

HEALTH Education: 9th grade Curriculum Pacing Guide

Updated 2024

Unit 1: Wellness (2-3 weeks)

- **The decisions one makes can influence an individual's growth and development in all dimensions of wellness.**
- **The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.**
- **Healthy individuals demonstrate the ability to regulate participation in public forums to prevent damaging impact on character and are able to manage interpersonal conflicts in constructive ways.**

Learning Objectives: Students will be able to...

- Define each of the 7 dimensions of wellness
- Evaluate their own personal wellness
- Create a plan to maintain and improve the 7 dimensions of wellness to promote a balanced and healthy lifestyle.
- Develop an understanding of what a healthy active lifestyle looks like for them -
- Define unhealthy and healthy behaviors
- Identify risky behaviors that high school aged students may encounter on a daily basis
- Identify personal values and establish a respect for the diverse values of others
- Understand how personal values impact decision making
- Develop decision making skills that support a healthy lifestyle
- Determine their daily caloric intake based on their personal goals and activity levels -
- Identify current fad diets and evaluate their sustainability -
- Understand how body image affects a person's eating habits and exercise behaviors -
- Identify foods in each of the nutrient classes and how much to consume daily
- Utilize MyPlate.gov to create ideas of healthy food options
- Evaluate food plans for a variety of people who have particular health conditions, demonstrating consideration of the impact organic and plant based foods would have on their health and lifestyle.
- Create a personalized plan that includes consideration of food choices and how to build healthy habits.
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- Analyze various ways to handle stress and support emotional health -
- Examine how a family might cope with crisis or change (divorce, neglect, abuse, etc) and suggest ways to restore family balance and function.
- Understand how families can be composed of a variety of individuals and that not every family "looks" the same.
- Identify mental health resources available to help support an individual or family inside and out of school.
- Understand the importance of effective communication in personal and professional relationships
- Evaluate examples of social media posts and text messages to analyze possible motivation and identify consequences.
- Develop skills to effectively communicate with diverse individuals, especially when using social media and other digital communication devices

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NJSLS Standards:

- *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. (PGD.1)*
- *Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. (PGD.2)*
- *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). (HCDM.6)*
- *Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. (N.2)*
- *Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. (N.3)*
- *Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide. (N.1)*
- *Implement strategies and monitor progress in achieving a personal nutritional health plan (N.4).*
- *Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. (N.5)*
- *Describe strategies to appropriately respond to stressors in a variety of situations (EH.3)*
- *Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. (EH.1)*
- *Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. (PS.2) (PS.10)*
- *Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). (PS.8)*
- *Evaluate strategies to use social media safely, legally, and respectfully. (PS.9)*
- *Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.*

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Unit 2: Alcohol, Tobacco, and Other Drugs (3-4 weeks)

- *Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.*
- *Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.*
- *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.*

Learning Objectives:

- Identify the different types of drugs: Illegal, Legal, and Prescription -
- Understand that all individuals regardless of race, gender, sexual orientation, ethnicity, etc. are susceptible to addiction. -
- Differentiate between drug use, misuse, and abuse -
- Explain and understand the side effects of the most commonly abused drugs/alcohol
- Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. -
- Analyze the effects of vaping, e-cigarettes and why they are so commonly abused in schools and society
- Demonstrate respect for their classmates by creating a safe, inclusive environment. -
- Understand that drug use impacts not only the user, but also everyone in their surroundings (family, peers) -
- Create a drug free message that is appropriate for their current age group and status
- Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free. -
- Research and understand the multiple resources that are available in our community and school.

NJSLS Standards:

- *Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. (ATD.1)*
- *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). (ATD.2)*
- *Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. (ATD.3)*
- *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. (HCDM.2)*
- *Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. (DSDT.2)*
- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). (PS.1)*
- *Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. (DSDT.4)*
- *Evaluate the effectiveness of various strategies & skills that support an individual's ability to stop misusing and abusing drugs and remain drug-free (counseling, professional peer support group, and family counseling and support). (DSDT.5)*

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Unit 3: The Body & Inclusive Sex Education (2-3 weeks)

- *There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections*
- *Identifying the structure and function of all reproductive systems is critical in understanding how our bodies work*
- *Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences*

Learning Objectives:

- Understand the importance of a variety of contraceptive methods -
- Understand that abstinence is the only 100% effective way to prevent STIs and unwanted pregnancy -
- Analyze the different preventative reproductive health tests -
- Apply appropriate decision making skills to prevent participating in risky behaviors.
- Identify the structure of the female reproductive system -
- Identify the structure of the male reproductive system -
- Understand the functions of the female reproductive system -
- Understand the function of the male reproductive system -
- Apply information about home health screenings to their own personal health
- Understand the importance of creating a safe space to discuss reproductive health -
- Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

NJSLS Standards:

- *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).(HCDM.1)*
- *Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). (HCDM.3)*
- *Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams) (PP.1)*
- *Analyze the benefits of abstinence from sexual activity using reliable resources. (SSH.6)*
- *Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. (SSH.7)*
- *Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. (PP.3)*
- *Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. (SSH.1)*
- *Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. (SSH.2)*
- *Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. (SSH.3)*