

**Unit: Conflict Resolution**

**Content Area: 02 Health** **Revised 7/1/23**

**Course & Grade Level: 09 Grade 9 Health**

**Summary and Rationale**

Conflict is a natural part of life. In order for students to effectively manage and resolve conflict in their life they need to realize that it is not always a negative thing. Having conflicts with other people may be uncomfortable, but trying to solve them can shake up our thinking and often lead to new ways of looking at things. A big aspect of conflict is being able to take a step back and look at the situation from a different stand-point. Once students learn to be mindful of their emotions, dealing with conflict becomes easier to do.

**Recommended Pacing**

**4-5 days**

**New Jersey Student Learning State Standards for Health Education**

**2.1 Wellness**

<b>CPI #2.1 SSH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concepts	Social & Sexual 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)

<b>CPI #2.1 EH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concept	Emotional Health

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.EH.3 Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

**Interdisciplinary Connections**

Standard #	Standard
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**New Jersey Student Learning Standards for 21st Century Life and Careers**

Standard #	Standard
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.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

## New Jersey Student Learning Standards for Technology

Standard #	Standard
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

### Instructional Focus

#### Unit Enduring Understandings:

- The continuing relationship between personal behavior, health, and well-being affect not only individuals, but also society through intended and unintended consequences.
- Relationships play a central role throughout an individual's life. Forming healthy relationships involves commitment, respect, and understanding, whether that relationship is face-to-face or virtual.
- Respect and acceptance of self and others facilitate conflict resolution, whether with peers or family members.
- In our global society, effective and appropriate communication is the basis for strengthening interpersonal relationships and avoiding and resolving conflicts.

#### Unit Essential Questions:

- How is conflict an inevitable part of relationships?
- How can communication enhance my personal health and develop positive relationships?
- Why can conflict be both positive, and negative?

#### Objectives:

##### Students will know:

- Decision-making processes
- Conflict resolution strategies
- Anger management strategies
- Attributes of healthy relationships
- Positive and negative effects of virtual interpersonal relationships

##### Students will be able to:

- Role-play situations typically faced by teenagers in order to practice conflict resolutions strategies and anger management
- Create a graphic outlining the decision-making process including positive and negative steps one might take
- Create a video clip with advice to peers about dealing with conflict and anger (making healthy decisions)

#### Evidence of Learning:

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

#### Competencies for 21st Century Learners

- Collaborative Team Member
- Globally Aware, Active, & Responsible Student/Citizen

- Self-Directed Learner
- Effective Communicator

## Resources

### **Core Text:**

### **Suggested Resources:**

Current Events Articles

Livestrong.com

Healthyteen.org

CDC.gov

Medlineplus.gov

Webmd.com

You Tube Videos

HRM video library

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**Unit: Depression & Suicide**

**Content Area: 02 Health** **Revised 7/1/23**

**Course & Grade Level: 09 Grade 9 Health Cycle**

**Summary and Rationale**

Learning about depression and suicidal ideation is important in order for students to not only possible be mindful of their own emotions but also to possibly see warning signs of depression and suicide in others. Making one simple choice to talk to someone, help someone, connect somebody with an adult or professional could possibly be saving their life. Learning strategies to help if someone is experiencing depression is often beneficial as well as students will be able to apply them to everyday life or share with others who may be struggling. The big concept is to let the students know they are not alone and that there are people who are trained to help them.

**Recommended Pacing**

**7 days**

**New Jersey Student Learning State Standards for Health Education**

**2.1 Personal and Mental Health**

<b>CPI #2.1 CHSS</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concepts	Community Health Services and Support

**2.1.12.CHSS.1:** Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

<b>CPI #2.1 PGD</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concepts	Personal Growth and Development

**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.

<b>CPI #2.1 EH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concept	Emotional Health

**2.1.12.EH.1** Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

**2.1.12.EH.2** Analyze factors that influence the emotional and social impact of mental health illness on the family.

**2.1.12.EH.3** Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

**Interdisciplinary Connections**

<b>Standard #</b>	<b>Standard</b>
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RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

### New Jersey Student Learning Standards for 21st Century Life and Careers

Standard #	Standard
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

### New Jersey Student Learning Standards for Technology

Standard #	Standard
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

### Instructional Focus

#### Unit Enduring Understandings:

- Maintaining mental and physical wellness requires health and fitness knowledge and skills.
- People, places, and things compete for our health choices and can have a positive or negative impact on our well-being.
- Access and utilization of valid health resources enhance health.
- There are immediate and long-term consequences of risky behavior associated with substance abuse and dependency.

#### Unit Essential Questions:

- What are the leading causes of death in disease and health conditions in teenagers and the general population and what steps can be taken to lessen the risks?
- How and where can I find health resources and help when I need it?
- How can communication enhance my personal health and develop positive relationships?
- In a world that is so connected, why do some individuals feel so alone?
- Does social media increase loneliness?
- How can you help someone who is suffering from depression/suicide?
- What are the warning signs of someone who has suicidal ideation, or depression?
- What are the steps we can take to help someone with depression or suicidal ideation?

#### Objectives:

##### Students will know:

- A range of maladies that affect teenagers and their effects on the individual and on society (depression, suicide, and eating disorders)
- Role of advocacy and service organizations in promoting wellness
- Available support agencies for rape, pregnancy, STDs, AIDS, suicide, eating disorders, sexual harassment

- Current world-wide health crises, causes and possible solutions
- Organizations available to teens for help with health issues, both physical and mental

**Students will be able to:**

- Understand the short- and long-term consequences of unresolved conflicts through learning the signs, symptoms, and warning signs for someone being depressed/suicidal.
- Students will be able to analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis while being assessed on a socratic circle discussion.

**Evidence of Learning:**

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

**Competencies for 21st Century Learners**

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

**Resources**

**Core Text:**

**Suggested Resources:**

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 CDC.gov  
 Medlineplus.gov  
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 HRM video library  
 Sunburst Video library

**Unit: Bullying, Harassment and Hazing**

**Content Area: 02 Health** **Revised 7/1/23**

**Course & Grade Level: 09 Grade 9 Health Cycle**

**Summary and Rationale**

Learning about bullying, harassment, and hazing in high school is important because it reinforces behaviors that are not acceptable as you get older that you may have learned earlier in life. Actions have consequences and you can really harm somebody with words, actions, and your behavior. Bullying has long lasting effects on individuals who are victims and it is important to be an upstander and not a bystander.

**Recommended Pacing**

**4-5 days**

**New Jersey Student Learning State Standards for Health Education**

**2.1 Personal and Mental Health**

<b>CPI #2.1 PGD</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concept	Personal Growth and Development

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.
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<b>CPI #2.1 SSH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concepts	Social & Sexual Health

2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
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**Interdisciplinary Connections**

Standard #	Standard
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

### Instructional Focus

#### Unit Enduring Understandings:

- The continuing relationship between personal behavior, health, and well-being affect not only individuals, but also society through intended and unintended consequences.
- Respect and acceptance of self and others facilitate conflict resolution, whether with peers or family members.
- In our global society, effective and appropriate communication is the basis for strengthening interpersonal relationships and avoiding and resolving conflicts.

#### Unit Essential Questions:

- How do my choices and lifestyle affect my wellness and the well-being of others?
- What do I need to know to reduce the chance of injury to me and to others? Is avoidance or information more effective?
- What is community and what are the individual's responsibilities to the community as well as the community's responsibilities to the individual?
- How do I know if a relationship is healthy or hurtful?

#### Objectives:

##### Students will know:

- Anger management strategies
- Attributes of healthy relationships
- Positive and negative effects of virtual interpersonal relationships
- Physical and emotional development during adolescence
- A range of maladies that affect teenagers and their effects on the individual and on society (depression, suicide, and eating disorders)
- Role of advocacy and service organizations in promoting wellness
- Available support agencies for rape, pregnancy, STDs, AIDS, suicide, eating disorders, sexual harassment
- Current world-wide health crises, causes and possible solutions
- Organizations available to teens for help with health issues, both physical and mental
- Positive and negative aspects of alcohol, tobacco, and other drugs and medicines
- Strategies for avoiding and dealing with situations such as date rape, sexual harassment, assault

##### Students will be able to:

- Role-play situations typically faced by teenagers in order to practice conflict resolutions strategies and anger management
- Create a graphic outlining the decision-making process including positive and negative steps one might take
- Create a video clip with advice to peers about dealing with conflict and anger (making healthy decisions)
- Write an article for the school newspaper on an issue faced by teenagers.
- Enact scenarios that highlight date rape situations, harassment, and assault; focus on strategies to avoid and/or extricate oneself from these situations

#### Evidence of Learning:

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

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**Resources**

**Core Text:**

**Suggested Resources:**

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**Unit: Reproductive Health**

**Content Area: 02 Health**

**Revised 7/1/23**

**Course & Grade Level: 09 Grade 9 Health Cycle**

**Summary and Rationale**

Youth are more likely to practice safe sex, delay a sexual relationship, and minimize the risk for an unplanned pregnancy, and prevent STDs/STI's after having received sexual health education. It is important for students to learn about their bodies and how it works because it is their body that they will live in their whole life. It is important to learn about consent because asking for and obtaining consent shows respect for the students self and their partner. It eliminates the entitlement that one partner might feel over the other. Learning about gender identity and expression is important because it will create understanding and respect across the board for all students. Students will feel free to express themselves in whatever way they are feeling.

**Recommended Pacing**

**12 Days**

**New Jersey Student Learning State Standards for Health Education**

**2.1 Personal and Mental Health**

<b>CPI #2.1 SSH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	<small>Disciplinary Concept</small>	Social and Sexual Health

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.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
2.1.12.SSH.2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence)
<b>CPI #2.1 PP</b>	<b>Cumulative Progress Indicator (CPI)</b>
	Disciplinary Concepts   Pregnancy and Parenting
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
2.1.12.PP.2	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
<b>CPI #2.1 CHSS</b>	<b>Cumulative Progress Indicator (CPI)</b>
	Disciplinary Concepts   Community Health Services and Support
<b>2.1.12.CHSS</b>	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).
<b>2.1.12.CHSS.2</b>	Develop an advocacy plan for a health issue and share this information with others who can benefit.
<b>2.1.12. CHSS.3</b>	:Explain the purpose of the Safe Haven Law and identify locations in your community.
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).
<b>Standard #</b>	<b>Standard</b>
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
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8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

### Instructional Focus

#### Unit Enduring Understandings:

- Individuals need to express sexuality in ways that are both healthy and responsible if they are to avoid risk of disease and life-threatening situations.
- Pregnancy and childbirth cause significant changes in one's life and in the life of others.

#### Unit Essential Questions:

- How and where can I find health resources and help when I need it?
- How and where can I find health resources and help when I need it?
- How can I decide which risks are worth taking and which are dangerous to me and others?
- How do I know if a relationship is healthy or hurtful?
- How are people transformed through their relationships with others?
- What is the definition of abstinence?
- What turning points determine our individual pathways to adulthood?
- What are the different forms of contraception available?
- How can contraception reduce the risk of unplanned pregnancy and STD's/STI's?
- What are the benefits about learning about the reproductive system in freshman health?

#### Objectives:

##### Students will know:

- Types of contraception and their availability
- Signs and symptoms of pregnancy
- The stages of pregnancy
- Responsibilities of parenthood
- The different parts of each reproductive system.
- The different types of STDs/STI and how they affect someone's health.
- Gender identity and expression
- Reproductive health problems.
- Consent

#### Evidence of Learning:

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

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## Resources

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### **Suggested Resources:**

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<b>Unit: Self Image</b>	
<b>Content Area: 02 Health</b>	<b>Revised 7/1/23</b>
<b>Course &amp; Grade Level: 09 Grade 9 Health Cycle</b>	
<b>Summary and Rationale</b>	
Learning and talking about self-image in health class will help reaffirm or perhaps think about what makes each of us special and to help build one's self-esteem and self-image. Sometimes it can be hard for us to think about the positive qualities we possess and it is important that we develop and/or maintain higher self-worth.	
<b>Recommended Pacing</b>	
<b>2-3 days</b>	
<b>New Jersey Student Learning State Standards for Health Education</b>	
<b>2.1 Personal and Mental Health</b>	
<b>CPI #2.1 PGD</b>	<b>Cumulative Progress Indicator (CPI)</b>
	Disciplinary Concept   Personal Growth and Development
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.
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	Disciplinary Concepts   Social & Sexual Health
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## Instructional Focus

### Unit Enduring Understandings:

- While nutrition and fitness influence an individual's appearance, they have a strong impact on body functions and therefore lifelong good health and well-being.
- Respect and acceptance of self and others facilitate conflict resolution, whether with peers or family members.

### Unit Essential Questions:

- What are ways we can improve our self-image/self-worth?
- How do a person's unique talents contribute to a larger community?

### Objectives:

#### Students will know:

- Physical and emotional development during adolescence
- A range of maladies that affect teenagers and their effects on the individual and on society (depression, suicide, and eating disorders)
- Organizations available to teens for help with health issues, both physical and mental

#### Students will be able to:

- Establish health goals; record progress towards those outcomes; evaluate strategies implemented.
- Discover ways they can help improve their self-image/self-worth

### Evidence of Learning:.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

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