

CURRICULUM

FOR

HEALTH

GRADE 9

This curriculum is part of the Educational Program of Studies of the Rahway This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Kevin K. Robinson, Supervisor of Math, Health & Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

Tina Scheitrum

Shannon Hellem

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Health
Grade 9

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Health – Grade 9

PACING GUIDE

Unit	Title	Pacing
1	Components of Health, Identity & Character Development	1 week
2	Decision Making, Conflict Resolution, & Communication	1.5 weeks
3	Adolescence & Puberty	2 weeks
4	Communicable Diseases	1.5 weeks
5	Tobacco & Vaping	1 week
6	Alcohol & Drugs	1 week
7	Noncommunicable Diseases	1 week

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 1: Components of Health, Identity & Character Development

Target Course/Grade Level: Grade 9

Unit Summary: Students will learn the components of health, how they are interrelated, and how they impact overall health and wellness. Students will also identify positive character traits and explore their own self identity.

Approximate Length of Unit: 1 Week

LEARNING TARGETS

NJ Student Learning Standards: 2.1 Personal & Mental Health, 2.3 Safety

- **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.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.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).
- **2.3.12.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.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

Interdisciplinary Connections and Standards:

English and Language Arts

- **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.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- The 9 components of health are interrelated
- Many factors can influence/affect health
- There is a difference between health and wellness
- There are 9 characteristics/traits associated with people that have positive mental and emotional health
- Identity can be unique to each individual person and there are many aspects that are considered (LGBTQ/D)

Unit Essential Questions:

- What is health? What is wellness?
- What does it mean to be healthy? What does it mean to be unhealthy?
- What are the 9 components of health?
- What are the positive and negative influences that can affect/impact your health?
- What are the different parts that make up a person's identity? (LGBTQ/D)

Knowledge and Skills:

Students will know...

- Difference between health and wellness
- The 9 components of health and provide examples of each
- Characteristics traits of people with positive mental and emotional health
- Components of identity and the importance of self discovery (LGBTQ/D)

Students will be able to...

- Identify how to improve each component of health
- Analyze how the components of health are interrelated
- Take steps to discover and embrace their unique identity in positive ways (LGBTQ/D)

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Red Cross CPR/First Aid DVDs and Resources
- Video Clips from various sources

- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid,
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- NJ Coalition Against Sexual Assault: <https://njcasa.org/>
- Anxiety & Depression Association of America: <https://adaa.org/>
- National Alliance on Mental Illness: <https://www.nami.org/Home>
- Shape NJ: <https://www.njahperd.org/>
- Ask, Listen, Learn: <https://asklistenlearn.org/>
- One Love: <https://www.joinonelove.org/>
- NJ Safe Haven: <https://www.nj.gov/njsafehaven/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/>
(LGBTQ/D)
- FigWee Food Tracker: <https://app.figwee.com/>
- SexED Library: www.sexedlibrary.org
- Answer - Sex-Ed: <http://answer.rutgers.edu/>
- Planned Parenthood: <http://www.plannedparenthoodaction.org/issues/sex-education/>
- Health.gov-Nutritional Goals: <https://health.gov/our-work/nutrition-physical-activity/dietary-guidelines/previous-dietary-guidelines/2015/advisory-report/appendix-e-3/appendix-e-3-1a4>
- Foundations-Core Skills Training for Sex Ed: <https://foundationstraining.org/>
- National Prevention Information Network: <https://npin.cdc.gov/web-tools/condom-finder-widget>
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- SIECUS: <https://siecus.org/black-history-month-sex-ed-and-racial-justice/> (AAH)
- Teen Source: <https://www.teensource.org/>
- Karvonen Heart Rate Calculator: <https://www.topendsports.com/fitness/karvonen-formula-calculator.htm>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 2: Conflict Resolution, Decision Making, & Communication

Target Course/Grade Level: Grade 9

Unit Summary: Students will learn and practice how to set goals and use decision-making, conflict resolution, and communication skills effectively. Students will also understand the negative impact of bullying, cyberbullying, and gang involvement.

Approximate Length of Unit: 1.5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **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).
- **2.3.12.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.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.
- Discussion of ***Bullying Prevention Programs (N.J.S.A. 18A:37- 17) and Gang Violence Prevention (18A:35-4.26)***

Career Readiness, Life Literacies, and Key Skills:

- **9.1.12.FP.5:** Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support current interests and postsecondary plans.
- **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.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **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.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Taking responsibility for your own health and wellness is important
- Assertive communication is the most effective method of communication
- Being able to communicate effectively can reduce conflicts
- Understanding and identifying your emotions is important personally and in communicating your needs to others
- It is important to practice and strategize when and how to use refusal skills
- Bullying and cyberbullying can negatively affect someone physically, mentally/emotionally, and socially
- Gang affiliation can negatively impact your life

Unit Essential Questions:

- What are reliable, accurate sources of health information?
- How can decision making affect your health triangle?
- Why is setting goals important?
- What are different types of communication?
- Why is it important to be able to identify and communicate your emotions effectively?
- How can miscommunication lead to conflict?
- What are the best communication methods?
- How can peer pressure affect your health?
- What are the effects of cyberbullying?
- How can being involved in a gang negatively affect your life?

Knowledge and Skills:

Students will know...

- How to locate reliable, accurate sources of health information
- Difference between verbal and nonverbal communication and how to make words match actions
- Active listening improves communication
- Different factors that can cause conflict
- How mediation can assist in resolving conflict
- Difference between positive and negative peer pressure
- Ways to respond to bullying and be an upstander/ally
- Consequences of sharing inappropriate information online and cyberbullying
- Bullying and cyberbullying can negatively affect someone physically, mentally/emotionally, and socially
- Consequences of gang involvement

Students will be able to...

- Use the decision-making process to solve problems and make healthy choices
- Develop a plan to achieve short and long term SMART goals
- Apply reliable health information to make healthy decisions
- Identify defense mechanisms people use to cope with their emotions
- Identify strategies for identifying one's feelings
- Express and communicate emotions in a healthy way
- Clearly express one's needs and how to be assertive
- Use effective "I" statements
- Identify strategies for communicating effectively and safely online
- Analyze the importance of addressing and resolving conflict
- Utilize the steps in effectively resolving a conflict
- Use effective strategies, such as refusal skills, for resisting negative peer pressure
- List steps for responding to cyberbullying
- Analyze ways to prevent and respond to school violence

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>

- Ask, Listen, Learn: <https://asklistenlearn.org/>
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 3: Adolescence & Puberty

Target Course/Grade Level: Grade 9

Unit Summary: Students will learn about the parts, functions, and how to care for the male and female reproductive systems along with changes that occur during puberty. How pregnancy occurs and how to prevent unintended pregnancy will also be discussed with a focus on abstinence.

Approximate Length of Unit: 2 week

LEARNING TARGETS

NJ Student Learning Standards:

- **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.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.SSH.1:** Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. (LGBTQ/D)
- **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.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.CHSS.4:** Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- **2.1.12.CHSS.5:** Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- **2.1.12.CHSS.6:** Evaluate the validity of health information, resources, services, in school, home and in the community.
- **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.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.
- Discussion of *Consent (N.J.S.A. 18A:35)*, *Sexting (N.J.S.A. 18A:35-4.33)*, *Breast Self-Examination (N.J.S.A. 18A:35-5.4)*, & *Stress Abstinence (N.J.S.A. 18A:35-4.19-20)*

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **NJLSA.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.
- **NJLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- There are physical, mental/emotional, and social changes that occur in adolescents during puberty
- The roles the male and female reproductive systems have in creating a pregnancy
- Proper care for the reproductive systems is important for physical health
- Abstinence from sexually activity is the only method that is 100% effective in preventing an unintended pregnancy
- Other methods of pregnancy prevention are not 100% effective
- Obtaining consent from a partner is important
- There are mental/emotional, social, and legal consequences of sexting
- Gender identity and sexual orientation differ (LGBTQ/D)
- It is important to use proper terminology for someone's gender identity and sexual orientation to be respectful (LGBTQ/D)
- It is important to only use reliable, accurate, health information

Unit Essential Questions:

- What happens during puberty?
- What are the main functions of both the male and female reproductive systems?
- How can you properly care for the male and female reproductive systems?
- How does pregnancy happen? How can I prevent it?
- What is consent and why is it important?
- What is the difference between gender identity and sexual orientation? (LGBTQ/D)
- What are the consequences of sexting?
- Where can I find reliable health information?

Knowledge and Skills:

Students will know...

- Sex hormones and how they trigger the physical changes of puberty
- Potential diseases and disorders as well as treatment for the male and female reproductive systems
- Health products available for menstruation
- How pregnancy can occur and how to prevent an unintended pregnancy
- Abstinence from sexually activity is the only method that is 100% effective in preventing an unintended pregnancy
- Importance of receiving affirmative consent
- Terminology for different gender identities and sexual orientations (LGBTQ/D)

Students will be able to...

- Compare and contrast the changes in puberty physically, mentally/emotionally, and socially for adolescents

- Identify all external and internal parts and functions of the female and male reproductive systems
- Label the male and female diagrams of the reproductive systems
- Explain proper care methods for the male and female reproductive systems (including self testicular and breast exams)
- Describe the steps of the menstrual cycle
- Describe the pathway of sperm
- Know and use the proper terminology for all body parts
- Recognize pregnancy prevention myths and facts
- Explain how to identify reliable health information
- Identify the mental/emotional, social, and legal consequences of sexting

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook

- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid,
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- NJ Coalition Against Sexual Assault: <https://njcasa.org/>
- Shape NJ: <https://www.njahperd.org/>
- Ask, Listen, Learn: <https://asklistenlearn.org/>
- One Love: <https://www.joinonelove.org/>
- NJ Safe Haven: <https://www.nj.gov/njsafehaven/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- SexED Library: www.sexedlibrary.org
- Answer - Sex-Ed: <http://answer.rutgers.edu/>
- Planned Parenthood: <http://www.plannedparenthoodaction.org/issues/sex-education/>
- Foundations-Core Skills Training for Sex Ed: <https://foundationstraining.org/>
- National Prevention Information Network: <https://npin.cdc.gov/web-tools/condom-finder-widget>
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- SIECUS: <https://siecus.org/black-history-month-sex-ed-and-racial-justice/> (AAH)
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 4: Communicable Diseases

Target Course/Grade Level: Grade 9

Unit Summary: Students will learn about various communicable diseases including sexually transmitted infections which will include how to contract them, how they spread, symptoms, treatment and prevention.

Approximate Length of Unit: 1.5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **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.
- **2.3.12.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.HCDM.1:** Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- **2.3.12.HCDM.3:** Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). (LGBTQ/D)
- **2.3.12.HCDM.4:** Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
- **2.3.12.HCDM.5:** Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
- Discussion of *Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)*

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **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.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- There are 4 main pathogens that can cause communicable diseases
- There are 2 main methods of transmission for communicable diseases, direct and indirect
- Abstinence from sexual activity is the only method that is 100% effective in preventing most sexually transmitted infections
- The body's immune system is designed to defend the body against infection
- Different diseases, based on the causing pathogen, can have different treatment methods.
- Prevention methods can be taken to protect yourself against communicable diseases
- There are tests and vaccines available for some communicable diseases, including some sexually transmitted diseases

Unit Essential Questions:

- What are communicable diseases and what causes them?
- How can communicable diseases spread?
- How do you know if you have a communicable disease?
- What are the treatment and prevention options for various communicable diseases?

Knowledge and Skills:

Students will know...

- Different methods of transmission for the spread of communicable diseases, including sexually transmitted diseases
- Different types of pathogens that cause communicable diseases
- Stages of infection and the body's immune response system to different pathogens
- Why abstinence is the only method that is 100% effective for preventing sexually transmitted diseases
- Tests and vaccines available for communicable diseases, including sexually transmitted diseases

Students will be able to...

- Identify different communicable diseases (including sexually transmitted diseases) based on symptoms and the type of pathogen
- Differentiate between sign and symptoms of various communicable diseases
- Describe the impact on society of emerging infectious diseases (LGBTQ/D)
- Describe ways to treat various bacterial, viral, fungal, and parasitic infections, including sexually transmitted diseases
- Identify prevention methods for various bacterial, viral, fungal, and parasitic infections, including sexually transmitted diseases
- Analyze the effectiveness of condoms and dental dams for preventing some sexually transmitted diseases
- Practice refusal/communication skills for remaining abstinent from sexual activity

<i>EVIDENCE OF LEARNING</i>

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid,
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>
- Make It Better For Youth: <https://makeitbetter4youth.org/nj-lgbtq-inclusive-curriculum/> (LGBTQ/D)
- SexED Library: www.sexedlibrary.org
- Answer - Sex-Ed: <http://answer.rutgers.edu/>
- Planned Parenthood: <http://www.plannedparenthoodaction.org/issues/sex-education/>
- Foundations-Core Skills Training for Sex Ed: <https://foundationstraining.org/>
- National Prevention Information Network: <https://npin.cdc.gov/web-tools/condom-finder-widget>
- The 519: <https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces/being-an-effective-trans-ally> (LGBTQ/D)
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector

- White Board
- Multimedia Resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 5: Tobacco & Vaping

Target Course/Grade Level: Grade 9

Unit Summary: Students will learn about the dangers of using tobacco and vape products, including the effects on one's health, family, and society. Strategies for quitting, prevention, and getting help for addiction will also be addressed.

Approximate Length of Unit: 1 Week

LEARNING TARGETS

NJ Student Learning Standards:

- **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.CHSS.6:** Evaluate the validity of health information, resources, services, in school, home and in the community.
- **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.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.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).
- Discussion of *Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)*

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **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.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Nicotine is an addictive drug found in tobacco products
- Using tobacco and vape products has a negative impact on health (physically, mentally, and emotionally)
- Tobacco/vape use and its effect on the family and society can be damaging
- The correlation is high between using tobacco and vape products with other high risk behaviors
- Help is available to those with a tobacco/vape addiction/dependence

Unit Essential Questions:

- What makes tobacco/vape products dangerous/addictive?

- How does smoking affect the smoker and the nonsmoker?
- Why do people use tobacco/vape products?
- What are reasons to quit using tobacco/vape products?

Knowledge and Skills:

Students will know...

- Short term and long term effects (physically, mentally, and socially) of different types of tobacco/vape products
- Harmful substances in tobacco and vape products
- Difference between physical and psychological dependence/addiction
- Potential influences that affect tobacco/vape use

Students will be able to...

- Differentiate between myth and fact about vaping/smoking
- Identify the physical, mental, social, and legal consequences of using tobacco and vape products
- Analyze the impact of secondhand and thirdhand smoke and aerosol
- Develop refusal skills to resist peer pressure
- Develop strategies used to prevent/quit use of tobacco/vape products
- Identify ways to help someone with tobacco/vape abuse or addiction problem

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work

- Online Learning Platforms
- DO NOW/Exit Ticket Activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- NJ Coalition Against Sexual Assault: <https://njcasa.org/>
- Shape NJ: <https://www.njahperd.org/>
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 6: Alcohol & Drugs

Target Course/Grade Level: Grade 9

Unit Summary: Students will learn about the dangers of using alcohol and drugs, including the effects on one's health, family, and society. Strategies for quitting, prevention, and getting help for addiction will also be addressed.

Approximate Length of Unit: 1 Week

LEARNING TARGETS

NJ Student Learning Standards:

- **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.CHSS.6:** Evaluate the validity of health information, resources, services, in school, home and in the community.
- **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.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.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.
- **2.3.12.DSDT.5:** Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

- Discussion of *Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)*

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **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.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- The dangers of using alcohol/drugs (physically, mentally, and emotionally)
- Alcohol/drug use and its effect on the family and society

- The correlation is high between using alcohol/drugs with other high risk behaviors
- Help is available to those with an alcohol/drug problem

Unit Essential Questions:

- What makes alcohol/drugs dangerous/addictive?
- Why do people use alcohol/drugs ?
- What are reasons to stop using alcohol/drugs?
- How can alcohol/drugs use affect others?

Knowledge and Skills:

Students will know...

- Short term and long term effects (physically, mentally, and socially) of different types of alcohol/drugs
- How alcohol and drugs affect the brain and can lead to addiction
- Difference between physical and psychological dependence/addiction
- Potential influences that affect alcohol/drug use
- Treatment options for those with Alcohol Use Disorder
- Different classifications of drugs

Students will be able to...

- Differentiate between myth and fact about alcohol/drugs
- Identify the physical, mental, social, and legal consequences of using alcohol/drugs
- Analyze the impact of alcohol/drug use on others in your life and society as a whole
- Develop refusal skills and resisting peer pressure
- Develop strategies used to prevent/quit alcohol/drug use
- Differentiate between appropriate medication use and medication misuse and abuse along with the potential effects
- Describe ways to treat alcohol/drug abuse or addiction
- Identify ways to help someone with alcohol/drug abuse or addiction problem

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets

- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>
- Teen Source: <https://www.teensource.org/>
- Drug Free World: <https://www.drugfreeworld.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 7: Noncommunicable Diseases

Target Course/Grade Level: Grade 9

Unit Summary: Students will learn about various non communicable diseases which will include how they can develop and progress, symptoms, treatment and prevention strategies.

Approximate Length of Unit: 1 Week

LEARNING TARGETS

NJ Student Learning Standards:

- **2.1.12.CHSS.6:** Evaluate the validity of health information, resources, services, in school, home and in the community.
- **2.3.12.HCDM.1:** Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- **2.3.12.HCDM.4:** Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
- **2.3.12.HCDM.5:** Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **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.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Science

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Noncommunicable diseases can not spread from person to person unlike communicable diseases
- Genetics and lifestyle factors can lead to noncommunicable diseases (AAH) (AAPI)
- Seeing a doctor and developing a treatment is important to prevent further progression of the disease
- Prevention methods can decrease the risk of noncommunicable diseases

Unit Essential Questions:

- What is the difference between communicable and noncommunicable diseases?
- What are noncommunicable diseases and what causes them?
- How do you know if you have a noncommunicable disease?
- What are the treatment options for various noncommunicable diseases?
- Can noncommunicable diseases be prevented?

Knowledge and Skills:

Students will know...

- Causes and development factors that contribute to different noncommunicable diseases
- How noncommunicable diseases progress and potential consequences if left untreated
- Ways noncommunicable diseases are diagnosed

- Treatment plans/options for various noncommunicable diseases
- Risk factors and behaviors that can increase the likelihood of being affected by noncommunicable diseases including genetics, race, ethnicity, and lifestyle (AAH) (AAPI)
- Signs and symptoms of cancer using the CAUTION acronym
- Difference between Type I and Type II Diabetes

Students will be able to...

- Differentiate between communicable and noncommunicable diseases
- Analyze the causes of noncommunicable diseases
- Identify symptoms of various noncommunicable diseases
- Identify common types of cancer and potential prevention methods
- Differentiate between benign and malignant tumors
- Identify a potential cancerous mole on the skin using the ABCDE acronym

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities

RESOURCES

Teacher Resources:

- Textbook: Sanderson, C. A., Zelman, M., Farthing, D., Lynch, M., & Munsell, M. (2021). *Comprehensive Health Skills* (Third). Goodheart-Willcox Co.
- Comprehensive Health Skills Workbook
- Video Clips from various sources
- Online Learning Platforms: Nearpod, Edpuzzle, Peardeck, Kahoot, Edulastic, Kami, Quizizz, Flipgrid, etc...
- Teen Health: <https://teenshealth.org/en/teens/>
- Center For Disease Control: <https://www.cdc.gov/>
- National Institutes of Health: <https://www.nih.gov/>
- Amaze: <https://amaze.org/>
- Shape NJ: <https://www.njahperd.org/>
- Teen Source: <https://www.teensource.org/>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia Resources