

Week	Marking Period 1	Week	Marking Period 3
1	Addiction	21	<b>N/A (1 Quarter per Year)</b>
2	Addiction	22	
3	Sexually Transmitted Infections	23	
4	Sexually Transmitted Infections	24	
5	Pregnancy & Childbirth	25	
6	Pregnancy & Childbirth	26	
7	Drugs and Alcohol	27	
8	Decision Making and Goal Setting	28	
9	Decision Making and Goal Setting	29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	<b>N/A (1 Quarter per Year)</b>	31	<b>N/A (1 Quarter per Year)</b>
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

TOWNSHIP OF OCEAN SCHOOL DISTRICT  
HEALTH CURRICULUM – GRADE 9

<b>Time Frame</b>	<b>2 weeks</b>						
<b>Topic</b>							
Addiction							
<b>Essential Questions</b>							
Why are some individuals more prone to addiction?							
<b>Enduring Understandings</b>							
There are common indicators, stages and influencing factors of chemical dependency.							
<b>Alignment to NJCCCS</b>							
2.1: D.3							
2.3: C.1, C.2, C.3							
<b>Key Concepts and Skills</b>							
-recognize the 3 stages of dependency & symptoms of withdrawal -realize consequences of drinking & driving -understand short & long term effects of tobacco use							
<b>Learning Activities</b>							
Notes and Lecture Discussion Video Worksheets Group work Handouts Quick Writes (Do Now)							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Participation</li> <li>• Worksheets</li> <li>• Written unit test</li> <li>• Journals</li> <li>• Portfolios</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>• History</li> <li>• Technology</li> <li>• Science/Anatomy</li> </ul>							
<b>Technology Integration</b>							
Computer Elmo Ipad/ipod/iphone (smart phone)							

TOWNSHIP OF OCEAN SCHOOL DISTRICT  
HEALTH CURRICULUM – GRADE 9

<b>Time Frame</b>	<b>2 weeks</b>						
<b>Topic</b>							
Sexually Transmitted Infections							
<b>• Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What are the risks associated with unprotected sexual behaviors?</li> <li>• Why is it important to do male and female self-exams?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<b>2.4: B.1, B.2, B.3, B.5</b>							
<b>Key Concepts and Skills</b>							
-compare viral & bacterial STI's -understand signs & symptoms -realize short & long term consequences -analyze behaviors that lead to HIV/AIDS -discuss risk reduction							
<b>Learning Activities</b>							
Notes and Lecture Discussion Video Worksheets Group work Handouts Quick Writes (Do Now)							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Participation</li> <li>• Worksheets</li> <li>• Written unit test</li> <li>• Journals</li> <li>• Portfolios</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>• History</li> <li>• Technology</li> <li>• Science/Anatomy</li> </ul>							
<b>Technology Integration</b>							
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<b>Time Frame</b>	2 week						
<b>Topic</b>							
Pregnancy & Childbirth							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• When does pregnancy occur?</li> <li>• What are the signs of pregnancy?</li> <li>• What is the importance of pre-natal care?</li> <li>• What are the stages of pregnancy?</li> <li>• What is the birthing process?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Pregnancy, childbirth and parenthood are significant events that cause numerous changes in one's life and the lives of others.</li> </ul>							
<b>Alignment to NJCCCS</b>							
2.2: E							
2.4: C.1, C.2, C.3, C.7							
<b>Key Concepts and Skills</b>							
-describe fetal development from conception to birth -list the 3 stages of labor -understand role of genes & heredity -compare twin development -realize impact of teen pregnancy							
<b>Learning Activities</b>							
Notes and Lecture Discussion Video Worksheets Group work Handouts Quick Writes (Do Now)							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Participation</li> <li>• Worksheets</li> <li>• Written unit test</li> <li>• Journals</li> <li>• Portfolios</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>• History</li> <li>• Technology</li> <li>• Science/Anatomy</li> </ul>							
<b>Technology Integration</b>							
Computer ,Elmo, Ipad/ipod/iphone (smart phone)							

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HEALTH CURRICULUM – GRADE 9

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Alcohol, Tobacco and other drugs							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• How do I determine whether or not a medication will be effective?</li> <li>• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>• How do I make the “right” decisions in the face of peer, media and other pressures?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Medicines must be used correctly in order to be safe and have the maximum benefit.</li> <li>• Research has clearly established that alcohol and other drugs have a variety of harmful effects on the body.</li> </ul>							
<b>Alignment to NJCCCS</b>							
2.1: D. 3							
2.3: B.1, B.2, B.3, B.4, B.5							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>-organize drugs into classifications</li> <li>-comprehend drugs impact on health</li> <li>-drugs impact on self and society</li> <li>-devise plan for prevention</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Notes and Lecture</li> <li>Discussion</li> <li>Video</li> <li>Worksheets</li> <li>Group work</li> <li>Handouts</li> <li>Quick Writes (Do Now)</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Participation</li> <li>• Worksheets</li> <li>• Written unit test</li> <li>• Journals</li> <li>• Portfolios</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>• History</li> <li>• Technology</li> <li>• Science</li> </ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Computer</li> <li>Ipad/ipod/iphone (smart phone)</li> </ul>							

TOWNSHIP OF OCEAN SCHOOL DISTRICT  
HEALTH CURRICULUM – GRADE 9

<b>Time Frame</b>	<b>2 weeks</b>						
<b>Topic</b>							
Decision Making and Goal Setting							
<b>Essential Questions</b>							
<p>How can individuals take responsibility for personal wellness?            How do I overcome negative influences when making decisions about my personal health?</p>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Making good health decisions requires the ability to access and evaluate reliable sources.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• Developing and implementing a plan to reach realistic wellness goals increases the likely hood of reaching those goals.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<p><b>2.1: D.1, D.2</b>  <b>2.1: E. 4</b>  <b>2.2: A.3</b>  <b>2.2: B.1, B.2</b></p>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• determine ways in which an individual can take responsibility for ensuring success and wellness</li> <li>• examine the causes of intentional and unintentional self-harm</li> <li>• brainstorm preventive strategies to avoid harm to self and others assess personal wellness habits</li> <li>• generate personal wellness goals</li> <li>• assimilate goals in a personal wellness plan</li> </ul>							
<b>Learning Activities</b>							
<p>Notes and Lecture            Discussion            Video            Worksheets            Group work            Handouts            Quick Writes (Do Now)            Journals Entries</p>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Participation</li> <li>• Worksheets</li> <li>• Written unit test</li> <li>• Journals</li> <li>• Portfolios</li> </ul>							
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<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

- History
- Technology
- Math

**Technology Integration**

Computer  
Elmo  
Ipad/ipod/iphone (smart phone)