

**Southern Regional High School
Manahawkin, New Jersey**

Course of Study

For

**HEALTH
GRADE 9**

Submitted By:
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Southern Regional High School District Course of Study

Department: Health and Physical Education

Course Title: Health 9

Essential Questions of the Course:

- 1. How do I make responsible decisions?**
- 2. How do my decisions impact my health and relationships?**

Assessments:

- 1. Test and quizzes**
- 2. Homework/class work**
- 3. Participation**
- 4. Notebook**
- 5. Projects**

Unit of Study

Unit Title: #1 Sexuality

Essential Questions of the Unit:

- 1. What is sexuality?**
- 2. What influences my view of sexuality?**
- 3. What are my values regarding my sexuality?**
- 4. How do my values affect my sexuality?**

Assessments:

Students will write a reflective journal entry regarding their families' values and their personal values regarding specific sexuality issues. They will interview their parents/guardians and compare and contrast their views to their own.

Test and quizzes.

Content:

- 1. Vocabulary**
 - a. Sexuality**
 - b. Sex roles**
 - c. Stereotype**
 - d. Values, Morals and Goals**

- 2. Development of Sex Roles**
 - a. Family**
 - b. Society**

- 3. Development of Values, Morals and Goals**
 - a. Family**
 - b. Society**

Skills:

1. **Examining multiple points of view.**
2. **Write a reflective journal entry.**
3. **Examine relationships between family and personal views on sexuality.**
4. **Define and clarify values, morals and goals.**

Purpose / Rational of the unit:

This unit is designed to challenge students to make connections between family and personal values in relationship to sexuality. Students will examine sex roles and how they differ from culture to culture and change over time.

New Jersey Core Curriculum Content Standards:

- 2.2 B.4** Analyze the use of ethics and personal values when making decisions.
- 2.2 D.1** Demonstrate character based on core ethical values.
- 2.2 D.2** Analyze how role models and the core ethical values they represent influence society.
- 2.4 A.1** Investigate how different family structures, values, rituals and traditions meet basic human needs.
- 2.4 A.2** discuss how personal independence, past experiences and social responsibility influence the choice of friends in young adulthood.
- 2.4 B.4** Predict how cultural and religious beliefs, popular trends and facts and current and emerging technological advances influence sexuality and reproductive health.
- 2.4 B.5** Investigate current and emerging topics related to sexual orientation.

Time Frame of Unit: 4 weeks

Instructional Activities:

- 1. View video**
- 2. Read article and complete questions.**
- 3. Values auction**
- 4. Rank ordering of values**
- 5. Journals**

Materials and Resources:

Textbook – Health and Wellness- A Teens Guide to Sexuality

Video – “Men, Women, and Sex Differences”

Gender Debate Article

Unit of Study

Unit Title: #2 Family Planning and Abstinence

Essential Questions of the Unit:

- 1. How does the human reproductive system function?**
- 2. How does abstinence insure a healthy lifestyle?**
- 3. How do contraceptive methods work in reducing pregnancy and disease?**
- 4. How do sexually transmitted diseases spread and what is their impact on reproductive health?**

Assessments:

Students will create a fictional story about a teenager with a specific STD. Using information presented in class the story will include symptoms, diagnosis, treatment, and complications. Emphasis will be on how contracting this disease will affect their lives. Stories will be graded on a rubric in the areas of correctness, thoroughness, and accuracy.

Create an advertisement which promotes abstinence as a lifestyle choice, using information presented in class.

Test and quizzes.

Content:

- 1. Reproductive Systems**
 - a. Parts and functions**
 - b. Path of sperm**
 - c. Path of egg**
 - d. Menstrual cycle**
 - e. Conception**

- 2. S.T.D.**
 - a. Viral vs. bacterial**
 - b. Cause and transmission**
 - c. Prevention and treatment**

- 3. Abstinence**
 - a. Define**
 - b. Reasons for practicing abstinence**

- 4. Contraception**
 - a. Methods**
 - b. How they work**
 - c. Advantages/disadvantages**

Skills:

- 1. Identify the parts of the male and female reproductive system.**
- 2. Explain, compare and contrast the parts of the reproductive system in terms of function.**
- 3. Differentiate between viral and bacterial S.T. D.**
- 4. Draw conclusions as to prevention of S.T.D.**
- 5. Compare and contrast birth control methods.**
- 6. Defend the decision of abstinence.**

Purpose / Rational of the unit:

In this unit students will further their understanding of the reproductive system, contraception and sexually transmitted diseases.

Through study and discussion, students will be drawn to the conclusion that abstinence is the best decision to make at this point in their lives.

New Jersey Core Curriculum Content Standards:

- 2.2 A.1** Use appropriate research methodology to investigate a health problem or issue.
- 2.2 B.2** Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
- 2.2 B.3** Use reliable and valid health information to assess social situations and conditions that impact health and safety.
- 2.2 B.6** Critique significant health decisions and debate the choices made.
- 2.2 E.7** Assess community awareness and understanding about a local, state, national or international health issue.
- 2.3 A.1** Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
- 2.3 A.2** Evaluate the effectiveness of a medicine, considering the dosage, side-effects, route of administration, cost and benefits vs. risks.
- 2.4 B.1** Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist these pressures.
- 2.4 C.11** Analyze trends in teen pregnancy rates, teen births and out of wedlock birth, considering shifts in marriage partners, sexual norms, contraceptive practices, the availability of abortion and the size and composition of the teen population.

Time Frame of Unit: 2 Weeks

Instructional Activities:

- 1. Guest Speakers**
- 2. Jigsaw for Reproductive Systems**
- 3. Abstinence Project**
- 4. Station work for contraception**
- 5. S.T.D. Story**
- 6. Video**
- 7. Note taking**

Materials and Resources:

Textbook – Health and Wellness-A Teens Guide to Sexuality
Video – “Sex, Lies and the Truth”
DVD- “She’s To Young”
Birth Control Kit (Hands on Models)
Overhead/transparencies
Handouts/worksheets

Unit of Study

Unit Title: #3 Decision Making

Essential Questions of the Unit:

- 1. What are the essential steps in making a good decision?**
- 2. What are the essential components of an effective refusal?**
- 3. How does good decision making impact behavior?**

Assessments:

Students will create a role playing script using all the components of an effective refusal. They will be given a specific situation in which to respond. Responses will be assessed through a rubric for accuracy, thoroughness, and solving the problem

Test and quizzes.

Content:

1. Decision Making

- **Five steps to decision making process**
- **Cluster formation – decision making**
- **Decision evaluation**

2. Refusal Skills

- **Parts of a strong refusal**
- **Effective and ineffective refusals**
- **Role playing**

Skills:

- 1. Identify and name the five steps of the decision making process.**
- 2. Create a decision making web.**
- 3. Evaluate decisions based upon criteria provided.**
- 4. Work in groups in planning and preparing a role play.**
- 5. Compare and contrast refusals in terms of effectiveness.**
- 6. Identifying the parts of a strong refusal.**

Purpose / Rational of the unit:

This unit will instruct students on how to make healthy decisions using the five step approach, along with learning how to use effective refusals.

New Jersey Core Curriculum Content Standards:

- 2.2 A. 3 Teach others how to use communication skills including refusal, negotiation and assertiveness.**
- 2.2 A.4 Employ strategies to improve communication and listening skills to assess their effectiveness.**
- 2.2 B.1 Demonstrate and evaluate the use of decision making skills.**
- 2.2 B.2 Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.**
- 2.2 B.3 Use reliable and valid health information to assess social situations and conditions that impact health and safety.**
- 2.2 B.4 Analyze the use of ethics and personal values when making decisions.**
- 2.2 B.5 Critique significant health decisions and debate the choices made.**
- 2.2 D.3 Analyze the impact of community or public service on individual and community core ethical values.**

Time Frame of Unit: 2 weeks

Instructional Activities:

- 1. Role playing**
- 2. Group work**
- 3. Five Step approach – web or cluster formation**
- 4. Note taking**

Materials and Resources:

Overhead/transparencies
Handouts/worksheets

Unit of Study

Unit Title: #4 Dating

Essential Questions of the Unit:

- 1. What is a health relationship?**
- 2. What are the pressures and influences on dating behaviors in our society?**

Assessments:

Students and a partner will create a script for a role playing including all steps of an effective refusal. Students will identify signs of an abusive relationship after watching some role playing situations. They will create a letter in response to a friend in an abusive relationship which will include resources for help.

Content:

1. Healthy Relationships

- **Characteristics**
- **Purpose of dating**
- **Communication skills**
- **Compatibility**

2. Dating Pressures and Influences

- **Media**
- **Society**

3. Abusive Relationships/Bullying

- **Signs of an abuser**
- **Cycle of violence**
- **Resources for help**

4. Sex and the Law

- **Sexual harassment**
- **Date rape**
- **Statutory rape**
- **Internet Safety**

Skills:

- 1. Define terms**
- 2. Compare and contrast healthy and unhealthy relationships**
- 3. Evaluating relationships based upon the characteristics of one that is healthy.**
- 4. Recognize abusive situations**
- 5. Examining influences on dating practices**
- 6. Understanding legal issues with regards to sex**

Purpose / Rational of the unit:

Students will be familiarized with purposes, traditions, and influences on dating practices. They will understand the differences between healthy and unhealthy relationships.

Students will understand the legal ramifications of abusive relationships, date rape, and sexual harassment.

New Jersey Core Curriculum Content Standards:

- 2.1 E.5 Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.**
- 2.1 F.3 analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.**
- 2.1 F.4 Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.**
- 2.2 A.1 Use appropriate research methodology to investigate a health problem issue.**
- 2.2 A.2 Develop, present and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.**
- 2.2 A.5 Evaluate the economic, political, social and aesthetic impacts of health messages found in literature, art, music, theater and television.**
- 2.2 C.1 Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.**
- 2.2 D.1 Demonstrate character based on core ethical values.**
- 2.2 D.2 Analyze how role models and the core ethical values they represent influence society.**
- 2.4 A.3 Recommend strategies to enhance and maintain mature, loving respectful and healthy relationships.**
- 2.4 A.4 Compare and contrast adolescent and adult dating practices.**
- 2.4 A.6 Discuss the importance of physical and emotional intimacy in a healthy relationship.**
- 2.4 A.7 Develop strategies to address domestic or dating violence and end unhealthy relationships.**

Time Frame of Unit 2 weeks

Instructional Activities:

- 1. Role playing**
- 2. Guest speaker**
- 3. View video**
- 4. Small group discussion**
- 5. Note taking**

Materials and Resources:

DVD – “Speak”
Overhead/Transparencies
Handouts/worksheets

Unit of Study

Unit Title S.O.S.: Signs of Suicide and Depression

Essential Questions of the Unit:

- 1. What are the warning signs of teen depression and suicide?**
- 2. How can we assist teens who exhibit the warning signs of depression and suicide?**
- 3. What are the resources available to assist teens who are depressed or suicidal?**

Assessments:

Students will assess role-play situations, simulating potential teen depression or suicide, in terms of effectiveness and appropriateness of response.

Large group discussion and participation in brainstorming

Content:

- I. Elements of Teen Mental Health**
 - a. Stressors and issues in teen lives**
 - b. Skills necessary to be a successful, healthy adult**
 - c. Support people in your life**

- II. Depression and Suicide**
 - a. Myths**
 - b. Warning signs**

- III. The A.C.T. Technique**
 - a. Acknowledge**
 - b. Care**
 - c. Tell**

- IV. Resources for Assistance**
 - a. Student Assistance/Guidance Counselors**
 - b. Hotline numbers**
 - c. Adults in the “circle of support”**

Skills:

- 1. Identifying and classifying stressors and necessary coping strategies in a teen's life.**
- 2. Identifying support people in a teen's life.**
- 3. Analyzing and assessing role-plays in terms of effective use of A.C.T. technique.**
- 4. Recognizing and indentifying signs of depression and suicide.**

Purpose / Rational of the unit:

Students will be familiarized with the signs of depression and suicide. Techniques for assisting at-risk teens will be modeled and evaluated. Students will be able to identify resources for help for depression.

New Jersey Core Curriculum Content Standards:

- 2.1 D. 5 Investigate the impact of mental illness on personal, family and community wellness.**
- 2.1 F. 4 Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.**
- 2.1 F. 5 Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.**
- 2.2 A. 4 Employ strategies to improve communication and listening skills and assess their effectiveness.**

Time Frame of Unit:

2 days

Instructional Activities:

- 1. Brainstorm lists**
- 2. View DVD: SOS: Suicide Prevention Program**
- 3. Evaluate role plays**

Materials and Resources:

(DVD) SOS: Signs of Suicide
(Handout) SOS: Suicide Prevention Program
(Article): “What to Do When a Friend is Depressed”
SOS: Information card and Hotline numbers