

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## **Grade 9 Comprehensive Health Education**

Adopted  
September 19th, 2023

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Unit 1

**Unit Title: Personal Growth and Development- Wellness**

**Grade level: Grade 9**

**Timeframe: 12 Days**

### Rationale

Personal Growth and Development will focus on the emotional, sexual, and personal health of the students. Students will be expected to learn the importance of emotional health and the impact it has on the whole student. The students will examine emotional management strategies and coping skills. The students will analyze the relationship between healthy behaviors and personal health as well as ways to promote a healthy lifestyle. The students will analyze healthy sexual relationships and the different relationships that can occur in society.

### Focus Questions

What do you consider to be a healthy lifestyle?

How do we develop skills to support a healthy lifestyle?

What factors influence social and emotional aspects of life and mental illness?

### Standards

#### Standards (Taught and Assessed):

- 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.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

## Social-Emotional Learning Competencies

- [Self-Awareness](#)
- [Self-Management](#)

### Instructional Plan

#### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

#### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				

<p>Hygiene and Personal Health</p>	<p>Determine the impact of marketing techniques on the use of personal hygiene products, practices and services</p> <p>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.</p> <p>Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</p> <p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p> <p>2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p><b>Activities:</b></p> <p>Personal Concerns Vocabulary</p> <p>Immunization Timetable</p> <p>When to visit a health care provider and for what handout.</p> <p>Student based research paper on piercing/tattoos parlors and risks</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b>Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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<p>Body Systems</p>	<p>Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>Body System Vocabulary</p> <p>Group Board Projects- Presenting each of the body systems</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b>Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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<p>Personality</p>	<p>Discuss topics regarding gender identity, sexual orientation and cultural stereotyping</p> <p>Analyze the role of personal responsibility in maintaining personal, family, community and global wellness</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>Gender vocabulary</p> <p>Gender roles vs. gender identity in the workplace handout</p> <p>Personality vocabulary</p> <p>Erik Eriksson's eight stages of life &amp; Maslow's Hierarchy of Needs Poster</p> <p>"Castaway" movie with questionnaire on Maslow's Hierarchy of Needs.</p> <p>Have students write a scenario that requires refusal skills. Then have the class act out the scenario utilizing a previously identified refusal skill technique.</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b>Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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**Benchmark Assessment 1**

<p><b>Benchmark Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
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<p><i>District Grade Level Created</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Open ended questions</i>  <i>Exit Tickets</i>  <i>Peer Assessments</i>  <i>Self-Assessment/Reflection</i>  <i>Portfolios</i>  <i>Tests and quizzes</i>  <i>DMV Practice Test</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Interdisciplinary Connections**

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math  Language Arts  Science  Art  Music</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>



## Unit 2

**Unit Title: Emotional Wellness-Alcohol, Tobacco, and other Drugs**

**Grade level: 9**

**Timeframe: 12 Days**

### Rationale

Emotional health is an essential component of the well rounded students. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learning. Student learning will center around student emotional behavior, moods, emotions and decision making. Lessons on Alcohol, Tobacco, and other Drugs and how they play a role in emotional health will be a focus in this unit.

### Focus Questions

Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?  
Why does one person become an addict and another does not?  
How do I identify someone with a substance abuse problem and assist them in getting help?

### Standards

#### **Standards (Taught and Assessed):**

2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.

2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g, depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

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 regulation of the State of New Jersey, other states and the affects, healthy and unhealthy on individual, families, schools, and communities (d.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.
- 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individuals ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

### Social-Emotional Learning Competencies

- Self Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Drugs, Usage and Abuse	<p>Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>Summarize the criteria for evaluating the effectiveness of a medicine.</p> <p>Relate personal abuse of prescription and over-the-counter medicines to wellness</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p><b>Activities:</b></p> <p>Teacher generated questions about safety of each, reading labels, reviewing drug use, misuse and abuse of over-the-counter drugs.</p> <p>Research an article that discusses a problem with an over-the-counter drug. Present findings to the class.</p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b> Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>

**Benchmark Assessment 1**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<i>District Grade Level Created</i>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<p><i>Open ended questions</i>  <i>Exit Tickets</i>  <i>Peer Assessments</i>  <i>Self-Assessment/Reflection</i>  <i>Portfolios</i>  <i>Tests and quizzes</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Interdisciplinary Connections**

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>

Math Language Arts Science Art Music	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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## Unit 3

**Unit Title: Social and Sexual Health**

**Grade level: 9**

**Timeframe: 11 Days**

### Rationale

Social and Sexual Health will focus on age appropriate information about reproduction and offspring. The goal is to lay the foundation for social and sexual health in future grades. The importance of expressing feelings, thoughts, and emotions will also be major components of this section. Students will also develop an understanding for personal safety and proper use of technology.

### Focus Questions

How does your family influence your development?

How do you develop and sustain relationships?

What are the obstacles in maintaining a healthy relationship?

Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

### Standards

**Standards (Taught and Assessed):**

2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).

- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 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.
- 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.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 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.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. • 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.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms)

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills



### Social-Emotional Learning Competencies

#### Social Awareness

<b>Instructional Plan</b>
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#### Pre-Assessment and Reflection

<b>Pre-Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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Unit Summative Assessment	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Sexuality-Sexually Transmitted Infections, Abstinence, Abuse and violence.	<p>Examine the different types of sexually transmitted infections and the differences between them.</p> <p>Analyze the methods of contraception and ways to avoid sexually transmitted infections.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p>	<p><b>Activities:</b></p> <p>STD Brochure Project</p> <p>Presentations and discussions</p> <p>STD Flyers.</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking</p>

				<p>skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b> Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Families	<p>Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.</p> <p>Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p><b>Activities:</b></p> <p>Have students identify some family rituals. Then go through what rituals they would like to continue with their future family. (Ex. Eating dinner as a family etc.)</p> <p>Make a list of ways to maintain respect within a family.</p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction,</p>



				<p>and Real-world problems and scenarios</p> <p><b>At Risk:</b> Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Abuse and Violence	<p>Analyze the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.</p> <p>Describe factors that contribute to abuse and the effects of abuse on the individual</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p><b>Activities</b></p> <p>List possible methods for reducing conflicts and how they should be implemented.</p> <p>Small group presentations</p> <p>Role playing-scenarios</p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p>

				<p><b>At Risk:</b>Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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**Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>District Grade Level Created</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Open ended questions</i>  <i>Exit Tickets</i>  <i>Peer Assessments</i>  <i>Self-Assessment/Reflection</i>  <i>Portfolios</i>  <i>Tests and quizzes</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

## Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

## Unit 4

**Unit Title: Community Health- Interpersonal Skills and Decision Making**

**Grade level: 9**

**Timeframe: 12 Days**

### Rationale

Community Health Services and Support will serve as an important unit to inform students of emergency situations, resources, feelings, health professionals and different organizations that will support citizens in the time of need. They will also learn about laws, rights, and services that will affect a student and their life. Decisions made by students, the use of technology in appropriate ways and building relationships will play a role in the unit.

### Focus Questions

How do personal and outside factors affect your self-esteem level and decision-making skills?

How does effective and ineffective communication impact social interaction?

What can I do to be a positive peer influence and avoid being a negative peer influence?  
What are the consequences (especially unforeseen) of our choices in terms of wellness?

## Standards

### Standards (Taught and Assessed):

- 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.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 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

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

### Social-Emotional Learning Competencies

#### Self Awareness

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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Unit Summative Assessment	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Interpersonal Skills, Communication, Conflict Resolution, Respect and Tolerance	<p>Demonstrate strategies to prevent, manage or resolve interpersonal conflicts.</p> <p>Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p>	<p><b>Activities:</b></p> <p>"How to improve self-confidence" handout.</p> <p>Rating one's personal values chart</p> <p>Emotions vs. actions role-play.</p> <p>Dealing with conflicts vocabulary ,Conflict resolution strategies- pros vs cons.</p> <p>Internet research project seeking different support groups that are available to teens</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking</p>

		Examinations of Student Work	I.e.: Gang Violence, Bullying, etc. HELP Strategy  Small group work utilizing Decision making scenarios including sex.ting and cvber bullving	skills, interest-based content, student-driven instruction, and Real-world problems and scenarios  <b>At Risk:</b> Individualized as needed  <b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed
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**Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios</i>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p>

<i>Tests and quizzes</i>	<p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Interdisciplinary Connections**

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Math Language Arts Science Art Music	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

***N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience***

***Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.***