

Focus Topic: Wellness (2.1)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • How does health data assist in fitness assessments? • What impact does technology have on wellness? • What is uniqueness? • How do food choices affect a person? • What are preventative measures? • How does a person avoid conflict? 	<ul style="list-style-type: none"> • Healthy choices contribute to wellness • Technology impacts wellness • Goals, choices, and behaviors are influenced
<p>New Jersey Student Learning Standards:</p> <p>A. Personal Growth & Development</p> <p>2.1.6.A.1 - Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.A.2 - Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6.A.3 - Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness • TSW discuss how technology impacts wellness • TSW compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness • TSW compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth

B. Nutrition

2.1.6.B.1 - Determine factors that influence food choices and eating patterns.

2.1.6.B.2 - Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

2.1.6.B.3 - Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

2.1.6.B.4 - Compare and contrast nutritional information on similar food products in order to make informed choices.

C. Diseases and Health Conditions

2.1.6.C.1 - Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

2.1.6.C.2 - Determine the impact of public health strategies in preventing diseases and health conditions.

2.1.6.C.3 - Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

- TSW discuss how heredity and physiological changes contribute to an individual's uniqueness
- TSW compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan
- TSW discuss the short and long-term benefits and risks associated with nutritional choices
- TSW compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, Diabetes, Lyme disease, STDs, and HIV/AIDS
- TSW choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying
- TSW describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence
- TSW discuss how stereotyping might influence one's goals, choices, and behaviors

D. Safety

2.1.6.D.1 – Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

2.1.6.D.2 – Explain what to do if abuse is suspected or occurs.

2.1.6.D.3 – Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

2.1.6.D.4 - Assess when to use basic first-aid procedures.

E. Social and Emotional Health

2.1.6.E.1 – Examine how personal assets and protective factors support healthy social and emotional development.

2.1.6.E.2 – Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

2.1.6.E.3 – Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Focus Topic: Integrated Skills (2.2)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> ○ ● Why is communication important? Why is it important to be tolerant of other's ideas and opinions? ● Why are goals important? ● What are ethics? ● How do you make a decision? ● What is a vision? ● To what extent do outside influences shape values? 	<ul style="list-style-type: none"> ○ ● People are entitled to have ideas and opinions ● Decisions play an important role in everyday life ● Role models have influence ● Health decisions are influenced ● Community service impacts wellness
<p>New Jersey Student Learning Standards:</p> <p>A. Interpersonal Communication 2.2.6.A.1 - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.A.2 - Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● TSW summarize health information from a variety of valid and reliable health resources ● TSW demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness ● TSW describe and demonstrate active and reflective listening

<p>B. Decision Making and Goal Setting</p> <p>2.2.6.B.1 - Use effective decision-making strategies.</p> <p>2.2.6.B.2 - Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6.B.3 - Determine how conflicting interests may influence one's decisions.</p> <p>2.2.6.B.4 - Apply personal health data and information to support achievement of one's short- and long-term health goals.</p> <p>C. Character Development</p> <p>2.2.6.C.1 - Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6.C.2 - Predict situations that may challenge an individual's core ethical values.</p> <p>2.2.6.C.3 - Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>D. Advocacy and Service</p> <p>2.2.6.D.1 – Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</p> <p>2.2.6.D.2 - Develop a position about a health issue in order to inform peers.</p>	<ul style="list-style-type: none"> • TSW compare and contrast the economic and social purposes of health messages presented in the media • TSW investigate how conflicting interests may influence decisions and choices • TSW analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made • TSW explain how personal ethics influence decision-making • TSW develop strategies to support the achievement of short and long-term health goals • TSW describe actions and situations that show evidence of good character • TSW discuss how role models influence the personal goals and ethical standards of others • TSW implement appropriate leadership strategies when serving in a leadership role • TSW analyze a group's ability to improve its performance, and provide appropriate feedback • TSW develop and articulate a group's goals and vision • TSW formulate and express a position on health issues and educate peers about the health issue or cause
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<p>E. Health Services and Information</p> <p>2.2.6.E.1 – Determine the validity and reliability of different types of health resources.</p> <p>2.2.6.E.2 - Distinguish health issues that warrant support from trusted adults or health professionals.</p>	<ul style="list-style-type: none"> • TSW discuss local and state laws that impact personal, family, and community wellness • TSW formulate ways that individuals and groups can work together to improve wellness • TSW categorize health and fitness services available in the school and community and demonstrate how to access them
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Focus Topic: Drugs and Medicine (2.3)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • When are medicines effective? • What are means of dealing with addiction? • How does substance abuse affect others around you? • How do I determine whether or not a medication will be effective? • How do you make the “right” decisions in the face of peer, media and other pressures? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Alcohol, tobacco, and some drugs are addictive • Addictions are often influenced • Substance abuse affects others

New Jersey Student Learning Standards:	Objectives:
<p>A. Medicines</p> <p>2.3.6.A.1 - Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p> <p>2.3.6.A.2 - Compare information found on over-the-counter and prescription medicines.</p> <p>B. Alcohol, Tobacco, and Other Drugs</p> <p>2.3.6.B.1 - Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6.B.2 - Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3 - Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p> <p>2.3.6.B.4 - Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <p>2.3.6.B.5 - Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>2.3.6.B.6 - Summarize the signs and symptoms of inhalant abuse.</p>	<ul style="list-style-type: none">• TSW discuss factors to consider when choosing an over-the-counter medicine• TSW discuss the safe administration and storage of over-the-counter and prescription medicine• TSW describe factors that impact the effectiveness of a medicine• TSW describe ways to reduce the health impact of tobacco smoke on non-smokers• TSW discuss the short and long-term physical and behavior effects of inhalant use, including brain, heart, and lung damage and death• TSW describe the physical and behavioral effects of each classification of drugs• TSW discuss the legal and financial consequences of the use, sale and possession of illegal substances• TSW discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models

2.3.6.B.7 - Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

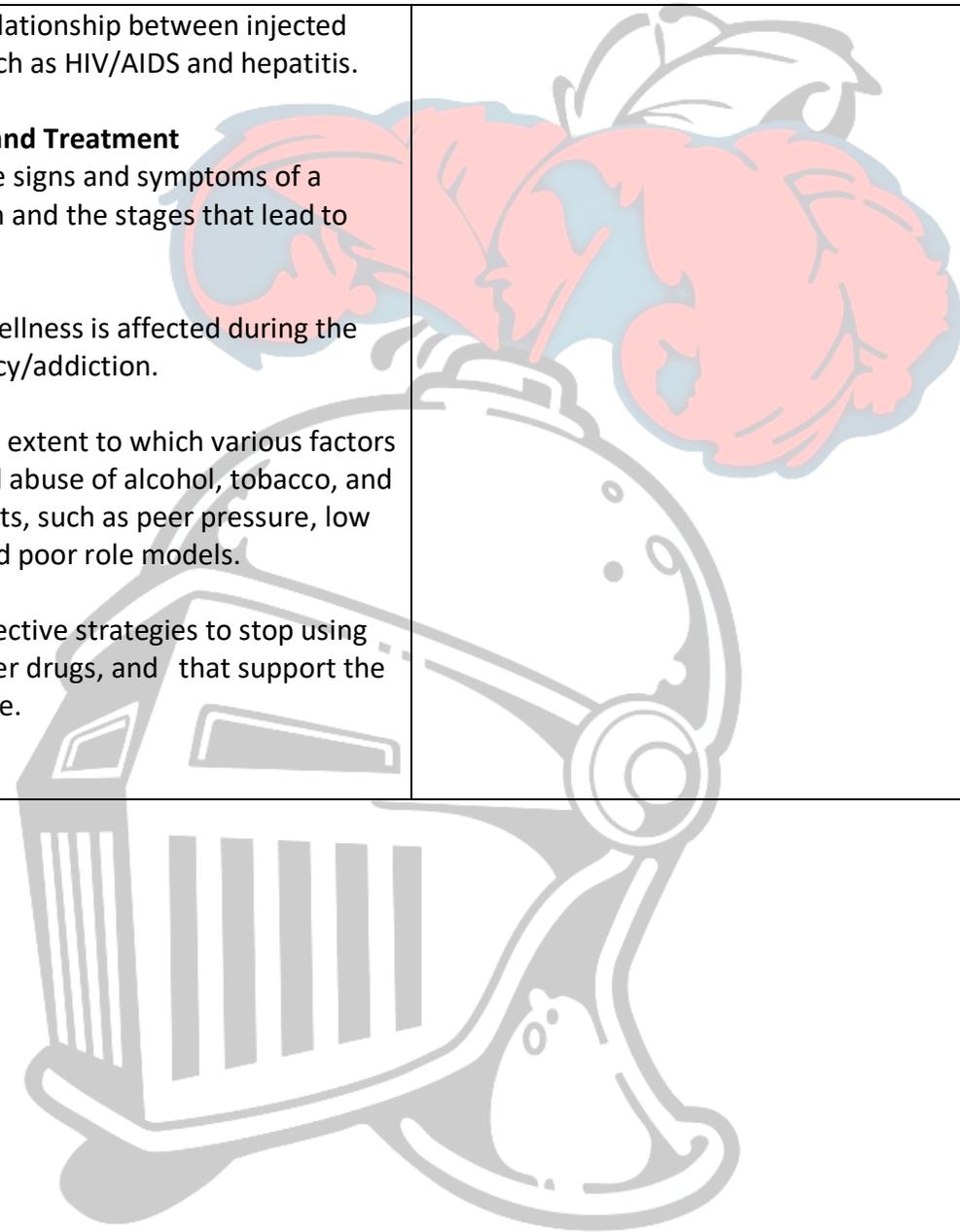
C. Dependency/Addiction and Treatment

2.3.6.C.1 - Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

2.3.6.C.2 - Explain how wellness is affected during the stages of drug dependency/addiction.

2.3.6.C.3 - Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

2.3.6.C.4 - Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.



Focus Topic: Human Relationships and Sexuality (2.4)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • How do families cooperate? • How do peer relationships change? • What is abstinence? • How is sexuality influenced? 	<ul style="list-style-type: none"> • Every person contributes to the family • Peer relationships change • Sexuality is influenced by media and peers • Adolescent parenting is challenging
<p>New Jersey Student Learning Standards:</p> <p>A. Relationships</p> <p>2.4.6.A.1 - Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 - Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 - Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4 - Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6.A.5 - Compare and contrast the role of dating and dating behaviors in adolescence.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW compare and contrast the interconnected and cooperative roles of family members • TSW investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs • TSW describe the characteristics of a healthy relationship and discuss factors that support and sustain it • TSW describe how peer relationships may change during adolescence • TSW discuss different forms of dating and explain the role of dating in personal growth • TSW discuss strategies to remain abstinent and resist pressures to become sexually active

B. Sexuality

2.4.6.B.1 - Compare growth patterns of males and females during adolescence.

2.4.6.B.2 - Summarize strategies to remain abstinent and resist pressures to become sexually active.

2.4.6.B.3 - Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

2.4.6.B.4 - Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

C. Pregnancy and Parenting

2.4.4.C.1 - Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

2.4.4.C.2 - Identify the signs and symptoms of pregnancy.

2.4.6.C.3- Identify prenatal practices that support a healthy pregnancy.

2.4.6.C.4 - Predict challenges that may be faced by adolescent parents and their families.

- TSW discuss the possible physical, social, and emotional impacts of adolescent sexual activity
- TSW describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy
- TSW identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them
- TSW discuss how parents, peers, and other media influence attitudes about sexuality
- TSW discuss fertilization, embryonic development, and fetal development
- TSW explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy
- TSW discuss how the health of the birth mother impacts the development of the fetus
- TSW describe the signs and symptoms of pregnancy
- TSW recommend prenatal practices that support a healthy pregnancy
- TSW discuss the potential challenges faced by adolescent parents and their families

Focus Topic: Motor Skill Development (2.5)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • How does practice and effort impact performance? • What impacts movement? • What strategies affect movement skills? • How does effective and appropriate movement affect wellness? 	<ul style="list-style-type: none"> • Movement provides opportunity • Movement allows expression • Attitude affects performance
<p>New Jersey Student Learning Standards:</p> <p>A. Movement Skills and Concepts 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW demonstrate mechanically correct form with control • TSW demonstrate how equilibrium, rotation, and range impact performances • TSW apply the impact of force and motion during activity • TSW assess the quality of movement • TSW compare and contrast the use of space and flow in physical activities • TSW summarize how movement can be made more interesting, creative, or effective

2.5.6.A.3 - Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

B. Strategy

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

C. Sportsmanship, Rules, and Safety

2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.6.C.3 - Relate the origin and rules associated with certain games, sports, and dances to different cultures.

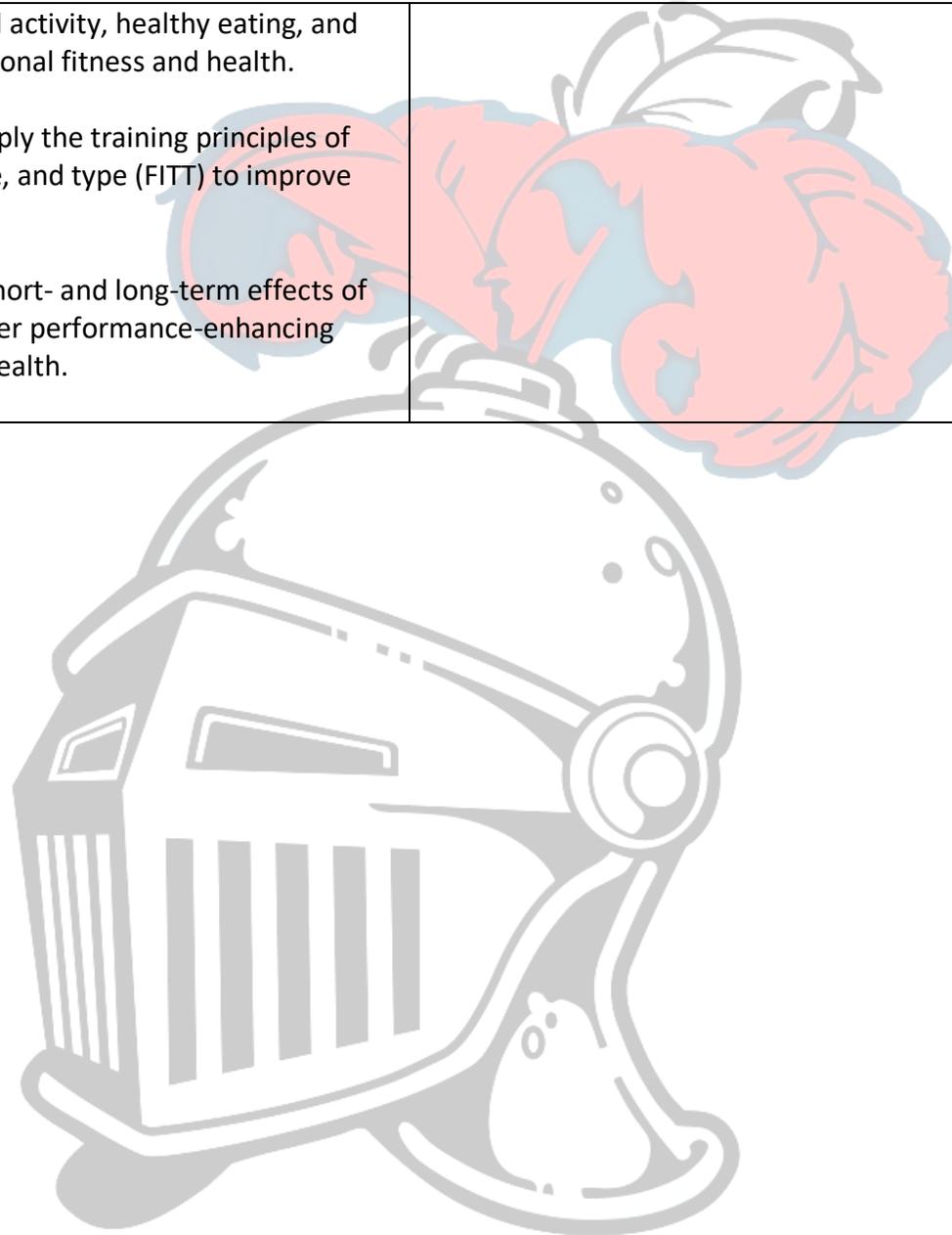
- TSW use offensive, defensive, and cooperative strategies
- TSW use specific strategies to prepare for physical activity
- TSW assess strategies for effectiveness

Focus Topic: Fitness (2.6)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How does fitness affect health and well being? • What is training? • In what ways is physical activity beneficial? • How does personal fitness impact wellness? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Training principles improve personal fitness • Technology impacts fitness
<p>New Jersey Student Learning Standards:</p> <p>A. Fitness and Physical Activity</p> <p>2.6.6A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW predict how factors impact personal fitness • TSW analyze the positive and negative impacts of technological advances on exercise, health, and fitness • TSW recognize signs and symptoms that warrant exercise termination • TSW establish a progression of activity • TSW describe and demonstrate various training methods • TSW use technology to implement a personal fitness plan • TSW demonstrate age and gender specific progress towards improving fitness

2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.



Literature Connection:

- Small Steps (Louis Sachar) – 2.1
- The Feelings Book: The Care and Keeping of Your Emotions (Lynda Madison) – 2.1
- The Candy Shop War (Brandon Mull) – 2.2
- Who Was Ben Franklin? (Dennis Brindell Fradin) – 2.2
- Joey Pigza Loses Control (Jack Gantos) – 2.3
- The Biography of Tobacco (Carrie Gleason) – 2.3
- Families (Ann Morris) – 2.4
- The Outsiders (S. E. Hinton) – 2.4
- It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health (Robie H. Harris) – 2.4
- Sportsmanship (John S. Bowman) – 2.5
- Forces and Motion (Sally Hewitt) – 2.5
- Lake Rescue (Annie Bryant) – 2.6
- Planning and Preparing Healthy Meals and Snacks: A Day-to-Day Guide to a Healthier Diet (Jennifer Silate) – 2.6

Technology Integration:**8.1 Educational Technology**

A. Technology Operations and Concepts

8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.4 - Graph and calculate data within a spreadsheet and present a summary of the results C. Communication and Collaboration

D. Digital Citizenship

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

E. Research and Information Fluency

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.2 Technology Education, Engineering, Design, and Computational Thinking

A. The Nature of Technology: Creativity and Innovation

8.2.8.A.1 - Research a product that was designed for a specific demand and identify how the product has changed to meet new demands

8.2.8.A.5 - Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

B. Technology and Society

8.2.8.B.2 - Identify the desired and undesired consequences from the use of a product or system.

C. Design

8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.

D. Abilities for a Technological World

8.2.8.D.1 - Design and create a product that addresses a real world problem using a design process under specific constraints.

Instructional Practices may include (but are not limited to): Word processing projects, blogs / internet interactions, online reinforcement sites, food packaging comparisons, data collection, charts / graphs, paint & draw programs, display boards

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employees - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP3. Attend to personal health and financial well-being. - Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP5. Consider the environmental, social and economic impacts of decisions. - Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP12. Work productively in teams while using cultural global competence. - Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Instructional Practices may include (but are not limited to): apply learned skills to promote healthy lifestyles and become productive citizens within a community, understand the importance of an eco-friendly environment, practice proper sportsmanship and team skills

Interdisciplinary Connections:**Language Arts**

Reading Literature Text

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Reading Informational Text

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Writing

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

Mathematics

Expressions and Equations

Represent and analyze quantitative relationships between dependent and independent variables. (6.EE.C.9)

Statistics and Probability

Develop understanding of statistical variability. (6.SP.A.1)

Science

MS-ETS1 Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Social Studies

B. Civics, Government and Human Rights

6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities

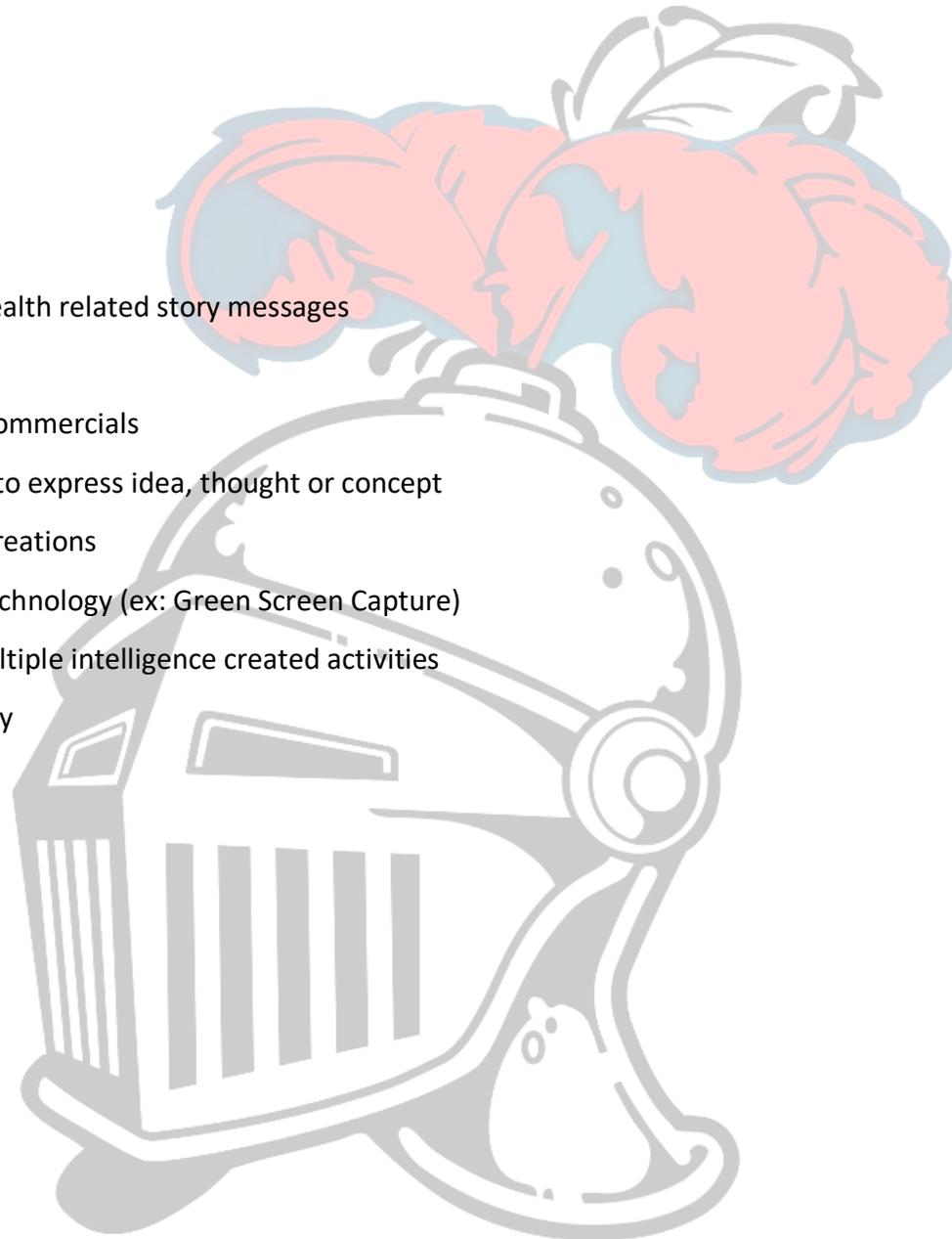
Differentiated Instruction*:

General	Comprehension	Organization	Recall
<ul style="list-style-type: none"> • Allow extra time • Extended timelines for assignments • Adjust due dates • Communication (home and school) • Provide study sheets and notes 	<ul style="list-style-type: none"> • Segment information into manageable tasks • Provide concrete directions • Immediate feedback • Emphasize multi-sensory learning • Small group instruction 	<ul style="list-style-type: none"> • Diagrams and illustrations • Daily planner • Visual and verbal reminders • Color code materials • Provide written agenda 	<ul style="list-style-type: none"> • Display key points in class • Use of graphic organizers • Visual and verbal reminders
Assistive Technology	Assessments	Behavioral	Processing
<ul style="list-style-type: none"> • Computer / Chromebook • FM System (sound enhancement) • Speech to Text and/or Text to Speech • Whiteboard • Spell checker 	<ul style="list-style-type: none"> • Allow oral responses • Alternative method of response • Read aloud directions • Study guides • Extended time • Small Group 	<ul style="list-style-type: none"> • Structured routine • Transitional warnings • Utilize behavior management techniques • Frequent feedback • Simple and clear classroom rules 	<ul style="list-style-type: none"> • Verbalize prior to writing • Repeat, clarify or reword directions • Breaks between tasks • Transitional warnings • Classroom “buddy”

*Integrated accommodations and modifications to support special education students, ELL, and students w/ 504 plans.

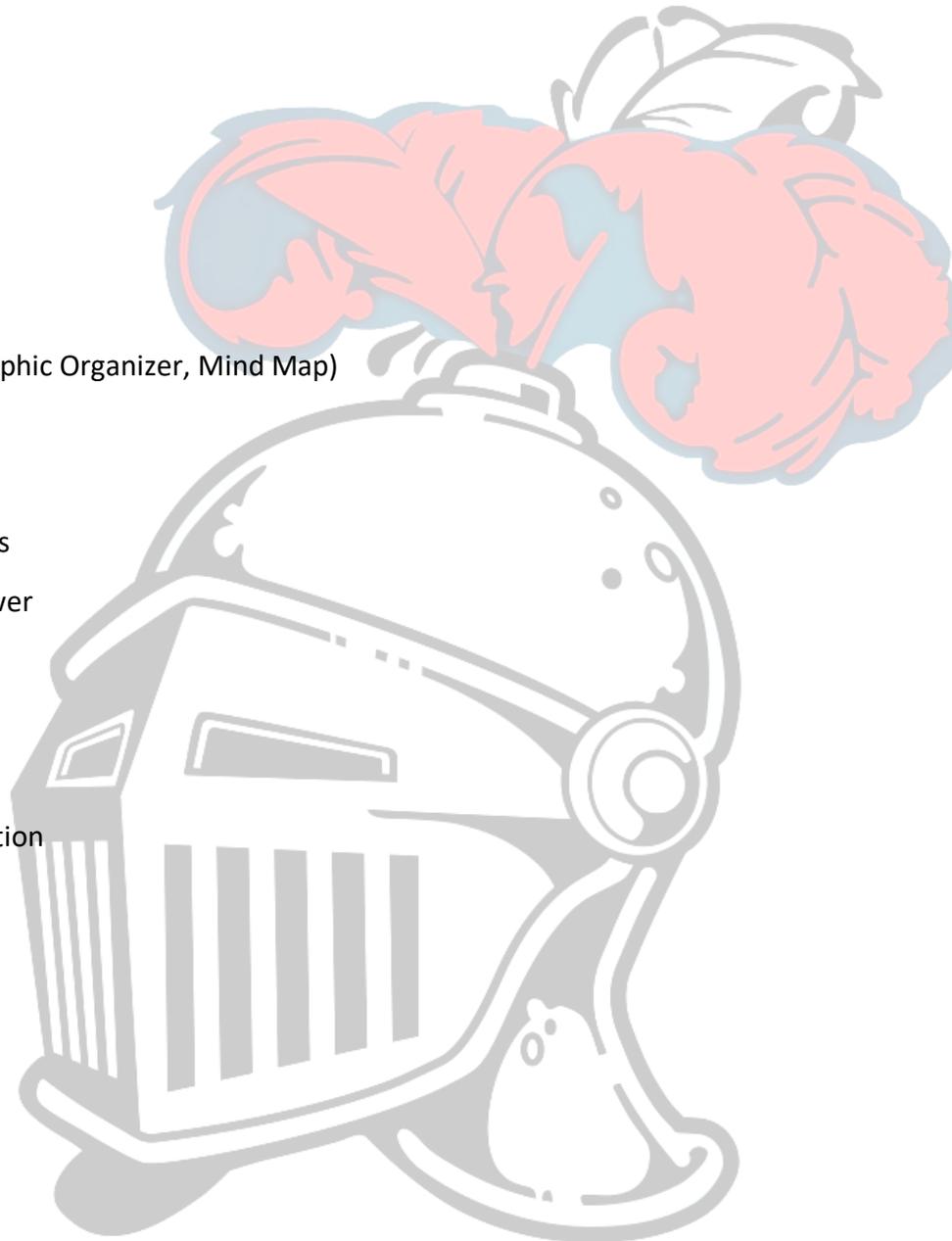
Enrichment:

- Graffiti Wall
- Ideal Parent Journal
- Communication Rating
- Create puppets to retell health related story messages
- Webquest
- Review of health related commercials
- Create song and/or music to express idea, thought or concept
- Stop Action Animation recreations
- Retelling through use of technology (ex: Green Screen Capture)
- Self selection based on multiple intelligence created activities
- Recreate rules of game play

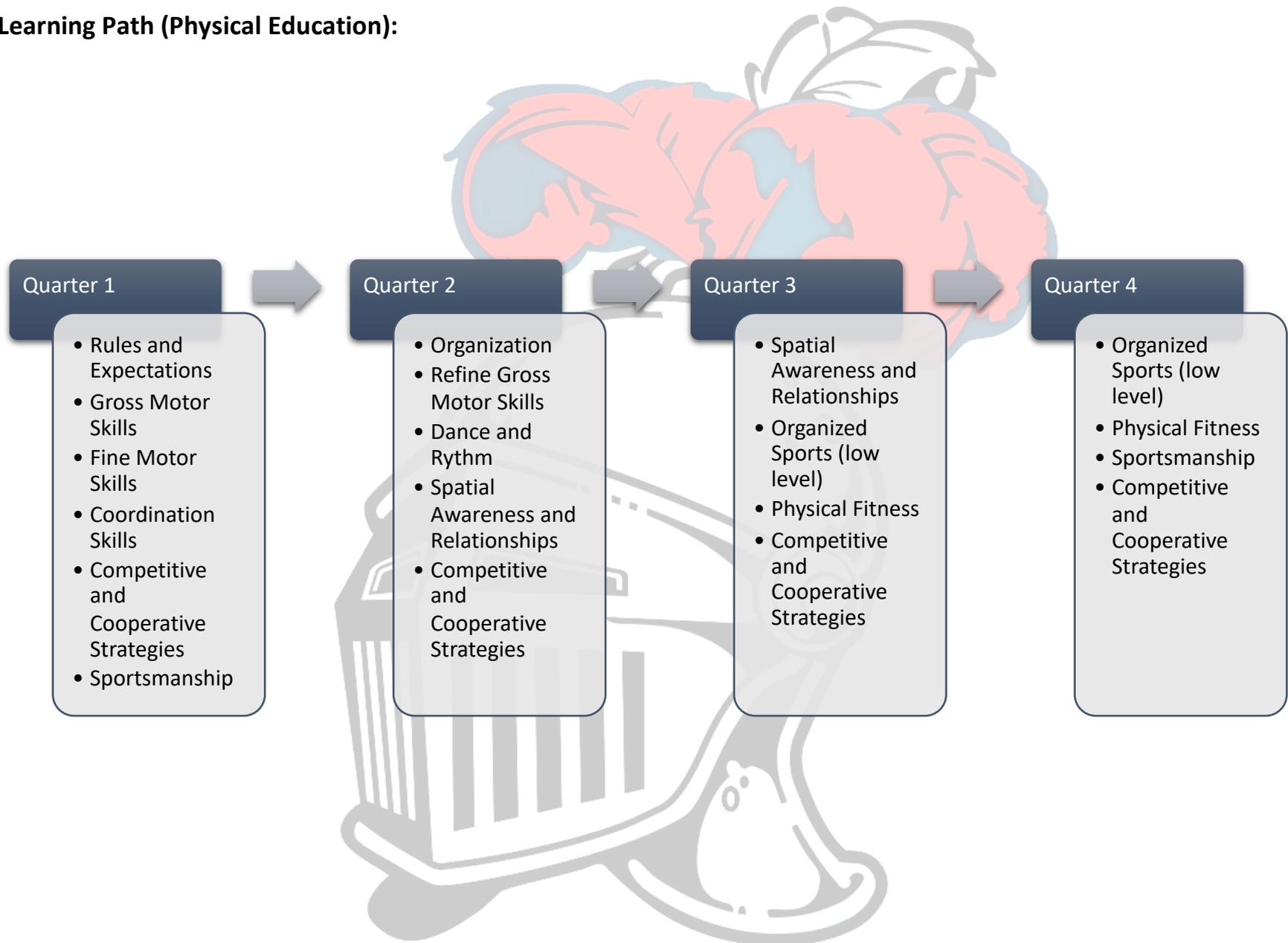


Assessments:

- Peer/Self Assessments
- Observations
- Questioning
- Exit Slips
- Visual Representation (Graphic Organizer, Mind Map)
- Kinesthetic Movement
- Benchmarks
- Unit / Chapter Assessments
- DBQs / Essays / Short Answer
- Debate / Oral Report
- Homework
- End of Project Portfolios
- Video / Stop Action Animation



Learning Path (Physical Education):



Learning Path (Health):

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