
Health Education Curriculum

School District of Seward

Implemented in the Fall of 2009
410 South St. • Seward, NE • 68434



We need to make a national commitment to health education that is far greater than the routine and merely ceremonial attention we usually give it. . . . We need to teach youngsters that they must take charge of their health—all of their lives.... And we must do more than teach; we must set an example in the way we live.

—C. Everett Koop, M.D.

Koop: The Memories of America's Family Doctor

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Health Education Program

PHILOSOPHY, & GOALS



There are many facets to a comprehensive health curriculum.

Philosophy Guiding Our Health Curriculum

The goal of the health education program is to have our students become knowledgeable about what constitutes physical, psychological and social wellness. We believe that the practice of healthful living will affect students in all areas of learning. Therefore, it is our desire to empower young people with the skills and positive attitudes they need to make informed decisions to promote their own lifelong health and well-being. This philosophy applies to the 6 major topics of our comprehensive Health Education Program, including:

- 🎯 Health & wellness, including making healthy decisions, setting goals, and personal health care
- 🎯 Aspects of healthy social relationships, emotional and mental health
- 🎯 Nutrition and physical fitness
- 🎯 Substance abuse prevention
- 🎯 Growth & development
- 🎯 Physical diseases and prevention
- 🎯 Human sexuality

Goals of Our Health Curriculum

As a result of our curriculum, students will:

- understand the variety of physical, mental, emotional, and social changes that occur throughout life,
- comprehend concepts related to health promotion and disease prevention to enhance health,
- analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors,
- demonstrate the ability to use decision-making skills to enhance health,
- demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks,
- demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks.

The educational materials come from a variety of sources. We attempt to select our materials from the best - from agencies and organizations that take a proactive and educational position with regard to Health Education in schools. We do not endorse any particular agency, organization, or business enterprise. Students are encouraged to look at all educational materials with a critical eye.

Evaluating the success of a Health Education program is a difficult task. In addition to mastering information, it is our goal to assist students in the development of health enhancing lifestyles reflecting positive attitudes and behaviors. These outcomes are difficult to measure and often are not acted on until later in the students' lives.

Human Sexuality Education

All of our sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted diseases.

Abstinence is to be stressed, but not to the exclusion of other methods for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted diseases. Such courses or units are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual

relationships. Further, sexuality education materials, including instructional strategies and activities, must not use shame or fear based tactics.

Course materials and instruction for all human sexuality education courses or units shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted diseases prevention education and the human sexuality education plan is to provide instruction, at least annually, for all students in grades 7-9.

No student is required to participate in human sexuality instruction. All materials related to human sexuality instruction are available for review by parents/guardians. Parents of minor children will be notified in advance of human sexuality instruction and offered the opportunity to excuse their child from this unit of instruction, after reviewing the materials to be used in the classroom.

Scope & Sequence of Learning Objectives

The scope and sequence of Health Education objectives are designed to provide background information prior to studying each topic in depth as students move through the curriculum. The objectives are based largely upon the national health standards.

Grades K-2 Learning Objectives

	Grade K	Grade 1	Grade 2
<ul style="list-style-type: none"> • Students will comprehend concepts related to health promotion and disease prevention to enhance health. <p><i>National Standard #1</i></p>	<ul style="list-style-type: none"> • Demonstrate knowledge of good personal hygiene and dental habits. • Give examples of good nutrition. • Demonstrate knowledge that medicines are used to promote health. 	<ul style="list-style-type: none"> • Demonstrate knowledge of good personal hygiene and dental habits. • Give examples of good nutrition. • Demonstrate knowledge that medicines are used to promote health. 	<ul style="list-style-type: none"> • Demonstrate knowledge of good personal hygiene and dental habits. • Group foods according to the food pyramid. • Demonstrate knowledge that medicines are used to promote health.
<ul style="list-style-type: none"> • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. <p><i>National Standard #2</i></p>	<ul style="list-style-type: none"> • Demonstrate awareness of family structures. • Demonstrate knowledge that responsible adults should be used as resources for guidance in health practices. 	<ul style="list-style-type: none"> • Demonstrate awareness of family structures. • Demonstrate knowledge that responsible adults should be used as resources for guidance in health practices. 	<ul style="list-style-type: none"> • Demonstrate awareness of family structures. • Demonstrate knowledge that responsible adults should be used as resources for guidance in health practices.

	Grade K	Grade 1	Grade 2
<ul style="list-style-type: none"> • Student will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks. <p><i>National Standard #4</i></p>	<ul style="list-style-type: none"> • Show consideration and respect for self and others. • Demonstrate knowledge of healthy ways to communicate. • Demonstrate knowledge of a 5-step conflict resolution strategy to peacefully resolve issues with others. 	<ul style="list-style-type: none"> • Show consideration and respect for self and others. • Demonstrate knowledge of healthy ways to communicate. • Demonstrate knowledge of a 5-step conflict resolution strategy to peacefully resolve issues with others. 	<ul style="list-style-type: none"> • Show consideration and respect for self and others. • Demonstrate knowledge of healthy ways to communicate. • Demonstrate knowledge of a 5-step conflict resolution strategy to peacefully resolve issues with others.
<ul style="list-style-type: none"> • Students will demonstrate the ability to use decision-making skills to enhance health. <p><i>National Standard #5</i></p>	<ul style="list-style-type: none"> • Demonstrate knowledge that responsible adults should be used as resources for guidance in health practices. 	<ul style="list-style-type: none"> • Demonstrate knowledge that responsible adults should be used as resources for guidance in health practices. • Demonstrate knowledge that behaviors have consequences. 	<ul style="list-style-type: none"> • Demonstrate knowledge that responsible adults should be used as resources for guidance in health practices.
<ul style="list-style-type: none"> • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. <p><i>National Standard #7</i></p>	<ul style="list-style-type: none"> • Categorize safe and unsafe practices. • Select appropriate clothing for weather conditions. • Identify poisons and where they may be located within the home. 	<ul style="list-style-type: none"> • Categorize safe and unsafe practices. • Differentiate between medicines and harmful drugs. 	<ul style="list-style-type: none"> • Categorize safe and unsafe practices. • Distinguish between medicines and other drugs. • Identify alcohol's effect on the body.
<ul style="list-style-type: none"> • Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life. 		<ul style="list-style-type: none"> • Demonstrate awareness of growth and development from infancy to one's own age. 	

Grades 3-4 Learning Objectives

	Grade 3	Grade 4
<ul style="list-style-type: none"> • Students will comprehend concepts related to health promotion and disease prevention to enhance health. <p style="text-align: center;"><i>National Standard #1</i></p>	<ul style="list-style-type: none"> • Demonstrate knowledge of good personal hygiene and dental habits. • Group foods according to the food pyramid. • Demonstrate awareness of use of medicine and health care to promote health and prevention of disease. 	<ul style="list-style-type: none"> • Routinely practice good personal hygiene and dental habits. • State the rules of basic first aid. • Demonstrate awareness of use of medicine and health care to promote health and prevention of disease.
<ul style="list-style-type: none"> • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. <p style="text-align: center;"><i>National Standard #2</i></p>	<ul style="list-style-type: none"> • Demonstrate awareness that information printed on products or advertised is useful to promote health. • Demonstrate knowledge of healthy communication within families. 	<ul style="list-style-type: none"> • Demonstrate awareness that information printed on products or advertised is useful to promote health. • Demonstrate knowledge of healthy communication within families.
<ul style="list-style-type: none"> • Student will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks. <p style="text-align: center;"><i>National Standard #4</i></p>	<ul style="list-style-type: none"> • Show consideration and respect for self and others. • Use communication skills to enhance healthy interpersonal relationships. • Demonstrate knowledge of a 5-step conflict resolution strategy to peacefully resolve issues with others. 	<ul style="list-style-type: none"> • Show consideration and respect for self and others. • Use communication skills to enhance healthy interpersonal relationships. • Demonstrate knowledge of a 5-step conflict resolution strategy to peacefully resolve issues with others.
<ul style="list-style-type: none"> • Students will demonstrate the ability to use decision-making skills to enhance health. <p style="text-align: center;"><i>National Standard #5</i></p>	<ul style="list-style-type: none"> • Distinguish between reliable and misleading health information or advice. • Demonstrate knowledge that behaviors have consequences. • Identify transportation safety issues and the methods are the safest for individuals traveling to and from school. 	<ul style="list-style-type: none"> • Distinguish between reliable and misleading health information or advice. • Demonstrate knowledge that behaviors have consequences. • Identify transportation safety issues and the methods are the safest for individuals traveling to and from school.

	Grade 3	Grade 4
<ul style="list-style-type: none"> • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. <p><i>National Standard #7</i></p>	<ul style="list-style-type: none"> • Distinguish between medicines and other drugs. • Compare drug use and misuse. • Compare safe and unsafe activities. • Compare healthy and unhealthy behaviors. • Identify types of drugs and alcohol and the effects they have on the body. 	<ul style="list-style-type: none"> • Compare drug use and misuse. • Compare safe and unsafe activities. • Compare healthy and unhealthy behaviors. • Identify types of drugs and alcohol and the effects they have on the body.
<ul style="list-style-type: none"> • Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life. 	<ul style="list-style-type: none"> • Demonstrate knowledge of functions of the sense organs. • Recognize gender specific developmental changes of the body. 	<ul style="list-style-type: none"> • List body systems and their functions. • Demonstrate awareness of different stages of life, including puberty.

Grades 5-6 Learning Objectives

	Grade 5	Grade 6
<ul style="list-style-type: none"> • Students will comprehend concepts related to health promotion and disease prevention to enhance health. <p><i>National Standard #1</i></p>	<ul style="list-style-type: none"> • Demonstrate good personal hygiene and dental care. • Understand the need to change routine hygiene practices to accommodate changes in development. 	<ul style="list-style-type: none"> • Determine the factors that cause certain health problems. • Demonstrate good personal hygiene and dental care. • Understand the need to change routine hygiene practices to accommodate changes in development.
<ul style="list-style-type: none"> • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. <p><i>National Standard #2</i></p>	<ul style="list-style-type: none"> • Understand that differences between people is normal. • Demonstrate knowledge of resources to access if student experiences social/emotional/physical problems. • Demonstrate healthy communication skills within family, peer group, and classroom settings. 	<ul style="list-style-type: none"> • Examine current global diseases. • Demonstrate awareness that one can help a peer by notifying appropriate resources. • Understand that differences between people is normal. • Demonstrate knowledge of resources to access if student experiences social/emotional/physical problems. • Demonstrate healthy communication skills within family, peer group, and classroom settings.
<ul style="list-style-type: none"> • Student will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks. <p><i>National Standard #4</i></p>	<ul style="list-style-type: none"> • Show consideration & respect for self and others. • Evaluate positive and negative aspects of friendships. • Understand that emotions increase with changes during puberty. • Develop strategies to deal with emotions during puberty. 	<ul style="list-style-type: none"> • Show consideration & respect for self and others. • Evaluate positive and negative aspects of friendships. • Understand that emotions increase with changes during puberty. • Develop strategies to deal with emotions during puberty.

	Grade 5	Grade 6
<ul style="list-style-type: none"> • Students will demonstrate the ability to use decision-making skills to enhance health. <p><i>National Standard #5</i></p>	<ul style="list-style-type: none"> • Determine the appropriate time to visit the school nurse or other medical personnel. • Understand that behaviors have consequences for oneself. • Differentiate between healthy and unhealthy activities. 	<ul style="list-style-type: none"> • Demonstrate awareness that one's behaviors have consequences for others. • Determine the appropriate time to visit the school nurse or other medical personnel. • Differentiate between healthy and unhealthy activities.
<ul style="list-style-type: none"> • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. <p><i>National Standard #7</i></p>	<ul style="list-style-type: none"> • Explain strategies to resist unhealthy activities. • Compare proper and improper use of drugs. 	<ul style="list-style-type: none"> • Explain strategies to resist unhealthy activities. • Compare proper and improper use of drugs.
<ul style="list-style-type: none"> • Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life. 	<ul style="list-style-type: none"> • List body systems and their functions. • Understand puberty's effect on body systems and functions. • Demonstrate awareness and explain the different stages of life. 	<ul style="list-style-type: none"> • List body systems and their functions. • Understand puberty's effect on body systems and functions. • Demonstrate awareness and explain the different stages of life.

Grades 7-9 Learning Objectives

	Grade 7	Grade 8	Grade 9
<ul style="list-style-type: none"> • Students will comprehend concepts related to health promotion and disease prevention to enhance health. <p style="text-align: center;">National Standard #1</p>	<ul style="list-style-type: none"> • Understand personal behaviors that prevent the spread of diseases. • Understand how behavior can impact health maintenance. • Describe ways to enhance health and reduce risk during adolescence. • Understand health concepts that lead to a health lifestyle. • Explain how appropriate health care promotes personal health. • Analyze how environment and health are related. • Explain the impact of personal health behavior on the functioning of body systems. 	<ul style="list-style-type: none"> • Describe the four main aspects of health. • Examine and explain the purpose of a wellness scale. • Understand the purpose and steps to a healthy behavior contract. • Be aware of physical and emotional health concerns related to relationships and human sexuality. • Understand the importance of making good decisions related to human sexuality and healthy relationships. 	<ul style="list-style-type: none"> • Identify resources to promote their personal health. • Analyze how diseases are transmitted. • Identify behaviors that enhance health. • Analyze the relationship between health promotion and disease prevention. • Be aware of physical and emotional health concerns related to relationships and human sexuality. • Understand the importance of making good decisions related to human sexuality and healthy relationships.
<ul style="list-style-type: none"> • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. <p style="text-align: center;">National Standard #2</p>	<ul style="list-style-type: none"> • Understand that others influence personal health decisions. • Describe how culture influences personal health behaviors. • Explain media influences on thoughts, feelings, and behaviors. • Describe ways technology can be used to influence health decisions and behaviors. 	<ul style="list-style-type: none"> • Identify social skills that promote healthy relationships. • Describe qualities found in healthy relationships. • Interpret nutrition facts, advertisements and labels. • Identify factors that lead to eating disorders. • Understand how culture and media influence food choices. 	<ul style="list-style-type: none"> • Analyze how media messages can affect consumers. • Evaluate ways peers can influence your health. • Display the skills needed to resist factors that could lead to negative health consequences. • Analyze the health messages delivered through the media.

	Grade 7	Grade 8	Grade 9
<ul style="list-style-type: none"> • Student will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks. <p>National Standard #4</p>	<ul style="list-style-type: none"> • Differentiate between positive and negative peer pressure. • Demonstrate strategies for coping with problems and stress. • Describe methods of communicating emotions; • Describe the importance of healthy relationships on personal health. 	<ul style="list-style-type: none"> • Describe methods of resisting drugs, alcohol and smoking. • Identify risk factors and protective factors for drug misuse and abuse • Demonstrate abilities to find ways to say no in pressure situations. • Discuss short term and long term effects of drugs, alcohol and tobacco. 	<ul style="list-style-type: none"> • Analyze strategies for resolving conflict. • Understand their own deficiencies and develop strategies to overcome those deficiencies. • Analyze theories that could lead to interpersonal problems. • Display skills needed to overcome internal and external pressure • Demonstrate communication skills in building and maintaining healthy relationships.
<ul style="list-style-type: none"> • Students will demonstrate the ability to use decision-making skills to enhance health. <p>National Standard #5</p>	<ul style="list-style-type: none"> • Explain importance of assuming responsibility for personal health decisions. • Understand how decisions regarding health have consequences for self and others. • Demonstrate strategies to maintain and improve personal health. 	<ul style="list-style-type: none"> • Understand how to determine a healthy weight and body composition. • Describe how to maintain a healthy weight. • Explain how avoiding risky behaviors can lead to a healthy lifestyle. 	<ul style="list-style-type: none"> • Demonstrate skills needed to make healthy decisions. • Demonstrate skills needed to support others in making healthy choices. • Identify steps needed to make healthy choices.
<ul style="list-style-type: none"> • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. <p>National Standard #7</p>	<ul style="list-style-type: none"> • Analyze a personal health assessment to determine health strengths and risks. • Distinguish between safe and risky behaviors. • Demonstrate ways to avoid and reduce threatening situations. • Develop a plan that would improve health and reduce risks. • Demonstrate basic safety techniques. 	<ul style="list-style-type: none"> • Apply basic first aid and basic life saving techniques • Discuss the effects of drugs, and alcohol on body. • Identify examples of illegal drugs. • Summarize risks of smoking and using drugs and alcohol. • Explain tactics of basic resisting of peer pressure. 	<ul style="list-style-type: none"> • Demonstrate the ability to distinguish between healthy choices and unhealthy choices. • Identify behaviors that will decrease and increase health risks. • Determine environmental health risks. • Explain how negative health risks can damage the body and mind.

	Grade 7	Grade 8	Grade 9
<ul style="list-style-type: none"> • Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life. 	<ul style="list-style-type: none"> • Describe physical changes during adolescent years. • Recognize developmental similarities of self and others. • Describe the interrelationships between physical, mental, emotional and social health in adolescence. 	<ul style="list-style-type: none"> • Understand processes of conception, prenatal development and birth. • Identify ways in which individuals differ in growth and development. • Describe structure and function of the body's organ systems. • Describe the function of the male and female reproductive systems. 	<ul style="list-style-type: none"> • Analyze body changes that occur during adolescence. • Learn skills to handle adverse situations. • Identify behaviors that lead to increased life expectancy. • Understand emotions and what it takes to be mentally and emotionally healthy. • Recognize the importance of early detection in treatment of conditions of the reproductive systems.

NOTES

Grades K-6 Health Curriculum

GENERAL DESCRIPTION

Although much of their environment and daily living activities are beyond their control, students in kindergarten through grade three can choose many behaviors that contribute to good health. A curriculum that focuses on them and on what they can do to promote their well-being captures their interest and attention.

The curriculum begins with the children and their immediate environment so that they can make clear connections to information, concepts, skills, and behaviors. It also sustains a focus on the children's social development as members of the classroom, the school, families, and communities.

Throughout, the prevention of unhealthy behaviors and promotion of attitudes and behaviors that can lead to lifelong health practices is strongly emphasized.

Students in grades four through six are assuming more responsibility for their own health and well-being. They can benefit from instruction that fosters the development of positive health behaviors and prevention of negative, unhealthy behaviors. Particularly important in the middle grades is the onset of adolescence, which can begin as early as third grade for some students. Others will develop more slowly. Students at this level begin to become acutely aware of their physical development and the varying rates of development among their peers. In addition, children's orientation to the peer group tends to increase during this age span. Most children experience a growing need to be and feel normal at precisely the time when growth and development vary widely even within the same classroom. Many students are also likely to feel pressure to act grown-up by experimenting with alcohol, tobacco, or other drugs. Acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs need to be woven throughout the curriculum at this time.



Grade 7 Health Curriculum

GENERAL DESCRIPTION

Students in middle school are becoming more independent of their parents and increasingly more subject to peer approval than are younger children. They are concerned, at times preoccupied, with changes in their bodies and they often begin to focus on themselves and to be critical of themselves and others. Able to understand that certain behaviors have undesirable consequences, they may have difficulty in accepting that such consequences could happen to them. An awareness of immediate consequences (for example, bad breath as a result of smoking) rather than long-term consequences is more likely to motivate students. The curriculum for this grade span focuses in part on the personal health habits appropriate to the changing needs of adolescents. But students should also continue to explore and practice the skills necessary for developing lifelong positive health habits. Although prevention remains the mainstay of the curriculum at this level, additional elements are the early identification of health problems and appropriate intervention. Students are always be encouraged to discuss personal and health problems with their parents or guardians. Information about local resources for health-related support and assistance is also provided as part of the curriculum.



Parents are a critical component of health education during a student's adolescent years.

7TH GRADE SUGGESTED TIMELINE

<u>Unit</u>	<u>Days</u>
Understanding Health & Wellness	4
Physical Health	6
Mental & Emotional Health	4
Stress	4
Social Health	4
Illicit Drugs	4
Non-Communicable Diseases	4
Communicable Diseases	4
Development, Growth & Change	4
Environment Health	3
	41

HEALTH & WELLNESS

Understanding Health & Wellness

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe three parts of health. 2. Understand skills needed for good health. 3. Demonstrate skills needed for good health and wellness 4. Understand how to evaluate their decision making style and learn how to use the decision making model to make healthy decision <p>Content Outline:</p> <ol style="list-style-type: none"> A. Three parts of good health <ol style="list-style-type: none"> 1. Physical 2. Social 3. Mental Emotional B. Skills for building Health <ol style="list-style-type: none"> 1. Stress Management 2. Self Management 3. Decision Making C. What Effects your health <ol style="list-style-type: none"> 1. Heredity 2. Environment 3. Choices and Behaviors 	<p>1.8.2,</p> <p>7.8.3</p> <p>8.8.1</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you take responsibility for your health? • What skills are needed to handle pressure situations? • How can I make responsible decisions? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Building health skills activity being able to name the 10 health skills • Students complete a test that helps them determine what factors contribute toward good and poor health • Create a brochure about how the skills of health are used in your daily life <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Understanding Health & Wellness

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Health	Wellness	Mind-body	Reliable	Stress
Communication	Refusal	Conflict	Heredity	Environment
Evaluate	Risk	consequences	Prevention	Abstain

Unit at a Glance	
Learning Topics / Standards	# of days
What is Health and Wellness	1
Three parts of good health	1
Skills for building good health	1
What affects your health	1

Physical Health

Approximate length of time allotted for this unit is 6 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify organs of body systems 2. Understand role of each body system. 3. Demonstrate and locate organs of the body systems 4. Understand how body systems relate to one another. <p>Content Outline:</p> <p>A. Nervous system</p> <ol style="list-style-type: none"> 1. Organs 2. Function <p>B. Digestive System</p> <ol style="list-style-type: none"> 1. Organs 2. Function <p>C. Skeletal/Muscular</p> <ol style="list-style-type: none"> 1. Organ 2. Function <p>D. Circulatory/Respiratory</p> <ol style="list-style-type: none"> 1. Organs 2. Function 	<p>1.8.2</p> <p>7.8.3</p> <p>8.8.1</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the definition of a body system? • Which system do you consider to be the most important? • What can you do to keep body systems healthy? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Body tracing and drawing of the organs. • Research body system and write about functions and possible problems. <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Physical Health

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Organ	Cell	Tissue	Organ system	enzyme
gland	Framework	Joint	Cartilage	Marrow
Tendons	Ligaments	Smooth	Cardiac	Skeletal
Arteries	Veins	Tendons	Capillaries	Cell respiration
Diaphragm	Alveoli	Bronchi	Epiglottis	Neurons
CNS	PNS			

Unit at a Glance	
Learning Topics / Standards	# of days
Nervous	1
Digestive	1
Skeletal/Muscular	2
Respiratory/Circulatory	2

MENTAL & EMOTIONAL HEALTH

Mental & Emotional Health

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the signs of mental and emotional health. 2. Explain the three most important influences on your personality. 3. Describe resilience and how it affects mental and emotional health. 4. Demonstrate communication skills by showing empathy to others through active listening. <p>Content Outline:</p> <p>A. Understanding Mental and Emotional Health</p> <ol style="list-style-type: none"> 1. Healthy Emotions 2. Dealing w/ Emotions 3. Mental Illnesses 4. Treatment/Help <p>B. Self-Concept & Self-Esteem</p> <ol style="list-style-type: none"> 1. Building Self-Esteem & Self-Concept 2. Influences <p>C. Managing Stress</p> <ol style="list-style-type: none"> 1. Coping 2. Healthy/Unhealthy alternatives 3. Body's Responses 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Have you seen or dealt with anyone in your lifetime that has been affected negatively by Mental/Emotional health issues? • What are positive ways people can deal with their mental/emotional issues? • How can you help those with Mental/Emotional Health issues? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Pre-test: Have students write one sentence thoughts on what they think the topic of discussion means. • Real-life scenarios on how to deal with stress <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Emotional & Mental Health

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Mental health	Emotional health	Personality	Empathy	resilience
Resources	Referral	Mental and emotional disorders	Anxiety disorders	Mood disorder
Suicide	Emotions	Mood swings	Self-concept	Self-esteem
Optimistic	Confidence			

Unit at a Glance	
Learning Topics / Standards	# of days
Understanding Mental/Emotional Health	1
Self-Concept and Self-Esteem	1
Managing Stress	1
Test	1

Stress

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe how your body responds to stress. 2. Develop skills to manage stress in you life. 3. Identify the causes of stress. <p>Content Outline:</p> <p>A. What is Stress?</p> <ol style="list-style-type: none"> 1. Coping 2. Causes <p>B. Body’s Response to stress</p> <ol style="list-style-type: none"> 1. Fight or Flight 2. Self Management 3. Excess Stress <p>C. Skills for Managing Stress</p> <ol style="list-style-type: none"> 1. Relaxation 2. Physical Activity 3. Time Managment 	<p>1.8.2</p> <p>7.8.3</p> <p>8.8.1</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some healthy ways of coping with stress? • What skills are needed to handle pressure situations? • What is stress management? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Ranking stressors in order of most stressful to least stressful. • Write about some of the stressors in your life. • Outline steps to manage stressor <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Stress

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Stress	Stressor	Fight or flight	Adrenaline	Time management
Relaxation	Technique	Stress response	Excess stress	

Unit at a Glance	
Learning Topics / Standards	# of days
What is stress?	1
The body's response to stress	1
Skills for managing stress	2

Social Health

Approximate length of time allotted for this unit 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain differences of relationships 2. Identify needs that relationships satisfy 3. Develop skills to build strong relationships. 4. Describe responsibilities in a relationship <p>Content Outline:</p> <p>A. Differences among relationships</p> <ol style="list-style-type: none"> 1. Roles 2. Social skills <p>B. How to build healthy relationships</p> <ol style="list-style-type: none"> 1. Trust, respect 2. Loyalty 3. Tolerance <p>C. Getting along with Family</p> <ol style="list-style-type: none"> 1. Family Unit 2. Types of Families 3. Responsibilities 	<p>1.8.2</p> <p>7.8.3</p> <p>8.8.1</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can a person show respect in a relationship? • What types of roles to you play in your relationships? • What can you do to help keep relationships healthy? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • “I” statements activity • Communication skills • Outline steps to manage stressor • Make a foldable brochure about the roles you have in relationships. <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Social Health

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Social health	role	tolerance	Family	Extended family
Blended family	Single parent family	Commitment	trust	divorce

Unit at a Glance	
Learning Topics / Standards	# of days
Different Relationships	1
How to build healthy relationships	1.5
Getting along with family	1.5

Illicit Drugs

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain difference between drug misuse and abuse. 2. Identify risks of drug abuse. 3. Explain reasons teens may use drugs 4. Identify a stimulant and a depressant type of drug. 5. Determine the difference between a hallucinogen and an inhalant. <p>Content Outline:</p> <ol style="list-style-type: none"> A. Drug Misuse and Abuse <ol style="list-style-type: none"> 1. Drug use 2. Drug misuse 3. Drug abuse B. Marijuana and other illegal drugs <ol style="list-style-type: none"> 1. What is marijuana? 2. What are club drugs 3. Anabolic steroids C. Narcotics, Stimulants, and Depressants <ol style="list-style-type: none"> 1. What are narcotics? 2. Stimulants 3. Depressants D. Hallucinogens and Inhalants <ol style="list-style-type: none"> 1. Effects 2. Inhalants 3. Getting Help 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why might someone choose to do drugs? • What are some common drugs people misuse? • How do drugs harm and effect the body? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Drug classification chart • Say no to drugs poster <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Illicit Drugs

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Drug	Prescription	Misuse	Abuse	Side effect
Tolerance	OTC	Marijuana	THC	Amnesia
Anabolic	Narcotics	Opium	Euphoria	Binge
Stimulants	Amphetamine	CNS	Relapse	Recovery
Withdrawal				

Unit at a Glance	
Learning Topics / Standards	# of days
Drug misuse and Abuse	1
Marijuana and other illegal drugs	1
Narcotics, stimulants and depressants	1
Hallucinogens and Inhalants	1

Non-Communicable Diseases

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify types/causes of non-communicable diseases. 2. Identify what heart disease is and ways to prevent it. 3. Identify what cancer is and different types, as well as ways to prevent cancer. 4. Discuss what effects diabetes has and what the disease is. <p>Content Outline:</p> <p>A. Allergies and Asthma</p> <ol style="list-style-type: none"> 1. Allergies and Asthma prevention 2. Asthma/allergy attacks <p>B. Heart Diseases</p> <ol style="list-style-type: none"> 1. Types of Cardiovascular Diseases 2. Prevention methods <p>C. Cancer</p> <ol style="list-style-type: none"> 1. What it is 2. Types of cancer 3. Reducing the risk <p>D. Diabetes and Arthritis</p> <ol style="list-style-type: none"> 1. What are they? 2. Managing diabetes and arthritis 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • What steps can a person take to reduce the risks of skin cancer? • Nutritionally, how can you decrease your risks of cancer? • Are you or someone you know affected by diabetes or arthritis? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Pre-test assessment quiz • Reading Review at end of chapter • Health Inventory <p>Suggested Supplements:</p> <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Non-Communicable Diseases

Assessment Plan	
Assessment	Comments
Pre-chapter assessment p. 439	
Reading Review p. 467	

Vocabulary				
Non-communicable diseases	Chronic	Allergy	Allergens	Pollen
Histamines	Antihistamines	Asthma	Bronchodilators	Arteriosclerosis
Atherosclerosis	Heart attack	Hypertension	Stroke	Angioplasty
Cancer	Tumor	Benign	Malignant	Risk factors
Carcinogen	Biopsy	Radiation therapy	Chemotherapy	

Unit at a Glance	
Learning Topics / Standards	# of days
Allergies and Asthma	1
Heart Disease	1
Cancer	1
Diabetes/Arthritis	1

Communicable Diseases

Approximate length of time allotted for this unit is 4 days

Content		Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify types/causes of communicable diseases. 2. Describe the function of the immune system. 3. Examine differences in types of communicable diseases (ex: STD vs. Common cold) 4. Discuss and identify ways diseases are spread/ Preventing the Spread of Disease 5. Identify common sexually transmitted diseases <p>Content Outline:</p> <p>A. Communicable diseases</p> <ol style="list-style-type: none"> 1. Pathogens 2. Spread of Pathogens 3. Common CD's <p>B. Immune System</p> <ol style="list-style-type: none"> 1. Anatomy 2. Purpose <p>C. Reproductive systems</p> <ol style="list-style-type: none"> 1. Male system anatomy 2. Female system anatomy 3. Care of reproductive systems <p>D. Sexually Transmitted Diseases</p> <ol style="list-style-type: none"> 1. Common types 2. HIV/AIDS 3. Abstinence from Sexual Activity 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways can communities help prevent the spread of diseases by animals or by humans? • In which ways do pathogens spread? • What are some ways to prevent against contracting an STD? • What are some tips for living a healthy lifestyle. <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Pre-test assessment quiz • Research project on common types of communicable diseases <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Professional Journals or Websites with factual data on communicable diseases <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Communicable Diseases

Assessment Plan	
Assessment	Comments
Pre-chapter assessment p. 401	

Vocabulary				
Disease	Communicable disease	Germs	Pathogens	Infection
Viruses	Bacteria	Fungi	Protozoa	Immune system
Inflammation	Lymphatic system	Lymphocytes	Antigens	Antibodies
Immunity	Vaccine	Influenza	Contagious period	Mononucleosis
Hepatitis	Tuberculosis	Pneumonia	Strep throat	Hygiene
Sexually Transmitted Diseases	Chlamydia	Genital warts	Genital herpes	Trichomoniasis
Gonorrhea	Syphilis	Hepatitis B	HIV/AIDS	

Unit at a Glance	
Learning Topics / Standards	# of days
Communicable Diseases	1
Immune System	1
Reproductive System	1
Sexually Transmitted Diseases	1

Development, Growth, & Change

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the physical, mental, emotional, and social changes that occur during adolescence. 2. Describe the function of the male and female reproductive systems. 3. Explain how humans inherit certain characteristics. 4. Describe the stages of life. <p>Content Outline:</p> <p>A. Adolescence</p> <ol style="list-style-type: none"> 1. Physical changes 2. Mental changes 3. Social changes 4. Treatment/Help <p>B. Endocrine System</p> <ol style="list-style-type: none"> 1. Anatomy 2. Diseases of Endocrine system <p>C. Male Reproductive System</p> <ol style="list-style-type: none"> 1. Anatomy & Function 2. Caring for the reproductive system <p>D. Female Reproductive System</p> <ol style="list-style-type: none"> 1. Anatomy & Function 2. Caring for the reproductive system <p>E. Heredity & Life Cycle</p> <ol style="list-style-type: none"> 1. Fertilization and Devel. 2. Stages of Life 3. Healthy Lifestyle Choices 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways are humans both positively and negatively affected by development? • What are some qualities to look for in choosing your friends? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Pre-test at beginning of chapter • Stress management list of priorities • Research different types of cancer or diseases dealing with the male/female reproductive systems <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Development, Growth, & Change

Assessment Plan	
Assessment	Comments

Vocabulary				
Adolescence	Puberty	Hormones	Endocrine system	Metabolism
Reproduction	Reproductive system	Sperm	Testes	Semen
Ovaries	Uterus	Ovulation	Menstruation	Fertilization
Gynecologist	Chromosomes	Genes	Cell	Tissue
Organ	Body system	Embryo	Fetus	Infancy
Toddler				

Unit at a Glance	
Learning Topics / Standards	# of days
Adolescence	1
Endocrine System	1
Reproductive Systems	2

Environmental Health

Approximate length of time allotted for this unit is 3 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain what pollution is. 2. Identify air water and land pollutants. 3. Develop strategies to reduce pollution. 4. Identify a renewable and non-renewable resources. 5. Explain the 3 Rs, reduce, reuse, recycle. <p>Content Outline:</p> <p>A. Pollution and Health</p> <ol style="list-style-type: none"> 1. Environment 2. Air Pollution 3. Water pollution 4. Land Pollution <p>B. Preventing and Reducing pollution</p> <ol style="list-style-type: none"> 1. Reduce, reuse, recycle 2. Protecting the environment 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you dispose of wastes properly? • What can you do to promote cleaner air? • How does pollution effect the body? <p>Classroom Ideas:</p> <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

7th Grade Health

Environmental Health

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Pollution	Pesticides	Acid rain	Smog	Ozone
Greenhouse effect	Global warming	Landfills	hazardous	EPA
Nonrenewable	Renewable	Conservation		

Unit at a Glance	
Learning Topics / Standards	# of days
Pollution and Health	2
Preventing and Reducing pollution	1

Grade 8 Health Curriculum

GENERAL DESCRIPTION

Students in middle school are becoming more independent of their parents and increasingly more subject to peer approval than are younger children. They are concerned, at times preoccupied, with changes in their bodies and they often begin to focus on themselves and to be critical of themselves and others. Able to understand that certain behaviors have undesirable consequences, they may have difficulty in accepting that such consequences could happen to them. An awareness of immediate consequences (for example, bad breath as a result of smoking) rather than long-term consequences is more likely to motivate students. The curriculum for this grade span focuses in part on the personal health habits appropriate to the changing needs of adolescents. But students should also continue to explore and practice the skills necessary for developing lifelong positive health habits. Although prevention remains the mainstay of the curriculum at this level, additional elements are the early identification of health problems and appropriate intervention. Students are always be encouraged to discuss personal and health problems with their parents or guardians. Information about local resources for health-related support and assistance is also provided as part of the curriculum.



Parents are a critical component of health education during a student's adolescent years.

8TH GRADE SUGGESTED TIMELINE

<u>Units</u>	<u>Days</u>
Understanding Health & Wellness	4
Mental Emotional Health	4
Stress	4
Tobacco	4
Alcohol	4
Non-Communicable Diseases	4
Communicable Diseases	4
Safety	5
Adolescence, Relationships, & Love	1
Pregnancy, Childbirth, STDs, HIV/Aids	1
Male, Female Reproductive Systems	1
Responsible Relationships	1
Environmental Health	3
	40

HEALTH & WELLNESS

Understanding Health & Wellness

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe three parts of health. 2. Understand skills needed for good health. 3. Demonstrate skills needed for good health and wellness 4. Understand how to evaluate their decision making style and learn how to use the decision making model to make healthy decision <p>Content Outline:</p> <ol style="list-style-type: none"> A. Three parts of good health <ol style="list-style-type: none"> 1. Physical 2. Social 3. Mental Emotional B. Skills for building Health <ol style="list-style-type: none"> 1. Stress Management 2. Self Management 3. Decision Making C. What Effects your health <ol style="list-style-type: none"> 1. Heredity 2. Environment 3. Choices and Behaviors 	<p>1.8.2,</p> <p>7.8.3</p> <p>8.8.1</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you take responsibility for your health? • What skills are needed to handle pressure situations? • How can I make responsible decisions? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Building health skills activity being able to name the 10 health skills • Students complete a test that helps them determine what factors contribute toward good and poor health • Create a brochure about how the skills of health are used in your daily life <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Understanding Health & Wellness

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Health	Wellness	Mind-body	Reliable	Stress
Communication	Refusal	Conflict	Heredity	Environment
Evaluate	Risk	consequences	Prevention	Abstain

Unit at a Glance	
Learning Topics / Standards	# of days
What is Health and Wellness	1
Three parts of good health	1
Skills for building good health	1
What affects your health	1

MENTAL & EMOTIONAL HEALTH

Mental & Emotional Health

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the signs of mental and emotional health. 2. Explain the three most important influences on your personality. 3. Describe resilience and how it affects mental and emotional health. 4. Demonstrate communication skills by showing empathy to others through active listening. <p>Content Outline:</p> <p>A. Understanding Mental and Emotional Health</p> <ol style="list-style-type: none"> 1. Healthy Emotions 2. Dealing w/ Emotions 3. Mental Illnesses 4. Treatment/Help <p>B. Self-Concept & Self-Esteem</p> <ol style="list-style-type: none"> 1. Building Self-Esteem & Self-Concept 2. Influences <p>C. Managing Stress</p> <ol style="list-style-type: none"> 1. Coping 2. Healthy/Unhealthy alternatives 3. Body's Responses 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Have you seen or dealt with anyone in your lifetime that has been affected negatively by Mental/Emotional health issues? • What are positive ways people can deal with their mental/emotional issues? • How can you help those with Mental/Emotional Health issues? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Pre-test: Have students write one sentence thoughts on what they think the topic of discussion means. • Real-life scenarios on how to deal with stress <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Emotional & Mental Health

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Mental health	Emotional health	Personality	Empathy	resilience
Resources	Referral	Mental and emotional disorders	Anxiety disorders	Mood disorder
Suicide	Emotions	Mood swings	Self-concept	Self-esteem
Optimistic	Confidence			

Unit at a Glance	
Learning Topics / Standards	# of days
Understanding Mental/Emotional Health	1
Self-Concept and Self-Esteem	1
Managing Stress	1
Test	1

Stress

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe how your body responds to stress. 2. Develop skills to manage stress in you life. 3. Identify the causes of stress. <p>Content Outline:</p> <p>A. What is Stress?</p> <ol style="list-style-type: none"> 1. Coping 2. Causes <p>B. Body’s Response to stress</p> <ol style="list-style-type: none"> 1. Fight or Flight 2. Self Management 3. Excess Stress <p>C. Skills for Managing Stress</p> <ol style="list-style-type: none"> 1. Relaxation 2. Physical Activity 3. Time Managment 	<p>1.8.2</p> <p>7.8.3</p> <p>8.8.1</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some healthy ways of coping with stress? • What skills are needed to handle pressure situations? • What is stress management? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Ranking stressors in order of most stressful to least stressful. • Write about some of the stressors in your life. • Outline steps to manage stressor <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Stress

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Stress	Stressor	Fight or flight	Adrenaline	Time management
Relaxation	Technique	Stress response	Excess stress	

Unit at a Glance	
Learning Topics / Standards	# of days
What is stress?	1
The body's response to stress	1
Skills for managing stress	2

Tobacco

Approximate length of time allotted for this unit 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize various forms of tobacco. 2. Identify harmful substances in tobacco forms. 3. Describe negative effects tobacco use can have on appearance. 4. Practice decision making to protect against tobacco smoke. 5. Explain how a person becomes addicted to tobacco. <p>Content Outline:</p> <ol style="list-style-type: none"> A. What is tobacco? <ol style="list-style-type: none"> 1. Different products 2. Why teens may smoke 3. alternatives B. Tobacco Addiction <ol style="list-style-type: none"> 1. Tolerance and Dependence 2. Breaking the habit C. Tobacco and Society <ol style="list-style-type: none"> 1. Tobaccos many costs 2. Problems in Society because of tobacco D. Choosing to be Tobacco Free <ol style="list-style-type: none"> 1. Why teens start 2. Staying tobacco free 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why might someone choose to smoke? • Which body systems are most affected by tobacco? • Why is it difficult to stop smoking once a person has started? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Habit list. • Describe how tobacco affects the brain. • Make a stop smoking campaign poster. <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Tobacco

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Nicotine	Addictive	Tar	Bronchi	Carbon monoxide
Smokless	Tolerance	Withdrawal	Relapse	
Fetal alcohol	Addiction	Secondhand smoke	Tolerance	Enablers
Physical dependance	Abuse	Intervention	Relapse	Recovery
Withdrawal				

Unit at a Glance	
Learning Topics / Standards	# of days
What is tobacco?	1
Tobacco addiction	1
Tobacco and Society	1
Choosing to be Tobacco free	1

Alcohol

Approximate length of time allotted for this unit 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain why some teens drink. 2. State reasons not to drink alcohol. 3. Identify alternatives to drinking 4. Understand how alcohol affects body systems. 5. Describe short term effects of alcohol. 6. Explain long term effects of alcohol use/abuse. <p>Content Outline:</p> <ol style="list-style-type: none"> A. What is alcohol? <ol style="list-style-type: none"> 1. Why teens drink 2. Why not to drink 3. alternatives B. Short term Effects of Alcohol <ol style="list-style-type: none"> 1. Alcohol and body 2. Alcohol and the individual C. Long Term effects <ol style="list-style-type: none"> 1. Liver/Stomach 2. Brain/Heart D. Binge drinkin <ol style="list-style-type: none"> 1. What is it 2. Dangers E. Alcoholism and Abuse <ol style="list-style-type: none"> 1. Stages 2. Costs to family/society 3. Getting help 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why might someone choose to drink? • Which body system is most affected by alcohol? • Why is it dangerous for teens to consume alcohol? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Beer goggles activity. • Describe how alcohol affects the brain. • what are some dangers of alcohol brochure/ presentation. <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Alcohol

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Alcohol	Depressant	Alternatives	Reaction time	Intoxication
BAC	Alcohol poisoning	Binge drinking	Cirrhosis	Inhibition
Fetal alcohol	Addiction	Alcoholism	Tolerance	Enablers
Physical dependence	Abuse	Intervention	Relapse	Recovery
Withdrawal				

Unit at a Glance	
Learning Topics / Standards	# of days
What is alcohol?	1
Short/Long term affects	1
Binge drinking	1
Alcoholism and abuse	1

Non-Communicable Diseases

Approximate length of time allotted for this unit is 4 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify types/causes of non-communicable diseases. 2. Identify what heart disease is and ways to prevent it. 3. Identify what cancer is and different types, as well as ways to prevent cancer. 4. Discuss what effects diabetes has and what the disease is. <p>Content Outline:</p> <p>A. Allergies and Asthma</p> <ol style="list-style-type: none"> 1. Allergies and Asthma prevention 2. Asthma/allergy attacks <p>B. Heart Diseases</p> <ol style="list-style-type: none"> 1. Types of Cardiovascular Diseases 2. Prevention methods <p>C. Cancer</p> <ol style="list-style-type: none"> 1. What it is 2. Types of cancer 3. Reducing the risk <p>D. Diabetes and Arthritis</p> <ol style="list-style-type: none"> 1. What are they? 2. Managing diabetes and arthritis 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • What steps can a person take to reduce the risks of skin cancer? • Nutritionally, how can you decrease your risks of cancer? • Are you or someone you know affected by diabetes or arthritis? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Pre-test assessment quiz • Reading Review at end of chapter • Health Inventory <p>Suggested Supplements:</p> <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Non-Communicable Diseases

Assessment Plan	
Assessment	Comments
Pre-chapter assessment p. 439	
Reading Review p. 467	

Vocabulary				
Non-communicable diseases	Chronic	Allergy	Allergens	Pollen
Histamines	Antihistamines	Asthma	Bronchodilators	Arteriosclerosis
Atherosclerosis	Heart attack	Hypertension	Stroke	Angioplasty
Cancer	Tumor	Benign	Malignant	Risk factors
Carcinogen	Biopsy	Radiation therapy	Chemotherapy	

Unit at a Glance	
Learning Topics / Standards	# of days
Allergies and Asthma	1
Heart Disease	1
Cancer	1
Diabetes/Arthritis	1

Communicable Diseases

Approximate length of time allotted for this unit is 4 days

Content		Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify types/causes of communicable diseases. 2. Describe the function of the immune system. 3. Examine differences in types of communicable diseases (ex: STD vs. Common cold) 4. Discuss and identify ways diseases are spread/ Preventing the Spread of Disease 5. Identify common sexually transmitted diseases <p>Content Outline:</p> <p>A. Communicable diseases</p> <ol style="list-style-type: none"> 1. Pathogens 2. Spread of Pathogens 3. Common CD's <p>B. Immune System</p> <ol style="list-style-type: none"> 1. Anatomy 2. Purpose <p>C. Reproductive systems</p> <ol style="list-style-type: none"> 1. Male system anatomy 2. Female system anatomy 3. Care of reproductive systems <p>D. Sexually Transmitted Diseases</p> <ol style="list-style-type: none"> 1. Common types 2. HIV/AIDS 3. Abstinence from Sexual Activity 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways can communities help prevent the spread of diseases by animals or by humans? • In which ways do pathogens spread? • What are some ways to prevent against contracting an STD? • What are some tips for living a healthy lifestyle. <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Pre-test assessment quiz • Research project on common types of communicable diseases <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Professional Journals or Websites with factual data on communicable diseases <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Communicable Diseases

Vocabulary				
Disease	Communicable disease	Germ	Pathogens	Infection
Viruses	Bacteria	Fungi	Protozoa	Immune system
Inflammation	Lymphatic system	Lymphocytes	Antigens	Antibodies
Immunity	Vaccine	Influenza	Contagious period	Mononucleosis
Hepatitis	Tuberculosis	Pneumonia	Strep throat	Hygiene
Sexually Transmitted Diseases	Chlamydia	Genital warts	Genital herpes	Trichomoniasis
Gonorrhea	Syphilis	Hepatitis B	HIV/AIDS	

Assessment Plan	
Assessment	Comments
Pre-chapter assessment p. 401	

Unit at a Glance	
Learning Topics / Standards	# of days
Communicable Diseases	1
Immune System	1
Reproductive System	1
Sexually Transmitted Diseases	1

Safety

Approximate length of time allotted for this unit 5 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain how to stay safe at home and school. 2. Develop safe habits. 3. Explain how to stay safe as a pedestrian. 4. Identify different types of weather emergencies. 5. Assemble a first aid kit/ 6. List steps to take in an emergency 7. Demonstrate CPR techniques. <p>Content Outline:</p> <p>A. Safety in home and School</p> <ol style="list-style-type: none"> 1. Safe habits 2. Safety at home 3. Fire safety 4. Safety at school <p>B. Safety on Road and outdoors</p> <ol style="list-style-type: none"> 1. Traffic 2. On Wheels and Motorized vehicles <p>C. Safety in Weather</p> <ol style="list-style-type: none"> 1. Hazardous weather 2. Natural Disasters <p>D. Basic First Aid</p> <ol style="list-style-type: none"> 1. First Aid 2. First Steps 3. Common emergencies <p>E. Life Threatening Emergencies</p> <ol style="list-style-type: none"> 1. CPR 2. Choking 3. Shock 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you be safe at school, home or on the street? • What steps can you take when someone is not breathing? • What is a safety plan? <p>Classroom Ideas:</p> <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Safety

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Pollution	Pesticides	Acid rain	Smog	Ozone
Greenhouse effect	Global warming	Landfills	hazardous	EPA
Nonrenewable	Renewable	Conservation		

Unit at a Glance	
Learning Topics / Standards	# of days
Safety in home and school	1
Safety on Road and outdoors	1
Weather	1
Basic First Aid	1
Life Threatening Emergencies	1

HEALTHY RELATIONSHIPS & HUMAN SEXUALITY

Adolescence, Relationships, & Love

Approximate length of time allotted for this unit – 1 day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Define puberty and discuss the changes it brings about. 2. Describe physical and emotional maturity. 3. Describe healthy relationships. 4. Identify the kinds of love there are. 5. Discuss ways of feeling comfortable on a date. <p>Content Outline:</p> <p>A. Adolescence</p> <ol style="list-style-type: none"> 1. Physical changes 2. Emotional changes 3. Mental changes 4. Social changes <p>B. Relationships & Love</p> <ol style="list-style-type: none"> 1. Relationships 2. Dating & Love 3. Abstinence 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some of the physical changes teens experience during puberty? • What are the key skills essential to any healthy relationship? • Why is abstinence the best choice for teens? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students rate themselves on the “developmental tasks of adolescence”. <p>Suggested Supplements:</p> <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Teens who are “love sick” are often blinded to limitations.

8th Grade Health

Adolescence, Relationships, & Love

Assessment Plan	
Assessment	Comments
Reviewing Terms & Facts	

Vocabulary				
Adolescence	Hormones	Puberty	Emotions	Peers
Communication	Developmental tasks	Relationships	Romantic love	abstinence

Unit at a Glance	
Learning Topics / Standards	# of days
Adolescence & Love	1

Pregnancy, Childbirth, STD's, & HIV/AIDS

Approximate length of time allotted for this unit – 1 day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain the changes that occur in a woman's body when she becomes pregnant. 2. Describe how an embryo develops into a baby. 3. Discuss what happens at childbirth. 4. Outline symptoms of various STD's. 5. Identify ways to avoid getting an STD. 6. Describe the difference between HIV and AIDS. <p>Content Outline:</p> <ol style="list-style-type: none"> A. Pregnancy <ol style="list-style-type: none"> 1. Changes in women 2. Care B. Childbirth C. STD's, HIV, & AIDS <ol style="list-style-type: none"> 1. Types of STD's 2. Avoiding STD's and HIV/AIDS 3. Responsible sex 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is prenatal care? • Why does teen pregnancy carry a higher-than-average risk for both the mother and baby? • What advice would you give someone who discovers that a prospective mate has had unprotected sex? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students design posters telling teens how to avoid STD's. • Ask students to develop a list of their hopes and dreams. Discuss how an unplanned pregnancy may interfere with these goals. <p>Suggested Supplements:</p> <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Emphasize abstinence as being the only sure way to prevent STD's & pregnancy.

Assessment Plan	
Assessment	Comments
Reviewing Terms & Facts	

Vocabulary				
Placenta	Umbilical cord	Prenatal care	Contractions	Sexually transmitted diseases (STD's)
Chlamydia	Genital warts	Genital herpes	Gonorrhea	AIDS
AIDS-defining opportunistic illnesses	Injection drugs			

Unit at a Glance	
Learning Topics / Standards	# of days
Pregnancy, Childbirth, STD's, and HIV/AIDS	1

Male & Female Reproductive Systems

Approximate length of time allotted for this unit – 1 day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the parts and functions of the male & female reproductive systems. 2. Identify health problems of the male & female reproductive systems. 3. Describe care and protection for the reproductive organs. 4. Explain menstruation. <p>Content Outline:</p> <p>A. Functions of the reproductive systems.</p> <ol style="list-style-type: none"> 1. Anatomy 2. Functions <p>B. Health concerns</p> <ol style="list-style-type: none"> 1. Gender specific types 2. Personal Care 3. Self-examinations <p>C. Menstruation</p> <ol style="list-style-type: none"> 1. Process 2. Cycle 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the major components of the male & female reproductive anatomy? • How can you insure good health of your reproductive organs? • What are some of the myths associated with reproduction anatomy? • Why is it important to do self-exams? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students submit questions to be answered via note cards. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Cover myths of menstruation • Consider teaching this day with gender specific groupings

Male & Female Reproductive Systems

Assessment Plan	
Assessment	Comments
Reviewing Terms & Facts	

Vocabulary				
Reproductive system	Sperm	Urethra	Testes	Penis
Circumcision	Scrotum	Semen	Erection	Ejaculation
Ovulation	Fertilization	Fallopian tubes	Ovaries	Uterus
Vagina	Embryo	Menstruation	Menstrual cycle	Cervix
Gynecologist				

Unit at a Glance	
Learning Topics / Standards	# of days
Reproductive Systems	1

Responsible Relationships, Marriage, & Parenthood

Approximate length of time allotted for this unit – 1 day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe problems that sexually active teens may face. 2. Identify abstinence as the only 100 percent effective method of preventing pregnancy & STD's. 3. Explain ways of dealing with sexual harassment. 4. Identify factors that contribute to a successful marriage. 5. Summarize the responsibilities of parents. 6. Explain how to know when they are ready for marriage. <p>Content Outline:</p> <p>A. Responsible Relationships</p> <ol style="list-style-type: none"> 1. Sexual feelings 2. High risk behavior 3. Making good choices 4. Contraception 5. Sexual Harassment <p>B. Marriage & Parenthood</p> <ol style="list-style-type: none"> 1. Marriage 2. Divorce 3. Parenthood 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What differences are there between sexual feelings and love? • What is the best way to prevent pregnancy? • What are the signs of emotional maturity? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students list how their lives would change from a teenage pregnancy. • Discuss the school's sexual harassment policy. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Emphasize abstinence as the only sure way to prevent pregnancy and STD's • Create sensitivity for students of divorced parents, foster children, and adopted students

Responsible Relationships, Marriage, & Parenthood

Assessment Plan	
Assessment	Comments
Reviewing Terms & Facts	

Vocabulary				
Contraceptive	Spermicide	Condom	Oral contraceptives	Diaphragm
Sexual harassment	Commitment	Divorce	Social skills	Morals
Abstinence				

Unit at a Glance	
Learning Topics / Standards	# of days
Responsible Relationships, Marriage, & Parenthood	1

Environmental Health

Approximate length of time allotted for this unit is 3 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain what pollution is. 2. Identify air water and land pollutants. 3. Develop strategies to reduce pollution. 4. Identify a renewable and non-renewable resources. 5. Explain the 3 Rs, reduce, reuse, recycle. <p>Content Outline:</p> <p>A. Pollution and Health</p> <ol style="list-style-type: none"> 1. Environment 2. Air Pollution 3. Water pollution 4. Land Pollution <p>B. Preventing and Reducing pollution</p> <ol style="list-style-type: none"> 1. Reduce, reuse, recycle 2. Protecting the environment 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you dispose of wastes properly? • What can you do to promote cleaner air? • How does pollution effect the body? <p>Classroom Ideas:</p> <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

8th Grade Health

Environmental Health

Assessment Plan	
Assessment	Comments
Test	
Worksheet	
Daily activities	

Vocabulary				
Pollution	Pesticides	Acid rain	Smog	Ozone
Greenhouse effect	Global warming	Landfills	hazardous	EPA
Nonrenewable	Renewable	Conservation		

Unit at a Glance	
Learning Topics / Standards	# of days
Pollution and Health	2
Preventing and Reducing pollution	1

Grade 9 Health Curriculum

GENERAL DESCRIPTION

Although many students may seem physically mature, they are still in the process of changing from external guidance to internal direction. In addition, the illusion of immortality is common to them, and the possibility of their developing a disease or disability in the distant future may carry even less weight for them than for younger adolescents. Therefore, instruction centering on the more immediate consequences of behavior or the imminent transition to adulthood is likely to be more effective than instruction emphasizing a long-term approach. Students are receptive to information provided by trusted adults but are often overconfident about their own knowledge and coping abilities. Therefore, positive adult and peer role models are critically important at this stage.

A positive development among many students is that they are becoming aware of their influence on younger children and are taking an increasingly active role in the school and the community as concerned citizens. They are often willing participants as role models or peer advisers. By this time most students are also beginning to think about career and life options. The curriculum can stimulate those interests and help to inform students about health-or food-related careers.



The transition from adolescence to adulthood is a key component of the 9th grade curriculum.

9TH GRADE SUGGESTED TIMELINE

<u>Unit</u>	<u>Days</u>
Understanding Health & Wellness	1
Taking Charge of your Health	1
Managing Stress & Coping with Loss	2
Understanding Stress	2
Mental & Emotional Problems	2
Skills for Healthy Relationships	2
Peer Relationships	2
Resolving Conflicts & Preventing Violence	2
Nutrition for Health	3
Managing Weight & Eating Behaviors	2
Physical Activity	2
Personal Health Care	1
Life Cycle	1
The Life Cycle Continues	2
Medicine & Drugs	1
Tobacco	2
Alcohol	2
Illegal Drugs	2
Communicable Diseases	1
Non-Communicable Disease	2
Sexuality & You	1
Relationships & Communication	1
Male & Female Reproductive Systems	1
Contraception/Sexually Transmitted Diseases	1
	39

A HEALTHY FOUNDATION

Understanding Health & Wellness

Approximate length of time allotted for this unit: 1 Day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will understand factors that affect their health status. 2. Students will understand how to practice healthful behaviors. 3. Students will describe how to be self-confident and assertive when dealing with peer pressure. 4. Students will understand how to evaluate their decision making style and learn how to use the decision making model to make healthy decisions <p>Content Outline:</p> <p>A. Factors that affect health status.</p> <ol style="list-style-type: none"> 1. 10 factors that affect a persons health. 2. Randon Events 3. Comprehending health concepts. <p>B. Practicing healthful behaviors</p> <ol style="list-style-type: none"> 1. Complete Health Behavior Inventory, and analyze. 2. Influences on health 3. Resistance skills 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you take responsibility for your health. • Question 2-What skills are needed to handle pressure situations. • Question 3-How can I make responsible decisions. <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Idea for Main Point 1 Students complete a test that helps them determine what factors contribute toward good and poor health. • Idea for Main Point 2 Teacher lead discussions that center around handling adverse situations <p>Suggested Supplements:</p> <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

9th Grade Health

A Healthy Foundation

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Health	Random Event	Risk	Health Behavior	
Chronic Disease	Heredity	Environment	Peers	Culture
Media	Technology	Prevention	Abstinence	Cumulative Risk
Lifestyle Factors				

Unit at a Glance	
Learning Topics / Standards	# of days
Factors that affect health	1

Taking Charge of Your Health

Approximate length of time allotted for this unit: 1 Day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Learn Health skills can help a person stay healthy throughout his or her life. 2. Students will learn how to set goals 3. Students will gain the skills to evaluate health products and services that enhance health <p>Content Outline:</p> <p>A. Building Health Skills</p> <ol style="list-style-type: none"> 1. Conflict Resolution skills 2. Decision Making 3. Goal Setting <p>B. Managing Consumer Problems</p> <ol style="list-style-type: none"> 1. Resolving Consumer Problems 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Question 1-How can you develop skills that will help you manage your health throughout a lifetime. • Question 2-How can the decisions you make promote your well being by making healthful choices and setting goals. • Question 3-How can you evaluate health products and services <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • On Line Health Quiz • Students analyze commercials, or advertisements for facts and target audience. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Taking Charge of Your Health

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Interpersonal communication	Refusal Skills	Conflict Resolution	Stress	Stress Management
Advocacy	Values	Decision Making Skills	Goals	Action Plan
Health Consumer	Advertising	Comparison Shopping	Warranty	Consumer Advocates
Malpractice	Health Fraud			

Unit at a Glance	
Learning Topics / Standards	# of days
Building health and consumer skills	1

MENTAL & EMOTIONAL HEALTH

Managing Stress and Coping with Loss

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will understand how mental and emotional health helps you develop a healthy self-esteem. 2. Students will analyze how character and identity are developed. 3. Students will understand how managing your emotions can benefit your health. <p>Content Outline:</p> <p>A. Developing your self-esteem.</p> <ol style="list-style-type: none"> 1. Characteristics of good mental health. 2. How do you develop self-esteem, and how is it improved. <p>B. Developing identity and character.</p> <ol style="list-style-type: none"> 1. How identity formed. 2. Traits of Good Character. <p>C. Understanding your emotions.</p> <ol style="list-style-type: none"> 1. Managing emotions. 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How would you describe self-esteem, and how is it developed? • How is your self-esteem related to your identity? • How does the way you express emotions reflect your mental health? <p>Classroom Ideas:</p> <p>Students list people who are influential in their life and characteristics about that person.</p> <p>Suggested Supplements:</p> <p>Teaching Notes:</p>

9th Grade Health

Mental and Emotional Health

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Writing assignment	

Vocabulary				
Mental Health	Emotional Health	Resilient	Self-esteem	Competence
Hierarchy of needs	Self-actualization	Personal Identity	Role Model	Personality
Character	Integrity	Constructive Criticism	Emotions	Hormones
Hostility	Empathy	Defense Mechanism		

Unit at a Glance	
Learning Topics / Standards	# of days
Develop Self-esteem/identity	1
Understanding Your Emotions	1

Understanding Stress

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will identify potential causes of stress Students will analyze the body's response to stress. Students will understand stress management techniques to help avoid and reduce stress. Students will describe the stages of grief. <p>Content Outline:</p> <p>A. Understanding Stress</p> <ol style="list-style-type: none"> What is Stress? What causes stress? Your body's reaction to stress. <p>B. Managing Stress</p> <ol style="list-style-type: none"> Stress Management Techniques Building Resiliency 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> What is stress. Can you avoid stress. What are some ways to deal with stress. How can you manage stress. <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Idea for Main Point 1 Students complete a stress test, and identify the stressors in their life. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <p>Teaching Notes:</p> <ul style="list-style-type: none">

9th Grade Health

Understanding Stress

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Perception	Stressor	Psychosomatic Response	Chronic Stress	Relaxation Response
Stages of Grief	Closure	Coping	Mourning	Traumatic Events

Unit at a Glance	
Learning Topics / Standards	# of days
Understanding Stress	1
Managing Stress	1

Mental and Emotional Problems

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will develop a understanding of how anxiety and depression can be treatable mental health problems. 2. Students will gain a understanding of mental health disorders. 3. Students will gain a understanding of warning signs and treatment that can help prevent suicide. <p>Content Outline:</p> <ol style="list-style-type: none"> A. Dealing with Anxiety and Depression. <ol style="list-style-type: none"> 1. Understanding anxiety and depression. 2. Causes of Anxiety and Depression B. Mental Disorders <ol style="list-style-type: none"> 1. Types of Mental Disorders C. Suicide Prevention <ol style="list-style-type: none"> 1. Facts about suicide 2. Preventing Suicide 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some reasons teenagers might feel anxiety? • How might anxiety lead to a mental disorder? • What are some sources of help for people with mental health problems <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students rank their top anxiety from 1-10 and discuss the source of that anxiety. • Students create a suicide prevention pamphlet that displays information when dealing with someone with depression and suicide. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

9th Grade Health

Mental and Emotional Problems

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Suicide pamphlet	

Vocabulary				
Anxiety	Depression	Apathy	Mental Disorder	Stigma
Anxiety Disorder	Mood Disorder	Conduct Disorder	Alienation	Suicide
Cluster Suicides	Pschotherapy	Behavior Therapy	Cognitive therapy	Family Therapy
Group Therapy	Drug Therapy			

Unit at a Glance	
Learning Topics / Standards	# of days
Dealing with Anxiety and Depression	1
Mental Disorders/ Suicide Prevention	1

HEALTHY & SAFE RELATIONSHIPS

Skills for Healthy Relationships

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will identify how strong relationships have a positive influence on overall health. Students will analyze ways of showing respect for themselves and others. Students will understand how communications skills can help build healthy relationships. <p>Content Outline:</p> <p>A. Foundations of a healthy relationship</p> <ol style="list-style-type: none"> Relationships and your role Traits of healthy relationships The need for values and tolerance <p>B. Communicating Effectively</p> <ol style="list-style-type: none"> Communication Styles Listening skills and non-verbal communication 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> What are characteristics that you find important in a friend. How can communication build a foundation for friendship <p>Classroom Ideas:</p> <ul style="list-style-type: none"> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <p>Teaching Notes:</p> <ul style="list-style-type: none">

9th Grade Health

Skills for Healthy Relationships

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Aggressive	Passive	Assertive	Active Listening	Body Language
Prejudice	Stereotype	Tolerance	Bullying	Hazing
Relationship	Friendship	Citizenship	Role	Cooperation
Compromise				

Unit at a Glance	
Learning Topics / Standards	# of days
Foundations of a healthy relationship	1
Communicating Effectively	1

Peer Relationships

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will learn how to build and maintain healthy friendships. Students will learn skills to with stand negative peer pressure. Students will discuss reasons why it is beneficial to abstain from negative situations that could damage their emotional health. <p>Content Outline:</p> <p>A. Safe and Healthy Friendships</p> <ol style="list-style-type: none"> Peer Relationships Recognizing Problems Managing feelings <p>B. Peer Pressure and Refusal Skills</p> <ol style="list-style-type: none"> Peer Pressure Resisting Negative Peer Pressure <p>C. Practicing Abstinence</p> <ol style="list-style-type: none"> Dating Decisions Consequences 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> What relationship does a positive self-concept and peer pressure have in common? How can peer relationships affect your health? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Students participate in discussions on why peer pressure is so effective. Students write a essay describing what life will be like in 10 years. Students will include how resisting negative peer pressure will help you achieve your goals. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <p>Teaching Notes:</p> <ul style="list-style-type: none">

9th Grade Health

Peer Relationships

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Writing assignment	

Vocabulary				
Platonic	Friendship	Clique	Peer Pressure	Harassment
Manipulation	Priorities	Intimacy	Infatuation	Self-Control
Sexually Transmitted Diseases				

Unit at a Glance	
Learning Topics / Standards	# of days
Safe and Healthy Friendships	1
Peer Pressure and Refusal Skills	1

Resolving Conflicts and Preventing Violence

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will understand the causes of conflicts and how to help prevent them. 2. Students will apply mediation and negotiation to resolve conflicts. 3. Students will know about forms of violence and way to protect themselves. <p>Content Outline:</p> <ol style="list-style-type: none"> A. Causes of Conflict <ol style="list-style-type: none"> 1. Understanding conflicts 2. Preventing Conflicts B. Resolving Conflicts <ol style="list-style-type: none"> 1. Negotiation and 2. Mediation Process C. Understanding Violence <ol style="list-style-type: none"> 1. Causes of violence 2. Types of Violence 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can conflicts arise and what are some ways of dealing with them. • How can you prevent conflicts from leading to violence. <p>Classroom Ideas:</p> <p>Students engage in role-playing to use conflict resolution skills.</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Resolving Conflicts and Preventing Violence

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Conflict	Interpersonal Conflicts	Escalate	Negotiation	Confidentially
Peer Mediation	Violence	Assault	Random Violence	Homicide
Sexual Violence	Sexual Assault	Rape	Physical Abuse	Emotional Abuse
Verbal Abuse	Sexual Abuse	Stalking	Date Rape	

Unit at a Glance	
Learning Topics / Standards	# of days
Causes of Conflict/ Resolving Conflicts	1
Understanding Violence	1

NUTRITION AND PHYSICAL ACTIVITY

Nutrition for Health

Approximate length of time allotted for this unit: 3 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will obtain the resources to make healthy eating choices. Students will analyze food, their own eating habits and lifestyle habits to improve nutrient intake. Students will discover ways to become physically fit. <p>Content Outline:</p> <p>A. The Importance of Nutrition</p> <ol style="list-style-type: none"> Why Nutrition Matters Food and You <p>B. Nutrients</p> <ol style="list-style-type: none"> Nutrients and Energy Types of Nutrients <p>C. Healthy Food Guidelines</p> <ol style="list-style-type: none"> My Pyramid Healthy Eating Patterns <p>D. Nutrition Labels and Food Safety</p> <ol style="list-style-type: none"> Nutrition Labels Food Safety 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> What types of foods are healthy for you? How can you maintain a well balanced diet? - <p>Classroom Ideas:</p> <p>Students complete a food inventory intake. To calculate their caloric intake, and nutrient density.</p> <p>Have students calculate their BMR</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> Supersize Me Portion Size Me My Pyramid.gov <p>Teaching Notes:</p> <ul style="list-style-type: none">

Nutrition and Physical Activity

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Food inventory	

Vocabulary				
Nutrition	Nutrients	Calorie	Hunger	Appetite
Carbohydrates	Fiber	Proteins	Cholesterol	Vitamins
Minerals	Osteoporosis	Nutrient-dense	Food Additives	Food borne illness
Pasteurization	Cross-contamination	Food Allergy	Food Intolerance	

Unit at a Glance	
Learning Topics / Standards	# of days
The Importance of Nutrition	1
Nutrients & Healthy Food Guidelines	1
Nutrition Labels and Food Safety	1

Managing Weight and Eating Behaviors

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will have the ability to manage weight in healthful ways. 2. Students will understand the negative impact of eating disorders. 3. Students will understand how body image is a factor that can lead to unhealthy behaviors. 4. Students will understand the characteristics that lead to a health lifestyle. <p>Content Outline:</p> <p>A. Maintaining a healthy weight</p> <ol style="list-style-type: none"> 1. Caloric Intake 2. Maintaining a Health Weight <p>B. Body Image and Eating Disorders</p> <ol style="list-style-type: none"> 1. Accepting yourself 2. Eating Disorders 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I maintain a healthy weight? • How does body image affect food choices? • How does food intake affect your caloric intake? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students will research an eating disorder and report to class. • Students calculate their daily caloric intake. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Managing Weight and Eating Behaviors

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Research Project	Students will be graded upon the completion of a research project

Vocabulary				
Metabolism	Body Mass Index	Overweight	Obese	Underweight
Body Image	Fad Diets	Weight Cycling	Eating Disorders	Anorexia Nervosa
Bulimia Nervosa	Binge Eating Disorder	Vegetarian	Dietary Supplements	Performance Enhancers
Herbal Supplements	Megadoses			

Unit at a Glance	
Learning Topics / Standards	# of days
Maintaining a healthy weigh	1
Body Image and Eating Disorders	1

Physical Activity and Fitness

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will analyze the physical benefits of physical activity. 2. Students will describe the elements of fitness. 3. Students will develop a fitness plan. 4. Students will understand how to responds to simple injuries. <p>Content Outline:</p> <ol style="list-style-type: none"> A. Benefits of Physical Activity <ol style="list-style-type: none"> 1. Physical Benefits 2. Mental and Emotional Benefits B. Improving Your Fitness <ol style="list-style-type: none"> 1. Elements of Fitness 2. Evaluating Your Fitness 3. Improving your fitness C. Planning a Personal Program <ol style="list-style-type: none"> 1. Fitness Goals 2. Principles for a fitness program 3. Stages of a Workout 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to exercise? • How can physical activity improve your health? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students will develop and execute a 1 week fitness plan. • Students use Pedometers to track steps in a day. Students will use a program that can be calculated to miles in a day. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Physical Activity and Fitness

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Fitness Program	Students will develop a fitness program.

Vocabulary				
Physical Activity	Physical Fitness	Exercise	Sedentary	Cardiorespiratory Endurance
Muscular Strength	Muscular Endurance	Flexibility	Aerobic Exercise	Anaerobic Exercise
Specificity	Overload	Progression	Warm-up	Cool-Down
Resting Heart Rate	Frostbite	Hypothermia	Overexertion	Heart Exhaustion
Heatstroke	Muscle Cramps	Strains	Sprains	

Unit at a Glance	
Learning Topics / Standards	# of days
Benefits of Physical Activity/ Improving Your Fitness	1
Planning a personal Program	1

PERSONAL CARE AND BODY SYSTEMS

Personal Health Care

Approximate length of time allotted for this unit: 1 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will identify proper care tactics for the skin, hair and nails. 2. Students will identify proper care tactics for the mouth and teeth. 3. Students will identify proper care tactics for the eyes and ears. 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why are personal care tactics so important • What problems can arise from not taking care of your mouth, teeth, eyes, ears, hair, skin and nails
<p>Content Outline:</p> <p>A. Healthy Skin, Hair and Nails</p> <ol style="list-style-type: none"> 1. Your Skin 2. Your Hair 3. Your 			<p>Classroom Ideas:</p> <ul style="list-style-type: none"> •
<p>B. Healthy Teeth and Mouth</p> <ol style="list-style-type: none"> 1. Keeping your teeth and mouth healthy 			<p>Suggested Supplements:</p> <ul style="list-style-type: none"> •
<p>C. Healthy Eyes and Ears</p> <ol style="list-style-type: none"> 1. Your Eyes 2. Tour Ears 			<p>Teaching Notes:</p> <ul style="list-style-type: none"> •

9th Grade Health

Personal Health Care

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Epidermis	Dermis	Melanin	Sebaceous Glands	Hair Follicles
Melanoma	Periodontium	Pulp	Plaque	Halitosis
Periodontal Disease	Malocclusion	Sclera	Cornea	Retina
Auditory Ossicles	Labyrinth	Tinnitus		

Unit at a Glance	
Learning Topics / Standards	# of days
Healthy Skin, Hair and Nails, mouth, teeth, eyes and ears	1

THE BEGINNING OF THE LIFE CYCLE

Life Cycle

Approximate length of time allotted for this unit: 1 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will understand the development of the fetus and the care requirements. 2. Students will study the traits passed from parents to child. 3. Students will explain the changes that occur during infancy and childhood. <p>Content Outline:</p> <p>A. Parental Development and Care</p> <ol style="list-style-type: none"> 1. The very beginning 2. Healthy Pregnancy 3. Complications of Pregnancy 4. Childbirth <p>B. Heredity and Genetics</p> <ol style="list-style-type: none"> 1. Heredity 2. Genetics and Fetal Development 3. Genetic Disorders <p>C. Birth Through Childhood</p> <ol style="list-style-type: none"> 1. Childhood 2. Health Screenings 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is the mother’s health important to her fetus during pregnancy? • What role do parents have in your development? • What changes do infants and children experience? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students discuss how their personalities have been shaped, and who has helped them. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Life Cycle

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Developmental Tasks	Autonomy	Scoliosis	Chromosomes	Genes
DNA	Genetic Disorders	Amniocentesis	Chronic Villi	Sampling
Gene Therapy	Fertilization	Implantation	Embryo	Fetus
Prenatal Care	Fetal Alcohol Syndrome			

Unit at a Glance	
Learning Topics / Standards	# of days
Parental Development and Care	1
Heredity and Genetics/Birth Through Childhood	1

The Life Cycle Continues

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will analyze how their identity is shaped. 2. Students will comprehend the stages of development from adolescence through late adulthood. <p>Content Outline:</p> <p>A. Changes During Adolescence</p> <ol style="list-style-type: none"> 1. Puberty 2. Adolescence <p>B. Adulthood Marriage, and Parenthood.</p> <ol style="list-style-type: none"> 1. Maturity 2. Adulthood <p>C. Health Through The Life Cycle</p> <ol style="list-style-type: none"> 1. Middle Adulthood 2. Late Adulthood 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What changes occur during adolescence? • How is your identity formed? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students develop a family tree health history chart. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

9th Grade Health

The Life Cycle Continues

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Family Health History	Students will be graded upon completion of the assignment

Vocabulary				
Transitions	Empty-nest Syndrome	Integrity	Physical Maturity	Emotional Maturity
Commitment	Adoption	Self-directed	Unconditional Love	Adolescence
Puberty	Cognition			

Unit at a Glance	
Learning Topics / Standards	# of days
Changes During Adolescence	1
Adulthood, Marriage, Parenthood/ Health Through The Life Cycle	1

DRUGS

Medicines and Drugs

Approximate length of time allotted for this unit: 1 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will analyze how to treat or prevent illnesses. 2. Students will understand medicine’s effect on the body. <p>Content Outline:</p> <p>A. The Role of Medicines</p> <ol style="list-style-type: none"> 1. Type of Medicines 2. Reactions to Medications <p>B. Using Medicines Safely</p> <ol style="list-style-type: none"> 1. Standards for Medication. 2. Misuse 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are reasons people take medicines? • What are possible consequences of not following instructions on a medicine label? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students pick a medication and list the possible side effects and chief effects. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

9th Grade Health

Medicines and Drugs

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Research Project	Students will be graded upon completion of their project.

Vocabulary				
Prescription Medications	Over-the-counter	Medicine Misuse	Medicine Abuse	Drug Overdose
Medicines	Drugs	Vaccine	Side-Effect	Additive Interaction
Synergistic Effect	Antagonistic Interaction			

Unit at a Glance	
Learning Topics / Standards	# of days
The Role of Medicines/ Using Medicines safely	1

Tobacco

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will analyze the effects of all forms of tobacco on the body. 2. Students will understand the benefits of living a tobacco free lifestyle. 3. Students will explain the different types of addiction. <p>Content Outline:</p> <p>A. The Health Risks of Tobacco Use.</p> <ol style="list-style-type: none"> 1. Types of Tobacco 2. Effects of Tobacco Use <p>B. Choosing to Live Tobacco Free</p> <ol style="list-style-type: none"> 1. Teens and Tobacco 2. Quitting <p>C. Promoting a Smoke-Free Environment</p> <ol style="list-style-type: none"> 1. Health Risks 2. Smoke-Free Society 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways does tobacco harm your body? • What are the consequences of tobacco use? • Why should you avoid secondhand smoke? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students list the short and long term effects of tobacco. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

9th Grade Health

Tobacco

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Environmental Tobacco Smoke	Mainstream Smoke	Sidestream Smoke	Nicotine Withdrawal	Nicotine Substitutes
Tobacco Cessation Program	Addictive Drug	Nicotine	Carcinogen	Tar
Carbon Monoxide	Smokeless Tobacco	Leukoplakia		

Unit at a Glance	
Learning Topics / Standards	# of days
The Health Risks of Tobacco Use	1
Choosing to Live Tobacco-Free/ Promoting a Smoke-Free Environment	1

Alcohol

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will analyze the short and long term effects of alcohol. Students will evaluate factors that influence teens to use alcohol. Students will explain the stages of addiction. <p>Content Outline:</p> <p>A. The Health Risks of Alcohol Use</p> <ol style="list-style-type: none"> Short-Term and Long-Term Effects Binge Drinking <p>B. Choosing to Live Alcohol-Free</p> <ol style="list-style-type: none"> Health Risks Alcohol and violence/Risky Behavior Avoiding Alcohol 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> How does alcohol use contribute to risky behavior? In what ways does problem drinking harm people? How can you encourage others to stay alcohol-free? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Students will read articles that show how alcohol use can damage society. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <p>Teaching Notes:</p> <ul style="list-style-type: none">

Alcohol

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Blood Alcohol Concentration	Fetal Alcohol Syndrome	Alcoholic	Recovery	Sobriety
Psychological Dependence	Physiological Dependence	Alcohol Abuse	Alcoholism	Ethanol
Fermentation	Depressant	Intoxication	Binge Drinking	Alcohol Poisoning

Unit at a Glance	
Learning Topics / Standards	# of days
The Health Risks of Alcohol Use	1
Choosing to Live Alcohol-Free/The Impact of Alcohol Use	1

Illegal Drugs

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will analyze the physical, mental, emotional, and social health risks associated with drug use. Students will understand the risks associated with marijuana, inhalants and steroid abuse Students will analyze stimulants, depressants, opiates, hallucinogens and how the effect the central nervous system. Students will learn skills to help them stay drug free. <p>Content Outline:</p> <p>A. Health Risks of Drug Use</p> <ol style="list-style-type: none"> Substance Abuse How Drugs Affect Your Health <p>B. Marijuana, Inhalants, and Steroids</p> <ol style="list-style-type: none"> Marijuana Inhalants Steroids <p>B. Psychoactive Drugs</p> <ol style="list-style-type: none"> Effects of Psychoactive Drugs Club Drugs Living Drug Free 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> How does drug use affect the body? How can you respond to peer pressure to use drugs? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Students research a drug and give a in class presentation Students make a brochure about the dangers of drug use. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <p>Teaching Notes:</p> <ul style="list-style-type: none">

9th Grade Health

Illegal Drugs

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Student Brochure	Students will be graded upon completion of their assignments.
Student Presentation	Students will be graded upon completion of their assignments.

Vocabulary				
Drug-Free School Zones	Drug Watches	Rehabilitation	Psychoactive Drugs	Designer Drugs
Hallucinogens	Euphoria	Depressants	Stimulants	Opiates
Marijuana	Paranoia	Inhalants	Anabolic-Androgenic Steroids	Substance Abuse
Illegal Drugs	Illicit Drug Use	Overdose	Addiction	

Unit at a Glance	
Learning Topics / Standards	# of days
Health Risks of Drug Use	1
Other Drugs	1

DISEASES AND DISORDERS

Communicable Diseases

Approximate length of time allotted for this unit: 1 Day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will learn the causes of communicable diseases and how they are spread. Students will learn about the immune system and how to prevent illness. <p>Content Outline:</p> <p>A. Understanding Communicable Diseases</p> <ol style="list-style-type: none"> Types of Communicable Diseases Taking Precautions <p>B. Fighting Communicable Diseases</p> <ol style="list-style-type: none"> Immune System <p>C. Emerging Diseases and Pandemics</p> <ol style="list-style-type: none"> Types, how they affect you. 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> How do you get a communicable disease? How can you prevent communicable diseases? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Idea for Main Point 1 Idea for Main Point 2 <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <p>Teaching Notes:</p> <ul style="list-style-type: none">

9th Grade Health

Communicable Diseases

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Emerging Infections	Giardia	Epidemic	Pandemic	Immune System
Phagocytes	Antigens	Immunity	Lymphocyte	Antibody
Vaccine	Respiratory Tract	Mucous Membrane	Pneumonia	Jaundice
Cirrhosis	Communicable Disease	Infection	Virus	Bacteria
Toxins	Vector			

Unit at a Glance	
Learning Topics / Standards	# of days
Communicable Diseases	1

Noncommunicable Diseases and Disabilities

Approximate length of time allotted for this unit: 2 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will analyze preventive measures to reduce the risk of diseases that affect the heart and blood vessels Students will explain how different forms of cancer can develop in almost any part of the body. Students will identify different forms of noncommunicable diseases are developed and how they can be managed. Students will analyze the respiratory and circulatory systems. <p>Content Outline:</p> <ol style="list-style-type: none"> Cardiovascular Diseases <ol style="list-style-type: none"> Types of Cardiovascular Diseases Preventative Measures Cancer <ol style="list-style-type: none"> What is Cancer Risk Factors/Reducing Risk Allergies, Asthma, Diabetes, and Arthritis <ol style="list-style-type: none"> Allergies Asthma Diabetes Arthritis 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> How can you lower your risk of cancer and cardiovascular disease? Why is it important to be educated about physical and mental challenges? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Students label parts of the respiratory and circulatory system. Students create a PowerPoint presentation about respiratory and circulatory disorders. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <p>Teaching Notes:</p> <ul style="list-style-type: none">

Noncommunicable Diseases and Disabilities

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.
Power Point	Students will be graded upon completion of their assignment

Vocabulary				
Disability	Profound Deafness	Mental Retardation	Americans with Disabilities Act	Allergies
Histamines	Asthma	Diabetes	Autoimmune Disease	Arthritis
Osteoarthritis	Rheumatoid Arthritis	Cancer	Tumor	Benign
Malignant	Metastasis	Carcinogen	Biopsy	Remission
Noncommunicable Disease	Cardiovascular Disease	Hypertension	Atherosclerosis	Arteriosclerosis
Angina Pectoris	Arrhythmias	Stroke		

Unit at a Glance	
Learning Topics / Standards	# of days
Cardiovascular and Respiratory Disorders	1
Allergies, Asthma, Diabetes, Arthritis and cancer	1

HEALTHY RELATIONSHIPS & HUMAN SEXUALITY

Sexuality and You

Approximate length of time allotted for this unit: 1 Day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will identify the physical, mental/emotional, and social changes that occur during adolescence. 2. Students will identify decision-making skills that promote individual, family, and community health. 3. Students will summarize the advantages of seeking advice and feedback when making health decisions. <p>Content Outline:</p> <p>A. Sexuality and Health</p> <ol style="list-style-type: none"> 1. Making Responsible Decisions <p>B. Adolescence and Development</p> <ol style="list-style-type: none"> 1. Development 2. Relationships 3. Puberty 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • Can you identify physical, emotional and social changes that occur during adolescence? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students discuss media pressures, and how their effect your image. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

9th Grade Health

Sexuality and You

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Sexuality	Self-concept	Goal	Cognitive	Empathy
Endocrine System	Hormones	Puberty	Pituitary Gland	

Unit at a Glance	
Learning Topics / Standards	# of days
Sexuality and Development	1

Relationships and Communication

Approximate length of time allotted for this unit: 1 Day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will evaluate the effects of family relationships on physical, mental, emotional and social health. Students will evaluate the positive and negative effects of peer relationships. Students will demonstrate communication skills that build and maintain healthy relationships <p>Content Outline:</p> <ol style="list-style-type: none"> Relationships and communication <ol style="list-style-type: none"> Relationships in Adolescent Years Decisions About Sexual Relationships <ol style="list-style-type: none"> Practicing Abstinence Refusal Skills 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> How does communication affect relationships? How can I make decisions about sexual relationships? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Students discuss how values affect decisions and behavior. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <p>Teaching Notes:</p> <ul style="list-style-type: none">

9th Grade Health

Relationships and Communication

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Values	Communication	Conflict	Abstinence	Intimacy
Refusal Skills				

Unit at a Glance	
Learning Topics / Standards	# of days
Relationships and Abstinence	1

Male and Female Reproductive Systems

Approximate length of time allotted for this unit: 1 Day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Analyze the Relationship between good personal hygiene, health promotion and disease prevention. 2. Describe the function of the male and female reproductive systems. 3. Recognize the importance of early detection in treatment of conditions of the reproductive systems. <p>Content Outline:</p> <p>A. Male Reproductive System</p> <ol style="list-style-type: none"> 1. Concerns about the reproductive System. 2. Male Reproductive Health. <p>B. Female Reproductive System</p> <ol style="list-style-type: none"> 1. Concerns about the reproductive system. 2. Female Reproductive Health 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can poor decision making lead to reproductive problems? • Who can you seek advice from when dealing with reproductive issues? <p>Classroom Ideas:</p> <p>Split up the class, have a school nurse discuss female reproductive issues with the females and I will meet with the males.</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

9th Grade Health

Male and Female Reproductive Systems

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
Testosterone	Sperm	Testes	Scrotum	Epididymis
Penis	Semen	Vas Deferens	Vulva	Vagina
Cervix	Uterus	Fallopian Tubes	Ovulation	Menstruation
Ovaries				

Unit at a Glance	
Learning Topics / Standards	# of days

Contraception /Sexually Transmitted Diseases and HIV/AIDS

Approximate length of time allotted for this unit: 1 Day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will analyze the common STDs their symptoms and treatments. 2. Students will study HIV/AIDS and how it attacks the immune system. 3. Students will study HIV/AIDS diagnosis, treatment and prevention. <p>Content Outline:</p> <p>A. Sexually Transmitted Diseases</p> <ol style="list-style-type: none"> 1. What are STDs? 2. Common STDs <p>B. Preventing STDs</p> <ol style="list-style-type: none"> 1. Diagnosis and Treatment <p>C. HIV/AIDS</p> <ol style="list-style-type: none"> 1. What is HIV/AIDS 2. Preventing HIV/AIDS <p>D. Contraception</p> <ol style="list-style-type: none"> 1. Facts about pregnancy prevention 2. Methods of Contraception 3. Contraception 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important for you to know about STDs? • How are STDs transmitted, how are they treated and what can be done to prevent transmission? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students will be able to opt out of class during the contraception discussions. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Emphasize that abstinence is the only 100 percent way to avoid STD's or unplanned pregnancy.

Contraception /Sexually Transmitted Diseases and HIV/AIDS

Assessment Plan	
Assessment	Comments
Unit Test	Students will be graded upon completion of their assignments and a unit test.

Vocabulary				
EIA	Western Blot	Rapid Test	Human Immunodeficiency Virus	Acquired Immunodeficiency Syndrome
Antibiotics	HPV Vaccine	Sexually Transmitted Disease	Sexually Transmitted Infections	Asymptomatic
Withdrawal	Contraception	Fertility awareness methods	Condom	Spermicide Diaphragm
Cervical Cap	Oral Contraceptives	Contraceptive Injection	Vasectomy	Tubal Ligation
Abstinence				

Unit at a Glance	
Learning Topics / Standards	# of days
Contraception/HIV/AIDS	1

NOTES

Appendix

School District of Seward



SAMPLE LETTER TO PARENTS IN GRADES 7-9

Dear parent or guardian,

Your child's health class will be studying the topics of relationships and sexuality in the near future. By relationships, we mean the interaction of your child with peers, family members, friends, teachers, and other people they come in contact with. This unit also provides students with basic and factual sexuality information that is relevant, important, and appropriate. This curriculum is designed to help your child make responsible decisions regarding relationships.

In exploring the various aspects of responsible relationships and sexuality, your teen will consider some important questions, such as: *What changes will I go through during my teen years? How can I have healthy relationships? How will I know I'm ready for marriage? How can I avoid getting a sexually transmitted disease? What can I do to prevent date violence or rape?*

These are sensitive topics. The most successful efforts in sexuality education are those that are the result of cooperation between home and school. The school regards parents or guardians as the primary sex educators of your teenager. Sexuality education is your right and responsibility. Studies show that sexuality education at home can have a significant impact on your child's behavior and attitude toward sex. For these reasons, we encourage you to communicate with your teenager in matters of sexuality. Please set aside some time to work on one or more of the following activities with your teenager.

Discuss with your teen the answers to the following questions: *What were the main concerns you had as a teen? What did your parents say about your relationships? What were the main social activities for teens?* Help your teen understand that you experienced many of the same feelings that he or she is experiencing.

Help your teen avoid situations that can lead to unplanned sexual intercourse or date rape. With your teen, make a list of possible places to go on group dates. Give your teens a curfew time. Be sure your teen has money for a taxi or phone call in case of an emergency. Provide your teen with a phone number where you or another adult can be reached in an emergency. Know where your teen is going. Meet your teen's dates.

This course explains that abstinence is the *only method* that can guarantee a person will not get pregnant or acquire a sexually transmitted disease (STD). Emphasize the importance of abstinence to your child. You may also wish to discuss various methods of birth control. Point out the fact that no birth control method or device is 100 percent effective in preventing pregnancy or STD's.

We are anticipating that your child will participate in the discussions of healthy relationships and human sexuality. This unit is approximately one week in length and will cover the topics on the accompanying form. If you are considering **not** allowing your child to participate, please contact us for an opportunity for you to review the materials that will be used in class. After that review, if you still do not want your child to participate in this unit, please sign and return the enclosed form. Once we have received this notification, an alternative activity will be assigned for your child during this time.

Thank you for supporting our classroom work. Feel free to contact us if you wish to discuss your child's health education.

GRADE 7 & 8 - PARENT/GUARDIAN CONSENT FORM

As part of your child's health course, in approximately two weeks, we will be teaching a week-long unit on *Healthy Relationships & Sexuality*. All materials of instruction for this unit have been approved by the School District of Seward Board of Education.

Due to the sensitive nature of the instruction presented in this unit, we are asking for written parental/guardian permission prior to student participation. The units of instruction are as follows:

- Being a Teen
- Adolescence
- Relationships and Love
- The Male & Female Reproductive Systems
- Responsible Relationships
- Marriage & Parenthood
- Pregnancy & Childbirth
- Sexually Transmitted Diseases & HIV/AIDS

Abstinence will continue to be the overlying message throughout this unit and additional information presented will be factual and non-judgmental in nature. We will emphasize that open communication with each child's parents or guardian is crucial to developing and maintaining healthy relationships and understanding human sexuality.

If you are considering NOT allowing your child to participate in this instruction, prior to making the final decision, please contact the school within the next two weeks and arrange a time to discuss the planned curriculum and/or review the materials used in this unit. If your child IS to participate, you need not contact the school or return this form.

_____ I have reviewed the materials to be used in class prior to making this decision and I DENY permission for my child, _____ to participate in any of the scheduled activities/discussions as described above. I understand that my child will receive an alternative assignment of equal value and will not attend the regularly scheduled class on the days of this instruction. He/She will be provided a safe, supervised place within the school during the class period(s). It will be his/her responsibility to report to the pre-arranged location, check in with the teacher or supervisor, and submit the completed assignment to the appropriate teacher.

Signature of Parent/Guardian

Date

GRADE 9 - PARENT/GUARDIAN CONSENT FORM

As part of your child's health course, in approximately two weeks, we will be teaching a week-long unit on *Healthy Relationships & Sexuality*. All materials of instruction for this unit have been approved by the School District of Seward Board of Education.

Due to the sensitive nature of the instruction presented in this unit, we are asking for written parental/guardian permission prior to student participation. The units of instruction are as follows:

- Sexuality & You
- Relationships & Choosing Abstinence
- The Male & Female Reproductive Systems
- Marriage & Parenthood
- Pregnancy & Childbirth
- Issues of Sexuality
- Sexually Transmitted Diseases
- HIV & AIDS

Abstinence will continue to be the overlying message throughout this unit and additional information presented will be factual and non-judgmental in nature. We will emphasize that open communication with each child's parents or guardian is crucial to developing and maintaining healthy relationships and understanding human sexuality.

If you are considering NOT allowing your child to participate in this instruction, prior to making the final decision, please contact the school within the next two weeks and arrange a time to discuss the planned curriculum and/or review the materials used in this unit. If your child IS to participate, you need not contact the school or return this form.

_____ I have reviewed the materials to be used in class prior to making this decision and I DENY permission for my child, _____ to participate in any of the scheduled activities/discussions as described above. I understand that my child will receive an alternative assignment of equal value and will not attend the regularly scheduled class on the days of this instruction. He/She will be provided a safe, supervised place within the school during the class period(s). It will be his/her responsibility to report to the pre-arranged location, check in with the teacher or supervisor, and submit the completed assignment to the appropriate teacher.

Signature of Parent/Guardian

Date

NOTES
