Overview: 9th Grade Health and Wellness

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 3**
Length: **1 semester**
Status: **Published**

Brief Summary of Unit

This unit will provide students with the knowledge and practical tools needed to make informed choices that will positively impact their overall health and wellness for the remainder of their lifetime. Emphasis will be placed on applying health promotion concepts and skills to analyze how family, peers, and community influence the health of individuals, as well as developing a balance between physical, mental, emotional, and social health.

Revised June 2022

Standards

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein,

	water, vitamins, minerals) to one's health and fitness.
2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.2.12.N.5	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.
2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
2.3.12.PS.2	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
2.3.12.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
2.3.12.DSDT.4	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

Essential Questions

What components of health must be developed in order to obtain a state of wellness?

What practical tools are needed to make informed and reasonable choices for a healthy lifestyle and how does interacting with family and peers influence our decisions for

healthy behaviors?

Students Will Know/Students Will be Skilled At

how to apply health promotion concepts and skills to their lives effectively

the essential steps for making positive decisions

a balance of physical, mental, emotional, and social health is needed to have achieved wellness

health and wellness is a lifelong process that begins during adolescence and must be maintained throughout life

Learning Plan

I. Health and Wellness

II Decision Making

III. Relationships/ Anti-Bullying

IV. Communication

V. Abstinence/ HIV- AIDS

VI. Nutrition

VII. Stress Management

VIII. Tobacco

IX. Drugs/ Alcohol

Evidence/Performance Tasks

Completed guided notes packets

Practice quizzes

Individual/ Partner/ Groups activities and projects

Unit tests

Presentations

Materials

Laptops

Projector

Construction paper

Markers

Course videos

Suggested Strategies for Modifications

one-to-one instruction and assistance
cooperative learning groups
study partners
additional time on task
assessment based on individual development in the area of study
images and visual aids
handouts of notes, procedures, processes, diagrams, etc.
preferential seating
reading material modified to student level
testing materials appropriate to student level
Google Slides Presentations
Lectures
Group work
Presentation/ Skits
Class Discussions
Videos
Research through technology

Extended time on quizzes