

**CRANFORD PUBLIC SCHOOLS**

**Freshman Health  
GRADE: 9**

**Andrew Gagliardo  
Christine Jablonski  
Kathi Mahon  
July 2011**

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Freshman Health Overview

**BRIEF SUMMARY OF UNIT:** This unit will provide students with the knowledge and practical tools needed to make informed and reasoned choices for their own potential and personal fulfillment. Emphasis will be placed on applying health promotion concepts and skills to analyze how family, peers, and community influence the health of individuals.

**\*SUGGESTED TIMELINE:** 1 marking period

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE. A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<i><b>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</b></i>	<i><b>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</b></i>	<i><b>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING)</b></i>
<ul style="list-style-type: none"><li>• What practical tools are needed to make informed and reasonable choices for a healthy lifestyle?</li><li>• How does interacting with family, peers, and the community influence our decisions for healthy behaviors?</li></ul>	<p><i><b>A: STUDENTS WILL KNOW:</b></i></p> <ul style="list-style-type: none"><li>• how to apply health promotion concepts and skills to their lives effectively.</li></ul> <p><i><b>B: STUDENTS WILL UNDERSTAND THAT:</b></i></p>	<p><i><b>STUDENTS WILL:</b></i></p> <ul style="list-style-type: none"><li>• understanding of content through tests/quizzes, class participation, guided discussions, group activities, homework assignments, projects, oral presentations, and self-evaluations.</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b><i>GUIDING QUESTIONS:</i></b></p> <ul style="list-style-type: none"> <li>How can you apply the information learned to ensure a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>analyzing their individual responsibility for healthy behaviors will enhance their overall well-being.</li> </ul>	
--	--	--

<p><b><i>SUGGESTED SEQUENCE OF LEARNING ACTIVITIES:</i></b></p> <p><b><u>I. Introduction to Freshman Health</u></b>  A. Overview  1. Grading and state requirements  2. What is Health?</p> <p><b><u>II. Dimensions of Health</u></b>  A. Six areas  B. Wellness Scale</p> <p><b><u>III. World Health Organization</u></b>  A. Goals and Objectives  B. Power of Prevention/Protection  C. Process for Change</p> <p><b><u>IV. Nutrition</u></b>  A. Development of healthy eating habits  B. Dietary Guidelines and Recommendations  C. Types of Diets  D. Nutritional Maintenance  E. Prevention of eating disorders</p> <p><b><u>V. Decision-Making</u></b>  A. Self-Esteem/Self-Respect  B. Feelings/Emotions  C. Character Development (Values and Morals)  D. Peer Pressure  E. Responsible Decision-Making Model</p>	<p><b><u>VI. Communication</u></b>  A. Verbal and Non-verbal Communication  B. “I-Messages” and “You-Messages”  C. Techniques for Active Listening  D. Resistance Skills  E. Self-confidence through Assertive Behavior  F. Conflict Resolution</p> <p><b><u>VII. Anti-Bullying</u></b>  A. “Anti-Bullying Bill of Rights”  B. Definition (Perpetrator, victim, bystander)  C. Types  D. Protective Factor  E. Impact of bullying</p> <p><b><u>VIII. Stress</u></b>  A. Definition of stress  B. Stress vs. Stressors  C. Stress and its effects on the Dimensions of Health  D. Personal Stress Management Skills</p> <p><b><u>IX. Relationships</u></b>  A. Development/Formation of Relationships  B. Types of Relationships  C. Healthy vs. Unhealthy Relationships  D. Family Dynamics</p>	<p><b><u>X. Abstinence</u></b>  A. Definition  B. Advantages</p> <p><b><u>XI. HIV/AIDS</u></b>  A. Definition  B. Transmission  C. Protection  D. Treatments</p> <p><b><u>XII. Alcohol</u></b>  A. Definition  B. Blood alcohol concentration (BAC)  C. Effects on the body  D. Binge Drinking  E. How drinking affects thinking and decision-making  F. Alcoholism  G. Treatment</p> <p><b><u>XIII. Tobacco</u></b>  A. Terminology  B. Harmful effects  C. Secondhand smoke  D. Smokeless tobacco  E. Resistance to Use  F. Cessation</p> <p><b><u>XIV. Drugs</u></b>  A. Definition  B. How drugs enter the body  C. Types  D. Effects on the body  E. Resistance Skills</p>
---	---	---

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

***SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:***

- PowerPoint Presentations
- Lectures
- Group work
- Presentations/skits
- Class Discussions
- Assorted media (video, DVD, music)
- Research through technology

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Dimensions of Health

**BRIEF SUMMARY OF UNIT:** This unit addresses the overall aspects of wellness.

**\*SUGGESTED TIMELINE:** 1-2 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• What are the six dimensions of health and their relationship to the Wellness Scale?</li><li>• How can we incorporate the six dimensions of health into our lives?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• how the six dimensions of health interact with each other.</li><li>• key terms: physical health, psychological health, emotional health, social health, intellectual health, spiritual health, wellness scale, relationship, prevention, protection,</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• complete a homework assignment regarding which dimension of health is MOST important in their lives at this time? Why?<ul style="list-style-type: none"><li>○ Which is the LEAST important? Why?</li><li>○ Where do you fall on the Wellness</li></ul></li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b><i>GUIDING QUESTIONS:</i></b></p> <ul style="list-style-type: none"><li>• How can responsible choices determine a balance in your overall health?</li></ul>	<p>risk factors, emotions, health, self-talk.</p> <p><b><i>B: STUDENTS WILL UNDERSTAND THAT:</i></b></p> <ul style="list-style-type: none"><li>• all dimensions must work together effectively to maintain a healthy lifestyle.</li><li>• if one dimension of health suffers, the others will also suffer in some way (interrelated).</li><li>• prevention has the power to enhance the quality of life.</li><li>• protection is a form of personal insurance for you when you decide to partake in certain behaviors.</li></ul>	<p>Scale?</p> <ul style="list-style-type: none"><li>○ Where can you make improvements?</li><li>• answer the essential questions.</li></ul>
---	--	--

***SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:***

- Preview the essential questions and connect to learning throughout the unit.
- Introduce the dimensions of health and explain how they are interrelated and improve wellness.
- Identify how choices we make every day can impact the dimensions of health.
- Explain the principles and goals of prevention.
- Differentiate between prevention and protection and the characteristics of each.

***SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:***

Additional modifications may be made based on individual needs of students as stated in student IEP documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** World Health Organization

**BRIEF SUMMARY OF UNIT:** This unit deals with the present goals and objectives of the World Health Organization (WHO) and how it relates to global health promotion.

**\*SUGGESTED TIMELINE:** 1-2 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• What are the present goals and objectives of WHO?</li><li>• What is the correlation between prevention and protection?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• the goals and objectives of WHO reflect current issues.</li><li>• key terms: promotion, prevention, protection, healthy people campaign, community, diseases, immunizations, goals,</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• develop a complete plan to change an unhealthy behavior OR develop a healthy one.</li><li>• complete a weekly written/oral test.</li><li>• answer the essential questions.</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b><i>GUIDING QUESTIONS:</i></b></p> <ul style="list-style-type: none"><li>• How can the methods of prevention and protection better shape our lifestyles?</li></ul>	<p>objectives, health disparities, education, knowledge.</p> <p><b><i>B: STUDENTS WILL UNDERSTAND THAT:</i></b></p> <ul style="list-style-type: none"><li>• through the process of change, students can recognize the importance of promotion in health.</li><li>• prevention, protection, and promotion are all different, but work together harmoniously.</li><li>• positive change in health behavior incorporates predisposing factors, enabling factors, and reinforcement factors.</li><li>• WHO develops new goals and objectives every 10 years to ensure global health promotion.</li><li>• deaths can be prevented by changing specific behaviors.</li></ul>	
---	--	--

<p><b><i>SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:</i></b></p> <ul style="list-style-type: none"><li>• Preview the essential questions and connect to learning throughout the unit.</li><li>• Identify World Health Organization and its goals and objectives.</li><li>• Explain the principles and goals of prevention and differentiate between prevention and protection.</li><li>• Discuss the principles of health promotion in your school and community.</li><li>• Present the issues of health disparities in our country.</li></ul>
--

<p><b><i>SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:</i></b></p> <p>Additional modifications may be made based on individual needs of students as stated in student IEP documentation and as observed by the teacher:</p> <ul style="list-style-type: none"><li>• one-to-one instruction and assistance</li><li>• cooperative learning groups</li></ul>
--

**COURSE:** Freshman Health

**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period

**GRADE:** 9

- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Nutrition

**BRIEF SUMMARY OF UNIT:** This unit is meant to offer insight into proper eating habits which includes dietary guidelines, nutritional maintenance, and prevention of eating disorders.

**\*SUGGESTED TIMELINE:** 2-3 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• What nutrients are most beneficial to the body to function and grow properly?</li><li>• Why is it important to follow dietary guidelines?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• key terms: nutrition, nutrients, body functioning, dietary guidelines, daily values, daily requirements, fiber, proteins, carbohydrates, fats, trans-fats, vegans, low-carb diet, Atkins diet, calories.</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• keep a nutrition journal to self-check their eating habits and behaviors.</li><li>• analyze the entries in their food journal to make healthier choices.</li><li>• compare and contrast the USDA's Food</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b><i>GUIDING QUESTIONS:</i></b></p> <ul style="list-style-type: none"><li>• How will you ensure your body gets its required nutrients based on personal dietary preference?</li></ul>	<p><b><i>B: STUDENTS WILL UNDERSTAND THAT:</i></b></p> <ul style="list-style-type: none"><li>• that they need to eat a variety of foods to obtain optimal health.</li><li>• there is a clear relationship between diet and disease.</li><li>• utilizing healthy eating habits is a lifetime skill that will benefit overall health.</li><li>• balancing your diet is extremely important for proper body functioning.</li><li>• a proper amount of exercise paired with healthy eating habits is the best way to stay healthy and fit.</li></ul>	<p>Pyramid vs. MyPlate dietary guidelines.</p> <ul style="list-style-type: none"><li>• research the various types of alternative diets citing advantages and disadvantages of each.</li><li>• complete a weekly written/oral test.</li><li>• answer the essential questions.</li></ul>
---	--	--

<p><b><i>SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:</i></b></p> <ul style="list-style-type: none"><li>• Preview the essential questions and connect to learning throughout the unit.</li><li>• Introduce the basic nutrients necessary for a healthy body.</li><li>• Present the new USDA dietary guidelines and its significant (“MyPlate”).</li><li>• Compare the advantages and disadvantages of various alternative diets.</li><li>• Discuss the relationship between diet and disease.</li></ul>
--

<p><b><i>SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:</i></b></p> <p>Additional modifications may be made based on individual needs of students as stated in student IEP documentation and as observed by the teacher:</p> <ul style="list-style-type: none"><li>• one-to-one instruction and assistance</li><li>• cooperative learning groups</li><li>• study partners</li><li>• additional time on task</li><li>• alternative outcome options</li><li>• assessment based on individual development in the area of study</li><li>• images and visual aids</li></ul>
--

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Decision-Making

**BRIEF SUMMARY OF UNIT:** This unit will make students cognizant of their self-worth and how it relates to responsible decision-making.

**\*SUGGESTED TIMELINE:** 2-4 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• How do values and morals shape your decision-making?</li><li>• What are the possible consequences of negative decision-making?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• the responsibilities associated with positive/negative decision making.</li><li>• key terms: priorities, responsibilities, feelings, emotions, change, options, reinforcements, self-talk, future, consequences, positive and negative</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• through role-playing scenarios, students will demonstrate an understanding of the importance of positive self-esteem in regards to making a decision.</li><li>• utilize the “Responsible Decision-Making Model” to promote healthy</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b><i>GUIDING QUESTIONS:</i></b></p> <ul style="list-style-type: none"><li>• How does the interaction with others affect your self-esteem?</li></ul>	<p>choices, repercussions, decision-making model, proactive, reactive, procrastination, restitution, decision-making styles.</p> <p><b><i>B: STUDENTS WILL UNDERSTAND THAT:</i></b></p> <ul style="list-style-type: none"><li>• the development of good character leads to assertiveness and self-confidence.</li><li>• there are three distinct decision-making styles (inactive, reactive, proactive).</li><li>• their values and morals greatly affect the decisions they make in life.</li><li>• “The Responsible Decision-Making Model” is a guideline to ensure that the decisions people make result in demonstrating good character.</li></ul>	<p>decision-making.</p> <ul style="list-style-type: none"><li>• answer the essential questions.</li></ul>
---	--	---

***SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:***

- Preview the essential questions and connect to learning throughout the unit.
- Introduce the “Responsible Decision-Making Model” and how it functions.
- Discuss how values and morals play a role in making our decisions.
- Present the three types of decision-making styles (inactive, reactive, proactive).
- Discuss the steps one can take to correct a bad decision.

***SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:***

Additional modifications may be made based on individual needs of students as stated in student IEP. documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study

**COURSE:** Freshman Health

**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period

**GRADE:** 9

- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Communication

**BRIEF SUMMARY OF UNIT:** This unit encourages the development of good communication skills and how it impacts their relationships.

**\*SUGGESTED TIMELINE:** 2-3 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• Why is communication essential for healthy relationships?</li><li>• Why is it important to develop proper communication skills at an early age?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• the impact of their communication on their relationships</li><li>• key terms: verbal communication, non-verbal communication, positive talk, interpersonal relationships, healthy relationships, communication skills, active</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• develop scenarios for conflict resolution reinforcing proper communication.</li><li>• complete an assignment regarding the effect of volunteerism on building communication skills.</li><li>• complete a weekly written/oral test.</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b>GUIDING QUESTIONS:</b></p> <ul style="list-style-type: none"><li>• How can understanding both types of communication benefit relationship development throughout life?</li></ul>	<p>listening, mixed message, “you” and “I” messages, peer pressure, resistance skills, assertive skills, mediation, conflict resolution skills.</p> <p><b>B: STUDENTS WILL UNDERSTAND THAT:</b></p> <ul style="list-style-type: none"><li>• there are a variety of techniques to utilize when communicating to others.</li><li>• communication is shared through verbal and non-verbal cues and actions.</li><li>• win-win is a healthy goal for both individuals in a conflict.</li><li>• assertive behavior helps teens make responsible decisions.</li><li>• being able to communicate in an effective manner is a skill that’s crucial to healthy relationship development.</li></ul>	<ul style="list-style-type: none"><li>• answer the essential questions.</li></ul>
--	---	---

***SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:***

- Preview the essential questions and connect to learning throughout the unit.
- Introduce the different forms of communication (verbal, non-verbal).
- Discuss the ways in which we communicate in our lives today (spoken word, texting, technology, letters – pros and cons).
- Present the different strategies that can be utilized during conflict resolution.

***SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:***

Additional modifications may be made based on individual needs of students as stated in student IEP documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task
- alternative outcome options

**COURSE:** Freshman Health

**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period

**GRADE:** 9

- assessment based on individual development in the area of study
- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Anti-Bullying

**BRIEF SUMMARY OF UNIT:** This unit is meant to raise awareness about the New Jersey legislature on bullying and the consequences outlined by law.

**\*SUGGESTED TIMELINE:** 2-3 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b></p> <ul style="list-style-type: none"><li>• What are the risk factors that will increase the likelihood of being a perpetrator or a victim?</li><li>• What role do the media play in desensitizing our reactions to bullying and violence?</li></ul> <p><b><i>GUIDING QUESTIONS:</i></b></p> <ul style="list-style-type: none"><li>• How does passive aggressive and assertive behavior reduce or increase the risk of violence?</li></ul>	<p><b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b></p> <p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• the ramifications of their actions in regards to the law of bullying.</li><li>• key terms: bullying, violence, perpetrator, victim, bystander, harassment, intimidation, HIB (Harassment/Intimidation/Bullying), aggressive behaviors, passive behaviors, domestic violence, assault, gender, race, religion, media, portal to portal, anti-bullying, cyber bullying, verbal, physical, indirect aggression.</li></ul> <p><b><i>B: STUDENTS WILL UNDERSTAND THAT:</i></b></p> <ul style="list-style-type: none"><li>• bullying takes many forms and the different ways it affects the victims.</li><li>• a bully can be passive as well as aggressive in nature.</li><li>• being a victim of bullying may lead to homicide and/or suicide.</li><li>• girls are more likely to bully with words, while boys are more likely to resort to physical attacks.</li><li>• those who bully typically need to feel powerful and in control; they enjoy the power that aggression brings.</li><li>• bullies often have an inflated self-image, and believe they are superior to others.</li><li>• it is important to practice self-protection strategies in public places.</li></ul>	<p><b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b></p> <p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• showcase the evidence of bullying in the media through an assignment.</li><li>• create a profile/picture describing a person who is more likely than others to be bullied.</li><li>• answer the essential questions.</li></ul>
--	---	---

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

	<ul style="list-style-type: none"><li>• bullying situations usually involve more than the bully and the victim; they also involve bystanders.</li><li>• an important new strategy for bullying prevention focuses on the powerful role of the bystander.</li><li>• depending on how bystanders respond, they can either contribute to the problem or the solution.</li><li>• bystanders rarely play a completely neutral role, although they may think they do.</li></ul>	
--	---	--

***SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:***

- Preview the essential questions and connect to learning throughout the unit.
- Present the factors that reduce or increase the likelihood that a person will become a perpetrator or victim of violence.
- Discuss what actions you can take to help prevent and stop hazing and bullying in your social groups and at school.
- Identify the characteristics of a victim in a bullying scenario.
- Discuss the powerful role of the bystander.
- Discuss the six categories of mental and emotional abuse and how it relates to bullying.

***SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:***

Additional modifications may be made based on individual needs of students as stated in student IEP (Individualized Education Plan) documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study

**COURSE:** Freshman Health

**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period

**GRADE:** 9

- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Stress

**BRIEF SUMMARY OF UNIT:** This unit deals with the impact of stress on the dimensions of health and how to effectively cope with and manage daily stressors.

**\*SUGGESTED TIMELINE:** 1-3 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• How does stress affect the body, both physically and mentally?</li><li>• What does personal stress management include?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• stress, whether good or bad, is always present in our lives.</li><li>• key terms: stress, stressors, anger, anger management, feelings, emotions, mind-body connection, stress management skills,</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• keep a journal of stressors they encounter, analyze how the stress is handled, and evaluate the process.</li><li>• compare and contrast how they handled a stressful situation vs. how their</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b>GUIDING QUESTIONS:</b></p> <ul style="list-style-type: none"><li>• What happens to the body during times of stress?</li></ul>	<p>crisis, transitional period.</p> <p><b>B: STUDENTS WILL UNDERSTAND THAT:</b></p> <ul style="list-style-type: none"><li>• in order to survive in our society, you must develop a form of stress management.</li><li>• stress and substance abuse have a direct correlation.</li><li>• transitions between stages of life is bound to bring some sort of stress into your life.</li><li>• resilience is a crucial characteristic to maintaining positive self-esteem in times of stress.</li><li>• the more you practice personal stress management skills, the easier it will be to cope with any type of stress.</li><li>• stress management skills can include deep breathing, writing down positive thoughts/feelings, and meditating.</li></ul>	<p>classmate(s) handled one.</p> <ul style="list-style-type: none"><li>• complete the “Stressful Life Events” activity (students record from a list which stressful events apply to their lives).</li><li>• answer the essential questions.</li></ul>
---	---	---

**SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:**

- Preview the essential questions and connect to learning throughout the unit.
- Introduce stress, stressors, and the correlation to different times in their lives.
- Present stress management skills and how discuss they can be utilized effectively.
- Discuss how to protect your health during stressful periods of time.

**SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:**

Additional modifications may be made based on individual needs of students as stated in student I.E.P. documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups

**COURSE:** Freshman Health

**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period

**GRADE:** 9

- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Relationships

**BRIEF SUMMARY OF UNIT:** This unit will discuss the importance of developing positive relationships in different capacities.

**\*SUGGESTED TIMELINE:** 2-4 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• What signs do you look for to determine whether a relationship is healthy or harmful?</li><li>• What qualities do you look for when developing a friendship?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• how to handle issues associated with an unbalanced relationship.</li><li>• key terms: relationships, types of relationships, family, friends, dating, intimacy, communication, non-verbal, verbal, qualities of a relationship, trust,</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• develop scenarios and role-play to reinforce understanding of personal and interpersonal relationships.</li><li>• analyze the pros and cons of dating casually or exclusively.</li><li>• complete a weekly written/oral test.</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b><i>GUIDING QUESTIONS:</i></b></p> <ul style="list-style-type: none"><li>• How can positive relationships affect your overall health?</li></ul>	<p>loyalty, committed relationship, living arrangements, love, formation of relationships, affection, responsibility, mature love, romantic relationship, marriage, divorce, custody, visitation rights, step family.</p> <p><b><i>B: STUDENTS WILL UNDERSTAND THAT:</i></b></p> <ul style="list-style-type: none"><li>• the criterion used for forming relationships is a lifetime skill.</li><li>• building relationships requires some form of vulnerability by both parties at some point.</li><li>• handling rejection is a key skill to know throughout your life with regards to relationships.</li><li>• friendships, when formed in a healthy manner and balanced, affect our health status' positively.</li><li>• people-pleasers and enablers are two components of an unhealthy relationship.</li><li>• healthy relationships promote self-respect, encourage productivity, and are free of violence and/or drug misuse and abuse.</li><li>• when a traumatic family event has occurred, all involved will take positive and negative aspects from it into their lives.</li><li>• adjustment to family stress is based on your own personality and self-esteem.</li></ul>	<ul style="list-style-type: none"><li>• answer the essential questions.</li></ul>
--	---	---

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

***SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:***

- Preview the essential questions and connect to learning throughout the unit.
- Introduce relationships and how they develop properly.
- Discuss the characteristics of healthy and unhealthy relationships, and the effect they have on the dimensions of health.
- Present coping skills for various relationship scenarios.
- Identify the different types of family changes that may occur and how to adjust in a healthy manner.

***SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:***

Additional modifications may be made based on individual needs of students as stated in student I.E.P. documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Abstinence

**BRIEF SUMMARY OF UNIT:** This unit will reinforce the reasons that the practice of Abstinence is the most responsible decision.

**\*SUGGESTED TIMELINE:** 1-2 day

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• Why would someone choose to be abstinent?</li><li>• What are ways we can set “sexual limits” when expressing physical affection?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• how to say “NO” when pressured to be sexually active.</li><li>• key terms: abstinence, resistance skills, respect, sexual feelings, responsible decisions, legal age of consent, reputation, value, morals, sexual limits.</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• develop resistance skills to be used when they are pressured to be sexually active (via group activity).</li><li>• “Hook, Line, and Sinker” group activity (reinforcing the ways people would pressure for sex).</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b>GUIDING QUESTIONS:</b></p> <ul style="list-style-type: none"><li>• How does abstinence help foster a healthier relationship?</li></ul>	<p><b>B: STUDENTS WILL UNDERSTAND THAT:</b></p> <ul style="list-style-type: none"><li>• abstinence is the ONLY method that is 100% effective in preventing pregnancy and STDs.</li><li>• abstinence is a great method to give yourself sexual limits.</li><li>• they can say “NO!” with self-confidence (repeating and non-verbal).</li><li>• even if you have been sexually active, you can still change your behavior and start fresh.</li><li>• peer pressure can also take a sexual form.</li><li>• communication and respect amongst partners is crucial in a serious relationship.</li><li>• what constitutes losing one’s virginity.</li></ul>	<ul style="list-style-type: none"><li>• answer the essential questions.</li></ul>
--	---	---

**SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:**

- Preview the essential questions and connect to learning throughout the unit.
- Introduce abstinence, its principles, and benefits.
- Discuss possible resistance skills strategies to utilize.
- Identify the ramifications of participating in sexual activities at an early age.

**SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:**

Additional modifications may be made based on individual needs of students as stated in student I.E.P. documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

- alternative outcome options
- assessment based on individual development in the area of study
- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** HIV/AIDS

**BRIEF SUMMARY OF UNIT:** This unit will understand the progression of the HIV infection to AIDS and how to avoid the transmission of this disease.

**\*SUGGESTED TIMELINE:** 1-3 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• What are ways we can reduce the risk of HIV infection?</li><li>• What occurs inside the body when someone is infected?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• the difference between HIV (Human immunodeficiency virus) and AIDS (Acquired immune deficiency syndrome).</li><li>• key terms: HIV, AIDS, transmission, testing, screening, risk factors, thrush,</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• complete an activity to showcase ease of transmission for HIV/AIDS.</li><li>• complete a weekly written/oral test.</li><li>• answer the essential questions.</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b>GUIDING QUESTIONS:</b></p> <ul style="list-style-type: none"><li>• What is the progression from HIV to AIDS?</li></ul>	<p>opportunistic infections, helper T-cells, lymphocytes, immune system, red blood cells, white blood cells, antibodies.</p> <p><b>B: STUDENTS WILL UNDERSTAND THAT:</b></p> <ul style="list-style-type: none"><li>• how easily HIV/AIDS can be transmitted from one person to the next.</li><li>• how HIV/AIDS enters the body and attacks the immune system.</li><li>• HIV is transmitted via bodily fluids, transfusions, sharing needles, and sexual activity with multiple partners.</li><li>• condoms greatly reduce the spread of sexually transmitted diseases such as HIV.</li><li>• the risk of getting HIV/AIDS and other sexually transmitted diseases can be greatly reduced if a condom is properly used.</li><li>• a condom acts as a barrier or wall to keep blood, or semen, or vaginal fluids from passing from one person to another during intercourse; these fluids can harbor germs such as HIV.</li></ul>	
--	--	--

<p><b>SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:</b></p> <ul style="list-style-type: none"><li>• Preview the essential questions and connect to learning throughout the unit.</li><li>• Introduce HIV/AIDS, how it effects the body and how its transmitted.</li><li>• Discuss the myths for how HIV is NOT transmitted.</li><li>• Present possible methods for HIV/AIDS prevention.</li><li>• Identify treatment options for HIV/AIDS.</li></ul>
--

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

***SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:***

Additional modifications may be made based on individual needs of students as stated in student I.E.P. documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Alcohol

**BRIEF SUMMARY OF UNIT:** The purpose of this unit is meant to inform the students of the effects of alcohol on the body and how to lead an alcohol-free lifestyle.

**\*SUGGESTED TIMELINE:** 2-3 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• What factors affect your BAC (Blood alcohol content)?</li><li>• What constitutes a “drink?”</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• the potential dangers that alcohol can cause.</li><li>• key terms: alcoholics anonymous, alcoholism, AL-ANON, ALATEEN, binge drinking, blackout, BAC, cirrhosis, hangover, proof, toxicity.</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• partake in scenarios to emphasize decision-making situations.</li><li>• research alcohol in the media and discuss the misrepresentation of certain substances.</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b><i>GUIDING QUESTIONS:</i></b></p> <ul style="list-style-type: none"><li>• How does drinking affect thinking and decision-making?</li></ul>	<p><b><i>B: STUDENTS WILL UNDERSTAND THAT:</i></b></p> <ul style="list-style-type: none"><li>• there are methods to effectively resist peer pressure to drink alcohol.</li><li>• drinking increases the risk for violence and illegal behavior.</li><li>• alcoholism may cause lifelong health problems.</li><li>• resistance skills for alcohol are needed to ensure a healthy lifestyle.</li><li>• the media present alcohol consumption as a sophisticated and attractive characteristic.</li></ul>	<ul style="list-style-type: none"><li>• complete a written test.</li><li>• answer the essential questions.</li></ul>
--	--	--

<p><b><i>SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:</i></b></p> <ul style="list-style-type: none"><li>• Preview the essential questions and connect to learning throughout the unit.</li><li>• Introduce alcohol and the effects it takes on the body.</li><li>• Discuss the treatment options of an alcoholic, or family members of an alcoholic.</li><li>• Present ways to resist the pressure to drink alcohol.</li></ul>
---

<p><b><i>SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:</i></b></p> <p>Additional modifications may be made based on individual needs of students as stated in student I.E.P. documentation and as observed by the teacher:</p> <ul style="list-style-type: none"><li>• one-to-one instruction and assistance</li><li>• cooperative learning groups</li><li>• study partners</li><li>• additional time on task</li><li>• alternative outcome options</li><li>• assessment based on individual development in the area of study</li><li>• images and visual aids</li><li>• handouts of notes, procedures, processes, diagrams, etc.</li><li>• preferential seating</li></ul>
---

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Tobacco

**BRIEF SUMMARY OF UNIT:** This unit will explain how tobacco use and secondhand smoke affect overall health.

**\*SUGGESTED TIMELINE:** 1-3 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• What ingredients can be found within a cigarette?</li><li>• What is the effect of nicotine on the body?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• how to use resistance skills to avoid tobacco use.</li><li>• key terms: carcinogens, nicotine, second-hand smoke, tar, emphysema, tobacco, COPD, heart attack, smokeless tobacco, chew, dip, cancer, dependence, carbon</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• evaluate the advertisements of the tobacco industry and their influence on potential buyers.</li><li>• research the content of a cigarette and present their findings to the class</li><li>• design a warning label for a pack of</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b>GUIDING QUESTIONS:</b></p> <ul style="list-style-type: none"><li>• What strategies are used by the tobacco companies to market their product?</li></ul>	<p>monoxide, withdrawal.</p> <p><b>B: STUDENTS WILL UNDERSTAND THAT:</b></p> <ul style="list-style-type: none"><li>• a cessation program may be highly effective in reversing the effects of tobacco on the body.</li><li>• teenagers will start using tobacco for various reasons.</li><li>• how smoking effects every organ in the body (systemic).</li><li>• there are laws in place regarding sales policies and use for the Public Schools.</li><li>• there are a multitude of ways someone can effectively resist tobacco use.</li></ul>	<p>cigarettes and include information on the effect of smoking on health and appearance.</p> <ul style="list-style-type: none"><li>• complete a written test.</li><li>• answer the essential questions.</li></ul>
---	--	---

**SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:**

- Preview the essential questions and connect to learning throughout the unit.
- Present tobacco and its various forms.
- Discuss the harmful effects of tobacco on the body.
- Inform students of the various methods and strategies for cessation of tobacco use.
- Presentation of how tobacco companies try to influence people to use their product.

**SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:**

Additional modifications may be made based on individual needs of students as stated in student IEP documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- images and visual aids

**COURSE:** Freshman Health

**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period

**GRADE:** 9

- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

**UNIT TITLE:** Drugs

**BRIEF SUMMARY OF UNIT:** This unit will inform students of the ramifications of drug use and abuse.

**\*SUGGESTED TIMELINE:** 3-5 days

\*The suggested timeline is subject to change as teachers and program supervisors find necessary.

**LINK TO CONTENT STANDARDS:**

**2.1 (WELLNESS) ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. PERSONAL GROWTH AND DEVELOPMENT, B. NUTRITION, C. DISEASES AND HEALTH CONDITIONS, D. SAFETY, E. SOCIAL AND EMOTIONAL HEALTH**

**2.2 (INTERGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. INTERPERSONAL COMMUNICATION, B. DECISION-MAKING AND GOAL-SETTING, C. CHARACTER DEVELOPMENT, D. ADVOCACY AND SERVICE, E. HEALTH SERVICES AND INFORMATION**

**2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE A KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. MEDICINES, B. ALCOHOL, TOBACCO, AND OTHER DRUGS, C. DEPENDENCY/ADDICTION TREATMENT**

**2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**A. RELATIONSHIPS, B. SEXUALITY, C. PREGNANCY AND PARENTING**

<b><i>ESSENTIAL OVERARCHING QUESTIONS THAT WILL FOCUS TEACHING AND LEARNING:</i></b>	<b><i>ESSENTIAL KNOWLEDGE, SKILLS, AND UNDERSTANDINGS:</i></b>	<b><i>ASSESSMENT (EVIDENCE OF KNOWLEDGE AND UNDERSTANDING):</i></b>
<ul style="list-style-type: none"><li>• How are prescription and over-the-counter drugs misused?</li><li>• How can drugs have an OPPOSITE effect on the body?</li></ul>	<p><b><i>A: STUDENTS WILL KNOW:</i></b></p> <ul style="list-style-type: none"><li>• the various types of drugs and their effects on the body and its functions.</li><li>• key terms: drugs, inhalants, marijuana, ecstasy, cocaine, stimulants, codeine, amphetamines, depressants, hallucinogens, crack, rock, ice, LSD (lysergic acid</li></ul>	<p><b><i>STUDENTS WILL:</i></b></p> <ul style="list-style-type: none"><li>• complete a project for presentation to the class on assigned drug</li><li>• analyze and evaluate how drug use is portrayed in mainstream media today (song, movie, TV show).</li><li>• complete a weekly written/oral test.</li></ul>

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

<p><b>GUIDING QUESTIONS:</b></p> <ul style="list-style-type: none"><li>• How do the media portray drug use by influential people?</li></ul>	<p>diethylamide), barbiturates, over-the-counter, prescription drugs.</p> <p><b><i>B: STUDENTS WILL UNDERSTAND THAT:</i></b></p> <ul style="list-style-type: none"><li>• resistance skills are vital to leading a healthy, active lifestyle.</li><li>• illegal drug use may effect them and all of their relationships.</li><li>• inhalants are chemicals that affect mood and behavior when inhaled (uncontrolled drugs) and produce quick highs by huffing and sniffing.</li><li>• narcotics slow down the central nervous system and relief pain, but also slow down body functions such as breathing and heart rat.</li><li>• stimulants are drugs that speed up activities of the central nervous system, also known as “uppers.” They increase heart rate, blood pressure, and respiratory rate.</li><li>• hallucinogens are drugs that interfere with the senses and cause hallucinations. They make imagined experiences seem real and they can last for several hours to days.</li><li>• marijuana is the most commonly used illegal drug in the U.S.</li><li>• marijuana, the biggest gateway drug, harms the different systems of the body and does not allow the body to battle-off communicable diseases (the common cold) and non-communicable diseases (cancer).</li><li>• steroids are made from hormones and</li></ul>	<ul style="list-style-type: none"><li>• answer the essential questions.</li></ul>
---	---	---

**COURSE:** Freshman Health  
**CREDITS:** 1 ¼

**PREREQUISITES:** None

**LENGTH OF COURSE:** 1 marking period  
**GRADE:** 9

	<p>are used to improve strength and athletic performance, but are banned in all sports.</p> <ul style="list-style-type: none"><li>• the side-effects of steroids include change in voice, increases facial/body hair, and more aggressive behavior.</li></ul>	
--	---	--

***SUGGESTED SEQUENCE OF LEARNING ACTIVITIES, INCLUDING THE USE OF TECHNOLOGY AND OTHER RESOURCES:***

- Preview the essential questions and connect to learning throughout the unit.
- Introduce the types of drugs and their effects on the body.
- Discuss how to resist pressure to use illegal drugs.
- Identify and discuss dependency and codependency, and its logical progression.
- Explain possible treatment options for all types of drug addiction.

***SUGGESTED STRATEGIES FOR MODIFICATION AND DIFFERENTIATION:***

Additional modifications may be made based on individual needs of students as stated in student I.E.P. documentation and as observed by the teacher:

- one-to-one instruction and assistance
- cooperative learning groups
- study partners
- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- images and visual aids
- handouts of notes, procedures, processes, diagrams, etc.
- preferential seating
- audio tape of instruction
- reading material modified to student level
- testing materials appropriate to student level
- role-playing scenarios
- video clips and/or United Streaming clips to reinforce information