9th Grade HEALTH unit 1 dating-relationships

Content Area: **Health & PE**
Course(s):
Time Period: **September**
Length: **3 Weeks**
Status: **Published**

Targeted Standards

2.1.12	Personal and Mental Health
2.1.12.PGD	Personal Growth and Development
	The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
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.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
	There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.
2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8	Assess the skills needed to be an effective parent.
2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
2.1.12.EH	Emotional Health
	Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
	Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
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	Social and Sexual Health
	How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.
	Healthy individuals establish and maintain healthy relationships by utilizing positive

	communication and social skills to interact effectively with others.
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.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
	There are many factors that influence how we feel about ourselves and the decisions that we make.
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
	There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

Rationale & Transfer Goals

This unit is to help establish the foundation of a healthy relationship respecting yourself and others, and how to communicate effectively.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Basic domains of healthy relationships as listed in the text.

Building strong relationships is important to your overall health

Types of peer relationships.

Communicating effectively.

Display skills developed to reinforce their relationship skills that enable them to get along better with others

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

What relationships in your life are most important?

What makes these relationships special?

What do you do to keep these relationships strong?

How effective is "I" messaging?

Where would you go to get help from being abused?

How can you help someone who is being abused?

Content/Objectives

Content - What students will know

Skills for healthy relationships

Respecting yourself and others

Family relationships

Peer Relationships

Resolving conflicts

Skills - What students will be able to do

Discuss types of peer relationships

Demonstrate how to assertively avoid peer pressure

Discuss and identify responsibilities of responsible parents

Communicate effectively

Work cooperatively in groups

Instructional Activites

Activities/Strategies - How we teach content and skills

How we teach content and skills

Role Playing, Face-to-Face Negotiation.

Health Skills Activities pages

Students will act a scenario dealing with effective communication. One will be provided or they may create their own.

Research topics to get statistics on essential topics that will be discussed in class

Evidence (Assessments) - How we know students have learned

Assessments

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

This unit is the foundation for healthy relationships of yourself and others.

Communication factors

Spiral Focus from Previous Unit

Team building

Effective communication

Literacy activities

Note taking

Instructional Activity

Health literacy activities

Group scenarios

Projects

Creating T-charts

Lesson Assessments

Word Webs – note taking

Communication checklist

Role play

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

Interdisciplinary Connections - How does this content impact the following groups

ELA

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- standards supporting written and print communication across all areas of the course

MATH

Math
Creating Equations A -CED
A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Modeling with Geometry G-MG
A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Interpreting Categorical and Quantitative Data S-ID N-ILN
A. Summarize, represent, and interpret data on a single count or measurement variable
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Making Inferences and Justifying Conclusions S-IC
B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies math processes related to fitness and health data, geometry in gameplay, and quantitative representations

Science

Science

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Connections to study of exercise physiology and associated anatomy
- Basic understanding of communicability of diseases in discussion of wellness

Key Resources

Glencoe Health

www.Glencoe.com

www.pecentral.com