

Grade 9 Health Course Overview

Content Area: **Health**
Course(s): **HEALTH 9**
Time Period:
Length: **Half Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade-9

Course Number: 2722

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Course Adoption: 4/21/86

Curriculum Adoption: 9/2/2004

Course Overview

Ninth grade health is a comprehensive program of interrelated components that stress the choices and skills necessary for wellness. The curriculum is designed to begin the lifelong process of choosing and enjoying a healthy lifestyle and assisting students in becoming responsible, sexually healthy adults. Topics to be covered include the functioning and structures of the endocrine system and reproductive system along with changes during adolescence as they relate to childbirth and pregnancy including, teen pregnancy and teen pregnancy options. Various methods of contraception (stressing abstinence), information about sexually transmitted infections; along with dating violence, sexual assault, gender issues and sexual orientation will be discussed and examined as well. Students will acquire accurate and current health information that will assist in the development of healthful attitudes and behaviors using materials geared toward adolescent students not only reaching physical maturity but also assuming responsibility for behavior patterns that affect them throughout a lifetime. This course teaches and reinforces the skills necessary to weigh options and to make responsible and healthy choices. Students are encouraged to assess their attitude and behavior patterns and to understand the impact their lifestyle choices have on their well being and the well being of others.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirements of the course. More information about this can be found on the district website under Health curriculum.

Textbooks and Other Resources

COURSE RESOURCES

Holt Health, Holt, Jerald Greenburg and Robert Gold, 1999 U.S.A

www.sexetc.org

www.who.org

www.kidshealth.org

www.sexedlibrary.org

www.cdc.gov

www.breakthecycle.org

“Reviving Ophelia” DVD

“Juno” DVD

“Girl Positive” DVD

www.siecus.org

www.teenpregnancy.org

[Answer-Sex Ed, Honestly \(youtube.com\)](http://www.youtube.com)

Unequal Partners 4th Edition-Teaching about Power, Consent and Healthy Relationships

The Ryan White Story

Standards

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.1.12.C	Diseases and Health Conditions
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.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.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.2.12.E	Health Services and Information
HPE.2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
HPE.2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
HPE.2.2.12.E.CS1	Potential solutions to health issues are dependent on health literacy and available resources.
HPE.2.2.12.E.CS2	Affordability and accessibility of healthcare impacts the prevention, early detection, and

	treatment of health problems.
HPE.2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
HPE.2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
HPE.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.
HPE.2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
HPE.2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
HPE.2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
HPE.2.4.12.A	Relationships
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.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.
HPE.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.
HPE.2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
HPE.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.
HPE.2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).
HPE.2.4.12.C	Pregnancy and Parenting
HPE.2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
HPE.2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
HPE.2.4.12.C.7	Analyze factors that affect the decision to become a parent.

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Other Pacing Guide References	Proficiency (Summative/Formative Assessments)

<p>UNIT I: <u>Endocrine and Puberty</u></p> <p><u>Essential THEME:</u> Puberty is a challenging process that enables humans to reproduce and reach full maturity, occurring during adolescence.</p> <p><u>Essential Question:</u> What is the endocrine system? What are its functions? What are the differences between males and females? What are the social, emotional, and physical changes that occur? What are the primary sex character</p>	<p>2.1.12.C.1 (I) 2.4.12.B.5 (I)</p>	<p>5-6 Days</p>	<p>UNIT I – Endocrine and Puberty Test</p>
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<p>istics? What are the secondary sex characteristics? What are the purposes of these changes?</p>			
<p><u>UNIT II: Male & Female Reproductive Systems</u></p> <p><u>Essential THEME:</u> The structure of the male and female reproductive systems work together to create a new human being.</p> <p><u>Essential Question:</u> What are the structures of the male/female reproductive systems? What are the functions of the male/female reproductive systems? How does the</p>	<p>2.1.12.C.1 (I) 2.2.12.E.2 (I) 2.4.12.B.5 (I) 8.1.12.E.1</p> <p style="text-align: center;">G G G G</p>	<p>10-12 days</p>	<p>UNIT II – Male and Female Reproductive System Test</p> <p style="color: red;">Google Slides Path Project</p>

<p>male and female reproductive systems work together to reproduce? What is the purpose of the menstrual cycle? What may happen during a typical menstrual cycle? What are the components of semen? What affects sperm production? What are some possible complications associated with each reproduction system?</p>			
<p>UNIT III: <u>Pregnancy & Childbirth</u> <u>Essential THEME:</u> Pregnancy is a</p>	<p>2.1.12.B.1 (I) 2.2.12.B.1 (I) 2.4.12.C.1 (I) 2.4.12.C.2 (I) 2.4.12.C.3 (I) 2.4.12.C.4 (I)</p>	<p>12-14 days</p>	<p>UNIT III – Pregnancy and Childbirth Test Pregnancy</p>

<p>physical, emotional, and social process that may occur at some point in a human's life cycle. It is important and beneficial to take proper care of oneself during this time. Awareness of the changes during this life process is important to one's well being.</p> <p><u>Essential Question:</u> What are the signs and symptoms of pregnancy? What are some ways to determine whether or not one is pregnant</p>	<p>5.3.12.D.1 (I) 8.1.12.E.1</p>		<p>Interview</p>
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? How does pregnancy occur?
What are the stages of development for the embryo/fetus during gestation?
? What are the emotional and physical changes that women experience during the prenatal and postpartum periods?
What are the risks to the mother and embryo/fetus during gestation?
? What are the stages of labor?
What are the different delivery methods

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<p>for childbirth? What is involved in maintaining a safe pregnancy? What are the different types of multiple births?</p>			
<p>UNIT IV: <u>Gender Roles, Sexual Harassment, Rape and Dating Violence</u></p> <p><u>Essential theme:</u> Although the genders have many similarities, culture, religion, family and society socializes us to view males and females differently. Such perceptions may attribute to stereotyping, harassment and violence between genders.</p>	<p>2.1.12.A.1 (I) 2.1.12.D.1 (I) 2.1.12.D.2 (I) 2.1.12.E.2 (I)</p> <p>2.2.12.A.1 (I) 2.2.12.A.2 (I) 2.2.12.A.3 (I) 2.2.12.B.2 (I) 2.2.12.C.2 (I)</p> <p>2.3.12.B.3(I) 2.3.12.B.4 (I) 2.4.12.A.3 (I) 2.4.12.A.4 (I) 2.4.12.A.5 (I) 2.4.12.A.6 (I) 2.4.12.B.4 (I)</p> <p>8.1.12.E.1</p>	<p>15-20 Days</p>	<p>UNIT V – Gender Roles, Sexual Harassment, Rape and Dating Violence Test</p> <p>Gender Vocab Quiz</p>

Awareness and education is the best vehicle for overcoming gender bias. This unit addresses preventative and remedial measures in regards to these issues.

Essential Question:

What is gender?
What are gender roles and stereotypes?
What are their influences? How are males and females socialized to be different? What is sexual orientation and how does it affect one's

<p>role in society? What are some issues that non-heterosexuals face in our society? What is sexual harassment? What are the steps to take when dealing with sexual harassment? What are the ramifications of sexual harassment? How do gender roles and stereotypes influence harassment? What is rape? How can date-rape be prevented? What should one do if he/she</p>			
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<p>has been a victim of rape? What are characteristics of a potential victim and a potential abuser? What are some red flags in an abusive relationship? What is the cycle of abuse? What are some prevention strategies for dating violence? What are some resources for people in these relationships?</p>			
<p>UNIT V: <u>Contraception</u> <u>Essential THEME:</u> Methods of contraception are designed to prevent pregnancy. There</p>	<p>2.1.12.A.2 (I) 2.1.12.C.1 (I) 2.2.12.A.1 (I) 2.2.12.B.1 (I) 2.2.12.B.2 (I) 2.2.12.E.1 (I) 2.3.12.B.4 (I) 2.4.12.B.1 (I) 2.4.12.B.2 (I) 2.4.12.B.3 (I)</p>	<p>9-12 days</p>	<p>UNIT IV – Contraception Test Contraception Project: could be a brochure, a poster, a commercial or an Acrostic</p>

are many different types of contraception available to people today and some are more effective than others.

There are many contributing variables that go into the decision to use contraception and which methods are best.

Essential Question:

What is Abstinence? Why is abstinence the recommended method of contraception for teens?

What are the methods of contraception available over the counter?

Which methods are available by prescription?

What methods are considered

chemical methods

? Which methods are

barrier or natural?

How do the various methods of

contraception work?

Why don't teens use birth control?

What factors should be considered when deciding on a method of contraception?

How do values play a role in sexual

activity?			
<p>UNIT VI: <u>STI's and HIV</u></p> <p><u>Essential THEME:</u> Sexually transmitted infections and HIV/AIDS is a possible consequence of unprotected sexual contact. Teens are more likely to contract an STI due to their poor decision making and poor choices. Symptoms, transmission, and treatment options will be covered. The prevention of STI's and HIV will include, abstinence, use of latex condoms, proper</p>	<p>2.1.12.A.1 (I) 2.1.12.A.2 (I) 2.1.12.C.1 (I) 2.1.12.C.2 (I) 2.2.12.B.1 (I) 2.2.12.B.2 (I) 2.3.12.B.5 (I)</p>	<p>7-10 days</p>	<p>UNIT VI - STI's and HIV Test</p> <p>STI Project: Song Parody</p>

hygiene,
limiting
sexual
contact,
and
avoiding
high risk
situation
s that can
place
students
at greater
risk of
infection

Essential Question:

What is
the
differenc
e
between
communi
cable and
non-
communi
cable?
What is
an STI?
What are
the most
common
STI's?
What the
symptom
s of
STI's?
How can
they be
treated?
How are
STI's
diagnose
d? What
are some
long
term
effects of
STI's?
How can
people

<p>avoid spreading or contracting STI's? How does HIV differ from AIDS? What behaviors might put a person at greater risk for contracting HIV/AIDS? What are the lifestyle consequences of being diagnosed with HIV?</p>			
<p>UNIT VII: <u>Teen Pregnancy and Options</u></p> <p><u>Essential THEME:</u> Teen pregnancy is a big concern in our country.</p> <p>Teen parents have unique struggles that need to</p>	<p>2.1.12.A.1 (I) 2.1.12.E.3 (I) 2.2.12.A.1 (I) 2.2.12.A.2 (I) 2.2.12.B.2 (I) 2.3.12.B.4 (I) 2.4.12.B.1 (I) 2.4.12.C.4 (I) 2.4.12.C.6 (I) 2.4.12.C.7 (I) 2.2.12.C.2 (I)</p>	<p>5-6 days</p>	<p>UNIT VII – Teen Pregnancy and Options</p>

be addressed and babies born to teen parents are more likely to experience certain hardships. As a society, we need to develop prevention strategies to help lessen these hardships as well as show our support to those facing this concern. The multiple legal pregnancy options are also reviewed and considered.

Essential Question:

Why do teens get pregnant

? What are the health risks to a baby of a teen mother? What are the social consequences teen parents may experience? How can teen pregnancy be prevented? What support systems are in place for teenage parents? What legal options do women have when faced with an unplanned pregnancy? What are the pros and cons of each option? What is the significance of Roe

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verses Wade?			
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Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to

- A Excellent Advanced Proficient
- B Good Above Average Proficient
- C Fair Proficient
- D Poor Minimally proficient
- F Failing Partially Proficient

Grading Procedures – Health Education

- The final quarter course proficiency grade will be calculated as follows:
 - Homework-10%
 - Classwork/Participation-30%
 - Quizzes/Notebook Checks-30%
 - Unit Tests/Projects-30%



Other Details

Topics covered within Health Education courses may vary widely, but typically include sexual health (reproductive systems, contraception/abstinence, STIs, HIV and additional family life content that include relationships, gender roles, pregnancy, childbirth) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

CONTENT FOCUS AREA AND COURSE NAME

Health 9

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
2722	050	A	9	1.25	210	R	04/21/86

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLS Standard		NJSLS Standard		NJSLS Standard	
1. Visual and Performing Arts		5. Science	S	9. 21 st Century Life and Careers	S
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy	S		