

**Course Name: Health I - Health & Wellness Education (H8142)**

**Course Description:**

The Grade 9 Health Education course is designed to develop the skills necessary to evaluate and improve a student's personal wellness. Throughout the course of study, students will gain an understanding of the impact that personal responsibility has on wellness. The students will explore how technological advances impact both personal and community health. Students will analyze the impact that behaviors can have on someone's overall wellness and will seek ways to improve their health by eliminating unhealthy behaviors from their lives. In Grade 9, students will work on their communication in order to enhance the interpersonal relationships that they will develop. Through skills-based activities, students will learn how to develop healthy relationships and will understand that there are prevention and intervention strategies for abusive and violent relationships. Students will learn how to deal with conflict and crisis and will further their understanding of the importance of acceptance and respect. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

**Course Proficiencies:**

The following list of proficiencies describes what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis for assessment of student achievement. The learner will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

- A. Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences. 2.3.12.PS.1
- B. Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness. 2.3.12.ATD.1

Social and Sexual Health

- A. Identify a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infection, including abstinence. 2.1.12.PP.2
- B. 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.3
- C. Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including abstinence, risk-reduction and risk-elimination strategies. 2.1.12.SSH.7
- D. Analyze the influence of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity. 2.1.12.SSH.1
- E. Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, and

disability status to advocate for school and community policies and programs associated with these issues. 2.1.12.SSH.2; 2.1.12.SSH.3

F. Define the biological component of the human sexual response cycle. 2.1.12.SSH.8

G. Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. 2.1.12.SSH.5

#### Emotional Health

A. Describe strategies to appropriately respond to stressors in a variety of situations. 2.1.12.EH.3

B. Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences. 2.1.12.EH.4

C. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 2.1.12.SSH.4

#### Health Conditions, Diseases and Medicine

A. Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods. 2.1.12.PP.1

#### Personal Safety

A. Analyze the short and long-term consequences of sharing sexually explicit images or messages with individuals or posting online. 2.3.12.PS.2; 2.3.12.PS.10

B. Describe the types of abuse and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. 2.3.12.PS.6

C. Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations and evaluate strategies to use social media safely, legally, and respectfully. 2.3.12.PS.8; 2.3.12.PS.9

D. Identify the state and federal laws related to intimate partner and sexual violence and analyze these laws in regards to a minors' ability to give and receive sexual consent and their association with sexually explicit material. 2.1.12.SSH.10; 2.1.12.PS.5

E. Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. 2.1.12.SSH.9

F. Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. 2.3.12.PS.7

#### Community Health Services and Support

A. Analyze the opportunities at home, in school, and in the community to support the mental health of oneself or another individual. 2.1.12.CHSS.1

B. Develop an advocacy plan for a health issue and share this information with others who can benefit. 2.1.12.CHSS.2

- C. Analyze the benefits of abstinence from sexual activity using reliable resources.  
2.1.12.SSH.6
- D. Identify facts about the Safe Haven Law and possible reasons behind abandonment.  
2.1.12.CHSS.3

**Assessments:**

The evaluation of student achievement in this class is based on the following:

- Tests/quizzes
- Open-ended responses and essays
- Individual and group projects
- Multimedia presentations
- Classroom discussions

**Board Adopted Materials:**

Teaching Resources and Related Student Materials:

**Unit 1: Personal Safety**

- Common Sense.Org Website
  - [https://www.commonsense.org/education/digital-citizenship/lesson/the-big-data-dilemma?check\\_logged\\_in=1](https://www.commonsense.org/education/digital-citizenship/lesson/the-big-data-dilemma?check_logged_in=1)
- Erin’s Law Website
  - <https://www.erinslaw.org/>
- RAINN - Rape, Abuse & Incest National Network
  - <https://apps.rainn.org/policy/policy-crime-definitions-export.cfm?state=New%20Jersey&group=9>
- NJ Government Website
  - <https://nj.gov/education/students/safety/health/ht/>
- Human Trafficking Hotline
  - <https://humantraffickinghotline.org/state/new-jersey>

**Unit 2: Social and Sexual Health**

- Positive Psychology Website
  - <https://positivepsychology.com/great-self-care-setting-healthy-boundaries/>
- GLSEN
  - <https://www.glsen.org/activity/love-simon>
- CDC: Center for Disease Control and Prevention
  - <https://www.cdc.gov/reproductivehealth/contraception/index.htm>
- Healthline.com

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- <https://www.healthline.com/health/mental-health/set-boundaries>

### **Unit 3: Emotional Health**

- Psychology Today
  - <https://www.psychologytoday.com/us/blog/happy-healthy-relationships/202204/quiz-what-is-your-relationship-communication-style>
- WHO: World Health Organization
  - <https://www.who.int/news-room/fact-sheets/detail/mental-disorders>
- National Alliance on Mental Illness
  - <https://www.nami.org/about-mental-illness/mental-health-conditions>

### **Unit 4: Alcohol, Tobacco, & Other Drugs**

- Presenters
  - SPF Student Assistance Specialist
  - SPFHS School Resource Officer
- NIDA: National Institute on Drug Abuse
  - <https://nida.nih.gov/publications/drugs-brains-behavior-science-addiction/drug-misuse-addiction>
  - <https://nida.nih.gov/research-topics/parents-educators/lesson-plans/mind-matters/drugs-and-brain>

### **Unit 5: Diseases & Health Conditions**

- CDC: Centers for Disease Control and Prevention
  - <https://www.cdc.gov/reproductivehealth/contraception/index.htm>

### **Unit 6: Community Health Services and Supports**

- CDC: Centers for Disease Control and Prevention
  - <https://www.cdc.gov/reproductivehealth/contraception/index.htm>
- Planned Parenthood
  - <https://www.plannedparenthood.org/>