Students in Health I: Personal Wellness examine methods to establish and maintain lifelong health and wellness. Through an ongoing evaluation of their own goals and progress in establishing proactive habits via annotation in an electronic journal, students focus on their personal responsibility in ensuring wellness and success. The study of proper diet and exercise, avoidance of injury and self-abusive behaviors, and methods to avoid future harm contribute to students’ ability to plan for and sustain personal health. Benchmark assessments are employed to track individual student progress.

*Adopted by the Somerville Board of Education on* July 25, 2017
# Health I – Grade 9

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Weeks 1-3</th>
<th>Weeks 4-5</th>
<th>Weeks 6-7</th>
<th>Weeks 8-9</th>
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</thead>
</table>

**Essential Question:**
- How can individuals take responsibility for personal wellness?
- What regular practices may help to maintain good health?
- In what ways do current behaviors affect our futures?
- What factors influence the development of positive interaction with others?

**Content:**
- Decision Making and Goal Setting
- Maintaining Wellness
- Abusive Behaviors
- Human Relationships
### Health I – Grade 9

| Skills and Topics: | • determine ways in which an individual can take responsibility for ensuring success and wellness  
• examine the causes of intentional and unintentional self-harm (e.g., abuse, accidents, cutting)  
• brainstorm preventive strategies to avoid harm to self and others  
• assess personal wellness habits  
• generate personal wellness goals  
• assimilate goals in a personal wellness plan  
• track goals via electronic journal entries | • collaborate to determine the relationship of nutrition and physical exercise to weight management  
• analyze the contributions of each nutrient class to good health (e.g., fats, carbohydrates, protein, water, minerals)  
• research dietary trends of young adults  
• analyze the impact of the media on the dietary habits and choices of young adults  
• compare and contrast cultural habits that impact personal nutrition  
• determine the relationship between diet and illness  
• assess risks to personal health related to diet  
• assimilate prevention goals in established personal wellness plan  
• track goals via electronic journal entries | • differentiate among prescription, over-the-counter, herbal, and illegal medications or substances  
• determine the criteria for evaluation of effective medicinal substances  
• compare and contrast the risks and benefits of experimental medicinal and herbal substances  
• analyze the impact of diverse and potentially-harmful substances on present and future health (e.g., tobacco, illegal drugs, inhalants)  
• investigate the legal consequences of possession, use, and/or sale of illegal substances  
• research the possible life-altering effects of alcohol and drug abuse on self and others (e.g., HIV/AIDS, sexually transmitted diseases, hepatitis, contraception, fetal alcohol syndrome, date rape, unplanned pregnancy, injuries, illness, death)  
• examine diverse human behaviors and relationships (e.g., family, friends, romantic relationships, gender roles, identity)  
• analyze personal relationship choices and growth over time  
• research the effect of technology on the development of global relationships  
• present challenges to relationships in the 21st century using digital tools  
• predict the consequences of teen sexual activity on future plans  
• compare and contrast the effectiveness of abstinence versus contraceptive measures  
• determine good health practices that protect human reproduction  
• evaluate methods to confirm and sustain healthy pregnancies  
• Investigate the positive and unintentional negative impact texting can have on casual and intimate relationships. |
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<tbody>
<tr>
<td><strong>Skills and Topics:</strong></td>
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<tr>
<td>• collaborate to assess the effectiveness of support systems that promote sobriety</td>
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<td></td>
<td></td>
<td>• Create a scenario in which texting can be misinterpreted and create a solution to avoid unintended consequences.</td>
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<tr>
<td>• Investigate and analyze the impact of sexting on personal relationships.</td>
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<td>• Understand the negative, long-term impact sexting and texting can have for an individual and their families.</td>
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<tr>
<td>• Create a scenario in which texting can be misinterpreted and create a solution to avoid unintended consequences.</td>
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<tr>
<td><strong>Integration of Technology:</strong></td>
<td>Internet, Web Quests, wireless laptop computers, SMART Boards, electronic journal entries, YouTube, prezis, VoiceThread, video streaming, podcasting</td>
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<tr>
<td><strong>Writing:</strong></td>
<td>Open-ended responses, conclusions and analysis of exploratory activities, journal entries</td>
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<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Projects, written and oral responses, teacher assessments, self-assessments, benchmark assessments</td>
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<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, culminating project(s), benchmark assessments</td>
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<tr>
<td><strong>Performance Assessments:</strong></td>
<td>Oral presentations, projects, multimedia presentations</td>
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<tr>
<td><strong>21st Century Themes:</strong></td>
<td>Global Awareness  ☒Civic Literacy  Financial, Economic, Business, and Entrepreneurial Literacy  ☒Health Literacy</td>
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<tr>
<td><strong>21st Century Skills:</strong></td>
<td>Creativity and Innovation Media Literacy Critical Thinking and Problem Solving Life and Career Skills</td>
<td>Information and Communication Technologies Literacy  ☒Communication and Collaboration  ☒Information</td>
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<tr>
<td><strong>Resources:</strong></td>
<td>Textbook, magazines, periodicals, videos, teacher-created resources</td>
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<tr>
<td><strong>Careers:</strong></td>
<td>Applicable career options are discussed as they arise throughout the health program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</td>
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*2016 NJSLS:

- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking and Listening
- L: Language
- N: Real Number System
- A: Algebra
- F: Functions
- G: Geometry
- S: Statistics and Probability
- MD: Measurement and Data
Health I
Course Requirements

Grade: 9  Prerequisite: None  Credit Value: 1.25
Length of Course: Marking Period

Course Description

Students in Health I: Personal Wellness examine methods to establish and maintain lifelong health and wellness. Through an ongoing evaluation of their own goals and progress in establishing proactive habits via annotation in an electronic journal, students focus on their personal responsibility in ensuring wellness and success. The study of proper diet and exercise, avoidance of injury and self-abusive behaviors, and methods to avoid future harm contribute to students’ ability to plan for and sustain personal health. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:
- Decision Making and Goal Setting
- Maintaining Wellness
- Abusive Behaviors
- Human Relationships

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- How can individuals take responsibility for personal wellness?
- What regular practices may help to maintain good health?
- In what ways do current behaviors affect our futures?
- What factors influence the development of positive interaction with others?
- What are the post-graduation and/or career options that apply to the course content?
Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Health I
Student Agreement

STUDENT NAME: ____________________________________________
Last Name                                First Name

GRADE: ________________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Health I.

I acknowledge my responsibility to read and understand all of the information contained in the Health I Course Requirements information and syllabus packet.

_________________________________________  ______________
Student Signature                          Date

Note: Please share the course requirements for Health I with your parents.