friends in early adulthood (DOK 3)	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.
	Analyze components and stages of a relationship (DOK 3)	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.
	Categorize different social media mediums and their effects on interpersonal relationships both locally and globally (DOK 2)	2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

HEALTH 9 - CHARACTER EDUCATION AND SOCIETAL IMPACT

DURATION:

UNIT 2: INTERPERSONAL RELATIONSHIPS AND SOCIAL MEDIA

4-7 SESSIONS

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will distinguish between tolerance and intolerance, and explore methods of conflict resolution.

LG2: Students will develop logical arguments regarding social media's positive and negative usage on interpersonal relationships.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU3: There are advantages and disadvantages of using technology and social media.

CEQ3: How can technology be both helpful and harmful?

CEU4: Tolerance and understanding of individual differences are necessary in order to establish healthy relationships.

CEQ4a: Why should I care about someone that is different than me?

CEQ4b: How do I know what a healthy relationship looks like?

UNIT LEARNING SCALE

LG1: Students will distinguish between tolerance and intolerance, and explore methods of conflict resolution.

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• compare and contrast characteristics of healthy and unhealthy relationships;• analyze how each person is responsible for the success of a healthy family and community.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

UNIT LEARNING SCALE

LG2: Students will develop logical arguments regarding social media's positive and negative usage on interpersonal relationships.

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• critique their social media use and its positive and negative impact on others;• analyze the positive and negative impact of technology on relationships and maintaining them.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

SAMPLE ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1, 2 2.1.12.A.1 2.1.12.E.2 2.2.12.A.3 2.4.12.A.5 DOK 4	Students will create a conflict resolution PSA (video, poster, or media). The PSA should include a conflict with a friend, family member, or boyfriend/girlfriend and examine how social media or technology positively or negatively impacted the relationship. Students will also provide which conflict resolution techniques were utilized and why.

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
dating violence healthy relationships stages of a relationship warning signs	Compare and contrast characteristics of healthy and unhealthy relationship (DOK 2)	2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
community conflict resolution consequences crisis decision making decision making family structure goal setting healthy vs. unhealthy lifestyle marriage personal interactions	Analyze how each person is responsible for the success of a healthy family, team and community (DOK 3)	2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
	Summarize how social media mediums impact personal and social conflict (DOK 2)	2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
	Summarize how technology helps keep you fit and healthy (DOK 2)	2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(continued) relationships social media stages of life technology technology impact wellness wellness plan	Critique one's social media use and its impact on others (DOK 3)	2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
	Identify the barriers in a person's life that prevent them from becoming their personal best (DOK 2)	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.
	Analyze a person's friendships and what influenced those relationship (DOK 3)	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.
	Investigate the evolution of relationships (DOK 3)	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.
	Analyze the impact of technology on creating relationships and maintaining them (DOK 3)	2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

HEALTH 9 - CHARACTER EDUCATION AND SOCIETAL IMPACT**DURATION:****UNIT 3: DRUGS, ALCOHOL, MEDICATIONS****4-7 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will draw conclusions about how alcohol, tobacco, medicines, supplements, and other drugs have a variety of effects on the human body and influence the ability to make decisions related to personal wellness and the wellness of others.

ENDURING UNDERSTANDINGS

CEU5: Research has shown that when used inappropriately, alcohol, tobacco, and other drugs have harmful effects on the human body and on interpersonal relationships.

ESSENTIAL QUESTIONS

CEQ5a: Why do people drink and use drugs if they are harmful?
CEQ5b: How can drugs and alcohol affect my relationships?

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none"> describe the role of the FDA; cite evidence about how commonly abused substances can affect individuals, their community, and other countries; analyze the length of drug/alcohol use with drug/alcohol related injury, illness, and death.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

SAMPLE ASSESSMENT

ALIGNMENT	DESCRIPTION
2.3.12.A.2, 3 2.3.12.B.1, 2, 3 2.3.12.C.1, 2 RST.9-10.4 DOK 4	Students will investigate current research on a unit topic of their choice, creating a public service campaign to advocate for healthy behavior.

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
alcohol drug abuse drug classifications drugs (over the counter, prescription) heroin inhalants marijuana pills statistics on drug/alcohol use steroids tobacco wellness	Summarize the role of the FDA (DOK 2)	2.3.12.A.2 Summarize the criteria for evaluating the effectiveness of a medicine.
	Explain the negative effects prescription and OTC medication can have on the body (DOK 2)	2.3.12.A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.
	Investigate how commonly abused substances can affect individuals, their community, and other countries (DOK 3)	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.
	Differentiate between the legal and financial consequences related to drug use and sale (DOK 3)	2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
	Assess the effects that increased alcohol use has during different stages of life (DOK 3)	2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
(see previous page)	Analyze length of drug use with drug-related injury, illness, and death (DOK 3)	2.3.12.C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
	Investigate rehabilitation centers, AA, and online support systems (DOK 3)	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.
	Identify technical terms and street names related to drug and alcohol use (DOK 1)	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will assess the risks and positive and negative consequences of various sexual activities.

ENDURING UNDERSTANDINGS

CEU6: Sexual activity has both short- and long-term consequences.

ESSENTIAL QUESTIONS

CEQ6a: How can sexual activity and/or intercourse have consequences?
CEQ6b: What is sexual activity?

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none"> • explain the implications of premature sexual activity; • analyze and evaluate multiple primary and secondary sources that drive decision-making and planning for the future.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

SAMPLE ASSESSMENT

ALIGNMENT	DESCRIPTION
2.4.12.B.1 2.4.12.B.2 2.4.12.B.3 WHST.9-10.4 DOK 3	Students will write a persuasive letter to their younger sibling, cousin, or a friend attempting to convince them to make healthy decisions regarding sexual activity. The letter should identify the audience, the reason they are writing the letter, and explain the risks of premature sexual activities. Furthermore, the letter can include ways to avoid unwanted sexual situations and ways they can communicate with their peers.

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
abstinence abstinence education vs. sexual education conception contraceptive/birth control methods fertilization implantation sexual intercourse sexually transmitted infections statistics on abstinence wellness	Explain the implications of premature sexual activity (DOK 2)	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.
	Analyze and evaluate multiple primary and secondary sources to drive decision making and planning for the future (DOK 3)	2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.
	Identify elements of safe sexual behavior (DOK 1)	2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
	Develop a logical argument for making healthy sexual decisions while an adolescent (DOK 3)	WHST.9-10.4 Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.