



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Course Title: Health

Content Area: Health

Grade Level(s): 9

Curriculum Writer(s): Steven Stabile

Date Created: July 2022

Date Approved by Board of Education: September 2022

Course Description: This course will be an extension of the seventh and eighth grade health courses, focusing on sexuality, reproductive health, and Sexually Transmitted Infections (STIs). Students will also analyze theories in personality development and compare these theories to their own thoughts and opinions on what makes us unique as individuals. Mental illness will be included, specifically diagnosis and treatment.

Pacing Guide

Unit 1: Sexuality Review
Unit 2: Personality Development
Unit 3: Mental Illness

Unit 1: 3 weeks
Unit 2: 3 weeks
Unit 3: 3 weeks



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Unit 1: Sexuality Review

Unit Summary: This unit will be an extension of the seventh and eighth grade course content focusing on the importance of keeping our bodies healthy and understanding hormonal changes and their impact on sexuality. The unit will also include STIs: viral versus bacterial, transmission, symptoms, and treatment.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Science/Mathematics: (understanding costs of contraceptives, medical treatments, and medications)

- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.



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- 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.
- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- S-MD.B.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

NJSLS Number	NJSLS Content
2.3.12.HCDM.1	Develop a healthcare 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).
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).



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2.1.12.PP.2	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and healthcare professionals to ask questions and discuss pregnancy and other health topics.
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity.
2.1.12.SSH.2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Human sexuality is sexual health, reproduction, and sexual identity including the concept of being male or female. ● Terminology and diagrams are an important part of the reproductive exploration process. ● There are many minor and severe conditions that can affect the male and female reproductive organs; doing self-exams can help identify many of these prior to seeing a healthcare provider. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is human sexuality? ● What makes up the male and female reproductive system anatomy? ● Why is it important to do self-exams? ● What should you know about healthcare facilities? ● What is the only 100% method to avoid pregnancy? ● What are the various methods of birth control? ● How does teen pregnancy impact society and the teen?
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- There are numerous healthcare facilities and health services available to the adolescent population, and it is important to be honest with the information you submit to healthcare providers.
- Accessing valid sexual health information, products, and services improves one's ability to make health-enhancing choices.
- There are state and federal laws which provide access to sexual healthcare services for minors and protect minors from unhealthy situations.

Instructional Outcomes:

- SWBAT: Identify and describe the function of the endocrine system and hormones during puberty.
- SWBAT: Compare and contrast the secondary sex characteristics of the male and female.
- SWBAT: Assess the importance of proper hygiene during puberty and be able to apply hygiene practices in their lives.
- SWBAT: Identify the STIs caused by bacteria, viruses, and parasites.
- SWBAT: Describe common symptoms of STIs.
- SWBAT: Understand ways that an individual can and cannot be infected with a STI.
- SWBAT: Identify treatments of common STIs.
- SWBAT: Develop awareness that STIs can be spread exponentially across a population.
- SWBAT: Identify curable versus treatable STIs.
- SWBAT: Discuss the benefits of abstinence as a way to avoid STI transmission.
- SWBAT: Describe why STIs are said to be a silent epidemic.



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- SWBAT: Establish that abstinence is the only 100% method of avoiding pregnancy.
- SWBAT: Describe the various methods of prescription and non-prescription birth control.
- SWBAT: Analyze the impact of teen pregnancy on society and the teen.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Class discussion on the importance of human sexuality. Review male and female anatomy.
- Students will be administered a worksheet covering common sexual health issues that people may face. Class discussion will continue making any corrections and allowing students to share their answers and their opinions.
- Worksheet reviewing STIs: Class discussion making sure that students have correct information and understand all information covered.



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- Review worksheets on dating violence and sexual abuse. Class discussion reviewing sexual abuse and assault awareness prevention.
- Understanding where to best obtain valid sexual health information. Class discussion on self-advocacy and obtaining valid sexual health information, to include the New Jersey Save Haven Infant Protection Act.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Glencoe Health and Human Sexuality Textbook
- kidshealth.org

Notes/Comments:

- Most of the topics in this unit were addressed in seventh and eighth grades. This unit is a review of topics to remind students not only how important they are in maintaining wellness, but also to reassure them that there are always ways to reach out for help. This unit will give them any updated information on new programs that they could reach out to or for.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 2: Personality Development

Unit Summary: This unit will help students understand the importance of building positive self-esteem and realize how everybody they associate with affects how they may feel. Students will learn about the theories of personality development, and they will have the opportunity to compare these



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theories to their own opinions and views. The difference between self-esteem and self-concept will be explained, and the ways we could improve and maintain them will be addressed.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Science: (the role that heredity and genetics have on our mental health)

- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- 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.
- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Career Readiness, Life Literacies, and Key Skills:



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- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

NJSLS Number	NJSLS Content
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.



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2.3.12.PS.10	Analyze the short and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
2.3.12.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.

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● People who have positive self-esteem can meet daily challenges. ● A person’s self-esteem basically determines his or her everyday behavior; a person with high self-esteem is more likely to succeed and more likely to challenge himself or herself and attempt new things. ● Bullying could occur for a variety of reasons - People are different; Someone could be at the wrong place at the wrong time; Bullies usually engage in their behaviors because they are trying to gain attention to help them feel better about themselves. ● People who surround themselves with positive people and engage in activities that make them feel good about themselves could maintain positive self-esteem. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What skills could lead someone to have positive self-esteem? ● What are the elements that shape a person's personality? ● What are the different types of personality that people possess? ● How do heredity and environment contribute to personality development? ● Why does a person engage in bullying?
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- Positive self-talk is a strategy that could be used to maintain positive self-esteem.
- Theories are an organized set of ideas that I do not have to agree with.

Instructional Outcomes:

- SWBAT: Identify the different types of personalities and how each affects a person's self-esteem.
- SWBAT: Define self-esteem and how it differs from self-concept.
- SWBAT: Explain Freud's Theory of Personality.
- SWBAT: Identify the id, ego, and superego.
- SWBAT: Identify Erik Erickson's Eight Stages of Development and how he believed a person's personality was shaped.
- SWBAT: List and define Abraham Maslow's Hierarchy of Needs and how he believed a person's personality was shaped.
- SWBAT: Explain Maslow's definition of self-actualization and who he believed achieved it in history.
- SWBAT: Explain the difference between an introvert and an extrovert.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes



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- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Sigmund Freud's Theory of Personality Development: Students will view pictures on a slideshow in Google Classroom. They have to comment on what they see. A discussion will follow regarding how each picture coincides with Sigmund Freud's Theory of Personality. The students will identify whether they agree or disagree with this theory.
- Erikson's Eight Stages of Development: Each group will receive Erickson's Eight Stages of Development in pictures and put them in the order that Erickson theorized. Class discussion will follow after all pictures are put in order and matched.
- Maslow's Hierarchy of Needs: Students will identify three people who Maslow studied that he defined as successful, but perhaps they did not achieve all that they set out to achieve. Students will then use Chromebooks and find more information on Maslow's theory of personality. Students will discuss how Maslow's theory compares to Erikson's and Freud's. Students will discuss if they agree with his theory especially pertaining to self-actualization.
- The Difference Between Introverts and Extroverts: Students will read a scenario in which two people went to a gathering that they were invited to, but when they got there, they felt extremely uncomfortable and decided to leave the party only after staying a few minutes. Students will have to identify reasons as to why they thought these individuals felt uncomfortable.
- Lifelines: "When a Friend in Need" - Students will view video clips of scenarios of peers having discussions. Some scenarios will include a person who recognizes a friend is troubled and is contemplating suicide. Some clips are of the person contemplating suicide reaching out to the peer for



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help but swearing them to secrecy. Students will complete guided worksheets helping them decide how they would handle the situation. Class discussion will follow using the Lifelines foundations to help the students understand what the best strategies would be.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Lifelines
- Glencoe Health and Human Sexuality Textbook
- Discovery.edu

Notes/Comments:

- This unit builds on many of the topics discussed in seventh and eighth grades, but brings in theories from people that were in the psychology field. The content affords the students an opportunity to see if they agree with their theories. Lifelines will continue in this unit.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 3: Mental Illness

Unit Summary: This unit will focus on mental illness and the stigma that is attached to it. Students will learn about various types of mental illness and how each is diagnosed and treated. Students will be informed that many people have mental illness and how there are coping skills that help them deal with their illness.



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Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

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- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Science: (theories and how heredity and environment are factors in our personality and mental health)

- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- 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.
- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).



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Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

NJSL Number	NJSL Content
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.5	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.



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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 (as per NJDOE, same as 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.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.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).

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Personal choices impact current and long-term outcomes on individuals, family, and society. ● Mental and emotional health affects a person's physical health and overall wellbeing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is a mental illness? ● How many different types of mental illness exist? ● If I am feeling depressed for a day, do I suffer from depression? ● What is the difference between a psychologist and a psychiatrist? ● What is bipolar depression?
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- Assertive communication skills enhance health by avoiding and/or reducing health risks.
- Accessing and evaluating health information, products, and services will improve a person's ability to make healthy decisions and one's quality of life.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.
- People with mood swings are not diagnosed with bipolar disorder.
- Many people suffer from mental illness.
- There are coping strategies to help people with mental illness.

Instructional Outcomes:

- SWBAT: Analyze, list, and describe various mental illnesses that affect society.
- SWBAT: Describe strategies to prevent and treat mental illness.
- SWBAT: Identify the different types of stress.
- SWBAT: Identify different types of stressors.
- SWBAT: Describe how stress could affect our health in the long term.
- SWBAT: Demonstrate techniques on how to handle stress.
- SWBAT: Explain the importance of self-esteem.
- SWBAT: Identify ways to improve self-esteem.



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Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Students will work in groups. Each group will rotate and read passages about various personalities that discuss their struggles with certain mental disorders. Students have to analyze the behaviors discussed by the personalities. They must write down how the disorder is defined medically for future definition and vocabulary knowledge exercises. They will also list the ways that the personality copes with its condition.
- Students will work in groups. They will complete a worksheet that coincides with an article that defines the different types of stress and stressors and how stress affects our health. Students will then view a three-minute video clip on high blood pressure and complete a worksheet that coincides. Students will discuss and demonstrate ideas to help relieve stress.



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- Station/Rotation 1: Students will work in groups. Each group will rotate around the room viewing pictures of stressful situations. Students have to discuss with each other what they see and write down how they would feel in that same situation. Class discussion will follow comparing all student responses.
- Station/Rotation 2: Students will work in groups. Each group will rotate around the room reading passages from teens that have called a talk show discussing conflicts they are experiencing. Students will then have to act as the talk show host and discuss the different ways that he or she could help the teens overcome their conflicts and list all ideas on a checklist. After all checklists are complete, all groups will compare and contrast their checklist with other groups and have a class discussion.
- Mental Health Video: Students will watch video clips from Discovery Education, Your Head A to Z. A Doc will be shared with students that coincides with each clip, and students will answer questions about each clip. Class discussion will follow each clip and also at the conclusion of the final clip, addressing any questions students may have.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Glencoe Health and Human Sexuality Textbook
- Discovery.edu

Notes/Comments:

- This unit is an extension of the preceding unit, which focuses on the importance of self-esteem.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.



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