

Bethlehem Area School District

*Grade 9
Health*

2006

Grade 9 Health

UNIT 1 – Introduction to Health (4)

Chapter 1 Leading a Healthy Life

Section 1 Health and Teens

Section 2 Health and Wellness

Chapter 2 Skills for a Healthy Life

Section 2 Making GREAT Decisions

Section 3 Resisting Pressure from Others

The Student Assistance Program (not in book)

UNIT 2 – Mental and Emotional Health (5)

Chapter 3 Self Esteem and Mental Health

Section 3 Mental and Emotional Health

Section 4 Understanding Mental Disorders

Chapter 4 Managing Stress and Coping with Loss

Section 1 Stress and Your Health

Section 2 Dealing with Stress Grade 10

Section 4 Preventing Suicide

UNIT 3 – Physical Fitness and Nutrition

Chapter 6 Physical Fitness for Life (5)

Section 1 Physical Fitness and Your Health

Section 2 Planning Your Fitness Program

Section 3 Exercising the Safe Way

Chapter 7 Nutrition for Life (5)

Section 1 Carbohydrates, Fats, and Proteins

Section 2 Vitamins, Minerals, and Water

Section 3 Meeting Your Nutritional Needs

Section 4 Choosing a Healthful Diet

Chapter 8 Weight Management and Eating Behaviors (5)

Section 1 Food and Your Body Weight

Section 2 Maintaining a Healthful Weight

Section 3 Eating Disorders

UNIT 4 – Alcohol, Tobacco and Other Drugs (6)

Chapter 9 Understanding Drugs and Medicines

 Sections 3 Drugs and Your Brain

Chapter 10 Alcohol

 Section 1 Alcohol Affects the Body

Chapter 11 Tobacco

 Section 1 Tobacco Use

 Section 2 Dangers of Tobacco Use

 Section 3 A Tobacco Free Life

Chapter 12 Illegal Drugs

 Section 1 Drugs of Abuse

 Section 2 Commonly Abused Drugs

UNIT 5 – Reproductive System (5)

Chapter 18

 Section 1 Male Reproductive System

 Section 2 Female Reproductive System

🍏 Use Chapters 14 + 15 for project assignments.

35+ 4 days of student projects , 4 guest speakers, 1 review day and 1 exam day. = 45 days

Name of Course: Health	Course Number: 901
Grade Level(s): 9	
Unit 1: Introduction to Health Chapter 1: Leading a Healthy Life Section 1: Health and Teens Section 2: Health and Wellness Chapter 2: Skills for a Healthy Life Section 2: Making GREAT Decisions Section 3: Resisting Pressure from Others	
PA Academic Standards: 10.1.9. A Analyze factors that impact growth and development between adolescence and adulthood. 10.2.9 A Identify and describe health care products and services that impact adolescent health practices. 10.2.9 B Analyze the relationship between health-related information and adolescent consumer choices. 10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.	
National Health Education Standards: 1.1 Analyze how behavior can impact health maintenance and disease prevention. 1.2 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood. 1.4 Analyze how the family, peers, and community influence the health of individuals. 1.5 Analyze how the environment influences the health of the community. 1.6 Describe how to delay onset and reduce risks of potential health problems during adulthood. 3.1 Analyze the role of individual responsibility for enhancing health. 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction. 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors. 3.4 Develop strategies to improve or maintain personal, family, and community health. 4.2 Evaluate the effect of media and other factors on personal, family and community health. 4.4 Analyze how information from the community influences health. 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others. 5.5 Demonstrate strategies for solving interpersonal conflicts without harming self or others. 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.	

- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 6.2 Analyze health concerns that require collaborative decision making.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.

Unit Objectives:

- The student will compare the major causes of death in the past with the major causes of death today.
- The student will distinguish between controllable risk factors and uncontrollable risk factors.
- The student will compare the major causes of death for teens with those for other age groups in the United States.
- The student will understand the four influences on wellness.
- The student will implement three ways to take charge of their wellness.
- The student will name two ways you can improve two components of their health.
- The student will summarize what they should do if you make a wrong decision.
- The student will describe a time when they have worked with someone else to make a decision.
- The student will identify three types of direct pressure and indirect pressure related to decision making.

Text/Resources Materials:

- Holt Lifetime Health Text (Copyright 2001)
- Discovery Health Web
- Video Select web: **go.hrw.com.**
- Guided Reading Audio CD Program

Activities:

- Reading Skill Builder Healthy Vocabulary, TE. Have students think about the definition of the word sedentary as well as related terms. (Basic)
- Current Health Articles and activities related to the chapter topics may be found at go.hrw.com. Type in keyword HH4 CH01T.
- *Lifetime Health* Video and Worksheet Building Self-Esteem. Students learn how self-esteem can affect their health.
- Activity Tree of Choices, TE. Students use a tree graphic to present how they would make a critical decision. The base of the tree represents the situation. Each branch represents one possible choice. Students should label each branch with the possible consequences of each choice, and then use the tree to find the best choice. (General)
- Group Activity Practicing Collaboration, TE. Have groups of students choose an issue facing the school or the community and work together to come up with a solution acceptable to all parties. (General)
- Life Skill Activity Using Refusal Skills, SE. Pairs of students review the 12 refusal skills and then role-play how they would use the skills to respond to a given situation. (General)

Assessment:

- Daily Assignments
- Concept Review Worksheets

- Participation
- Projects and Group Work (through scoring rubrics)
- Section Quizzes
- Unit Exam

Enabling Objectives:

- The student will list the six health risk behaviors that lead to health problems in teens.
- The student will name three behaviors you can adopt now to improve their health.
- The student will state the importance of striving for optimal health.
- The student will state an example of each of the 12 types of refusal skills.
- The student will apply one of the refusal skills to a pressure in your life.

Extensions:

- The student will implement decision-making skills that will benefit both long and short-term goals.
- The student will analyze each of the six components of health and how they relate to daily life.
- The student will apply the making great decisions model to make a decision.

Remediation:

- Inclusion Strategy TE. Use this inclusion strategy to engage students with learning difficulties while teaching this section.
- Guided Reading Audio CD Program Skills for a Healthy Life Script. The audio program is a reading of the chapter content for ELL students, auditory learners, and struggling readers.
- Reteaching Worksheet CRF. Students complete this worksheet to reinforce the ideas of the section. (Basic)

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 9	
Unit 1: Introduction to Health The Student Assistance Program (not in book)	
Estimated Instructional Time: 30 minutes	
PA Academic Standards:	
10.1	Analyze factors that impact growth and development between adolescents and adulthood. Substance abuse, health status (e.g., physical, mental, social) intentional/unintentional injury, and dietary patterns.
10.1.9C	Analyze factors that impact nutritional choices of adolescents. Body image, advertising, dietary guidelines, eating disorders, peer influence, athletic goals
10.1.9	Danalyze prevention and intervention strategies in relation to adolescent and adult drug use. Decision-making/refusal skills, situation avoidance, goal setting, professional assistance (e.g. medical, counseling, support groups) parent involvement
10.1.9E	Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
New Standards Performance Standards:	
H.SC.4C Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards:	
1.1	Analyze how behavior can impact health maintenance and disease prevention.
1.2	Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
1.4	Analyze how the family, peers, and community influence the health of individuals.
1.5	Analyze how the environment influences the health of the community.
1.6	Describe how to delay onset and reduce risks of potential health problems during adulthood.
3.1	Analyze the role of individual responsibility for enhancing health.
3.2	Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
3.3	Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
3.4	Develop strategies to improve or maintain personal, family, and community health.
4.2	Evaluate the effect of media and other factors on personal, family and community health.
4.4	Analyze how information from the community influences health.
5.4	Demonstrate ways to communicate care, consideration, and respect of self and others.
5.5	Demonstrate strategies for solving interpersonal conflicts without harming self or others.
5.6	Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.

- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 6.2 Analyze health concerns that require collaborative decision making.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.

Unit Objectives:

- The students will be able to describe the goals of the Student Assistance Program.
- The students will be able to list 5 reasons to make a referral.
- The students will be able to discuss how and when a referral should be made.
- The students will gain an understanding about the dangers of enabling.

Text/Resource Materials:

- www.pasap.org,
- www.caronfoundation.org
- hand-outs
- SAP team

Activities:

- role play
- group discussions
- video
- pamphlets
- guest speaker

Assessment:

- quiz
- poster
- sample referral

Enabling Objectives:

The students will be able to refer a classmate to the Student Assistance Team out of care and concern for the well being of the student and the school community.

Extensions:

- The student will write an article for the school newspaper about the SAP team
- The student will create a Student Assistance bulletin board

Remediation: video

- refer to websites
- SAP pamphlet
- Review handouts on D+A issues, mental health, and eating disorders

Name of Course: Health	Course Number: 901
Grade Level(s): 9	
Unit 2: Mental and Emotional Health Chapter 3: Self Esteem and Mental Health Section 3: Mental and Emotional Health Section 4: Understanding Mental Disorders Chapter 4: Managing Stress and Coping with Loss Section 1: Stress and Your Health Section 4: Preventing Suicide	
Estimated Instructional Time: 5 blocks	
PA Academic Standards: 10.1.9.B Analyze the interdependence existing among the body systems. 10.1.9.E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention. 10.2.9.A Identify and describe health care products and services that impact adolescent health practices. 10.4.9.B Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. <ul style="list-style-type: none"> • stress management • disease prevention • weight management 	
New Standards Performance Standards: H.SC.4.c Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
Unit Objectives: <ul style="list-style-type: none"> • The students will be able to examine characteristics of positive mental health. • The students will be able to gain an understanding of Maslow’s hierarchy of needs pyramid. • The students will be able to discuss how they can learn to express emotions in positive ways. • The students will be able to examine how emotions influence overall health. • The students will be able to gain an understanding of mental disorders. • The students will be able to discuss causes of stress, the body’s response to stress and stress related illnesses. • The students will gain an understanding of suicide risks. • The students will be able to discuss ways to help prevent suicide. 	
Text/Resource Materials: <ul style="list-style-type: none"> • David P. Friedman, Curtis C. Stine, Shannon, Whalen. <u>Lifetime Health</u>. Holt, Rinehart and Winston. Austin, Texas. Copyright 2007. • Transparencies • Exam View Pro Test Builder (Text Generator) • Video Select go.hrw.com (keywords are in the textbook) • Health Links (codes are in the textbook) http://www.scilinks.org/health_new/default.asp • National Institute of Mental Health http://www.nimh.nih.gov/ • National Mental Health Association http://www.nmha.org/ • National Center for Injury Prevention and Control Suicide 	

<http://www.cdc.gov/ncipc/factsheets/suifacts.htm>

- Discovery Health Connection www.discoveryhealthconnection.com
- What Stresses You – Lesson Plan
- <http://www.discoveryhealthconnection.com/main.cfm?CFID=6671211&CFTOKEN=31009817>
- **Teenage Stress: It's Manageable!** (A Sunburst Title). Sunburst (2000). Retrieved July 16, 2006, from unitedstreaming: <http://www.unitedstreaming.com/>
- Current Health Articles
- http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?HH4 CH HOME

Activities:

- Holt Puzzle Pro
- Speakers
- Decision-Making Activities
- Class discussions
- Life Skills Worksheets
- Concept Review Worksheets
- Life Skill Activity
- What's Your Health IQ?
- Math Connection
- Reading Skill Builder
- Life Skill Builder
- Building Character
- Brain Food Video Quizzes
- Lecture
- Group work
- Internet based work
- Video
- Journal Entries

Assessment:

- Tests
- Quizzes
- Journal Entries
- Oral Presentations - Rubric for Presentations on Resources disk
- Projects (Student-Project Guide) http://go.hrw.com/resources/go_sc/hlth/hh4StPrG.pdf
- Teacher Observations
- Online Assessment - Exam View Player
- Homework
- Notebooks
- Writing Assignments - Rubric for Writing Assignments on Resources disk

Enabling Objectives:

- The students will be able to identify characteristics of positive mental health.
- The students will be able to describe Maslow's hierarchy of needs pyramid.
- The students will be able to compare the stages of Maslow's hierarchy of needs.
- The students will be able to recognize the all human beings have basic needs.
- The students will be able to describe how they can learn to express emotions in positive ways.
- The students will be able to describe how emotions influence overall health.
- The students will be able to brainstorm ways to achieve and maintain emotional health.
- The students will be able to identify the limitations of defense mechanisms.

- The students will be able to describe three positive strategies for managing emotions.
- The students will be able to identify different types of mental disorders.
- The students will be able to list seven signs of mental disorders.
- The students will be able to summarize causes of mental disorders.
- The students will be able to identify community resources available for mental health problems.
- The students will be able to analyze the various types of care providers for mental health.
- The students will be able to describe five different causes of stress.
- The students will be able to describe the body's physical response to stress.
- The students will be able to differentiate between positive and negative stress.
- The students will be able to describe how stress can make someone sick.
- The students will be able to relate excessive stress to disease.
- The students will be able to identify common stress related illnesses.
- The students will be able to list four facts about suicide.
- The students will be able to identify suicide risks.
- The students will be able to describe why teens should be concerned about suicide.
- The students will be able to state seven warning signs of suicidal behavior.
- The students will be able to describe steps that one can take to help a friend who has talked about suicide.
- The students will be able to discuss ways to help prevent suicide.

Extensions:

- Current Events
- Web Quests
- Research Paper

Remediation:

- Guided Reading Audio CD
- Reteaching Worksheets
- Peer-Tutoring

Name of Course: Health

Course Number: 901

Grade Level(s): 9

Unit 3: Physical Fitness and Nutrition

Chapter 6 Physical Fitness for Life

Section 1: Physical Fitness and Your Health

Section 2: Planning Your Fitness Program

Section 3: Exercising the Safe Way

Estimated Instructional Time: 5 blocks

PA Academic Standards:

- 10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.
- 10.3.9.A Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community
- 10.4.9.B Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
 - stress management
 - disease prevention
 - weight management
- 10.4.9.C Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
 - exercise (e.g., climate, altitude, location, temperature)
 - healthy fitness zone
 - individual fitness status (e.g. cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
 - drug/substance use/abuse
- 10.4.9.D Analyze factors that affect physical activity preferences of adolescents.
 - skill competence
 - social benefits
 - previous experience
 - activity confidence
- 10.5.9.A Describe and apply the components of skill-related fitness to movement performance.
 - agility
 - balance
 - coordination
 - power
 - reaction time
 - speed
- 10.5.9.D Identify and describe the principles of training using appropriate vocabulary.
 - specificity
 - overload
 - progression
 - aerobic/anaerobic
 - circuit/interval
 - repetition/set

New Standards Performance Standards:

H.SC.4.c

Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.

Unit Objectives:

- The students will be able to state the benefits of being fit.
- The students will be able to summarize the role of health and skills related fitness.
- The students will be able to describe the importance of physical fitness for all ages and abilities.
- The students will be able to evaluate the use of the FITT formula and factors to think about before starting a fitness program.
- The students will be able to design and implement a personal fitness program and set their fitness goals.
- The students will be able to calculate their resting heart rate, target heart rate, and maximum heart rate.
- The students will be able to identify four signs of overtraining.
- The students will be able to describe RICE and ways to prevent and treat minor sports injuries.
- The students will be able to state the dangers posed by the use of performance enhancing drugs.
- The students will be able to describe why sleep is an important part of health.
- The students will be able to compare how the amount of sleep needed by teens is different from the amount needed by adults and children.

Text/Resource Materials:

- Holt Lifetime Health David P. Friedman, Curtis C. Stine, Shannon, Whalen. Lifetime Health. Holt, Rinehart and Winston. Austin, Texas. Copyright 2007.
- Transparencies
- Exam View Pro Test Builder (Text Generator)
- Video Select go.hrw.com (keywords are in the textbook)
- Health Links (codes are in the textbook) http://www.scilinks.org/health_new/default.asp
- Discovery Health-www.discoveryhealthconnection.com
- # 11.pdf “Staying Fit After Graduation”
- Web Resources:
- Are You Fit Personal Profile? <http://library.thinkquest.org/12153/>
- Calorie Calculators: www.toneteen.com
- Design and Implement a Personal Fitness Plan: <http://www.pbs.org/newshour/extra/teachers/lessonplans/health/fitness/fitforlife.html>
- Web Quest:
- Run For Your Health: http://www.nelliemuller.com/runforyourhealth_student.htm
- Workout Development: <http://imet.csus.edu/imet1/freeman/fitquest.html>
- Fitness Program Design: <http://studenthome.nku.edu/~webquest/hyder/WebQuest.htm>

Activities:

- Class Discussion
- Lecture
- Group Work
- Think- Pair- Share
- Laptop Use
- Station Work
- Journal entries

- Web Quest
- Video

Assessment:

- Journal Entries
- Teacher Observation
- On-line Assessments- Exam view player
- Homework
- Tests
- Quizzes
- Projects
- Oral Presentations
- Notebooks

Enabling Objectives

- The students will state the benefits of being fit.
- The students will describe the importance of physical fitness for all ages and abilities.
- The students will illustrate a personal fitness program and set their fitness goals.
- The students will explain RICE and ways to prevent and treat minor sports injuries.
- The students will state the dangers posed by the use of performance enhancing drugs.

Extensions:

- Periodical Review
- Independent Web Quests

Remediation:

- After-school instruction
- Peer coaching
- Guided Reading and Audio CD

Name of Course: Health

Course Number: 901

Grade Level(s): 9

Unit 3: Physical Fitness and Nutrition**Chapter 7: Nutrition for Life****Section 1:** Carbohydrates, Fats, and Proteins**Section 2:** Vitamins, Minerals, and Water**Section 3:** Meeting Your Nutritional Needs**Section 4:** Choosing a Healthful Diet**Estimated Instructional Time:** 5 blocks**PA Academic Standards:**

10.1.9.C Analyze factors that impact nutritional choices of adolescents.

body image

advertising

dietary guidelines

eating disorders

peer influence

athletic goals

10.1.9.E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

New Standards Performance Standards:

H.SC.4.c

Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.

National Health Education Standards:

1.1 Analyze how behavior can impact health maintenance and disease prevention.

1.3 Explain the impact of personal health behaviors on the functioning of body systems.

1.4 Analyze how the family, peers, and community influence the health of individuals.

1.5 Analyze how the environment influences the health of the community.

1.6 Describe how to delay onset and reduce risks of potential health problems during adulthood.

1.8 Analyze how the prevention and control of health problems are influenced by research and medical advances.

2.1 Evaluate the validity of health information, products, and services.

2.3 Evaluate factors that influence personal selection of health products and services.

2.4 Demonstrate the ability to access school and community health services for self and others.

3.1 Analyze the role of individual responsibility for enhancing health.

3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.

3.3 Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

3.4 Develop strategies to improve or maintain personal, family and community health.

3.5 Develop injury prevention and management strategies for personal, family, and community health.

4.1 Analyze how cultural diversity enriches and challenges health behaviors.

4.2 Evaluate the effect of media and other factors on personal, family, and community health.

4.3 Evaluate the impact of technology on personal, family, and community health.

4.4 Analyze how information from the community influences health.

6.1 Demonstrate the ability to utilize various strategies when making decisions related to health

needs and risks of young adults.

6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.

6.4 Implement a plan for attaining a personal health goal.

6.5 Evaluate progress toward achieving personal health goals.

6.6 Formulate an effective plan for lifelong health.

Unit Objectives:

- The students will name the six classes of nutrients.
- The students will identify the functions and food sources of carbohydrates, proteins, and fats.
- The students will describe how diet can influence health.
- The students will describe the function and food sources of vitamins and minerals.
- The students will identify the importance of drinking enough water daily.
- The students will describe what the RDA's are. Analyze the nutritional value of a food by using the information on the food label.
- The students will identify the purpose of My Pyramid food guidance system and identify foods from each of its groups.
- The students will summarize the Dietary Guideline for Americans.
- The students will determine whether their daily diet meets the My Pyramid recommendations.
- The students will identify foods that would be considered junk foods and give examples of healthy snacks.
- The students will identify ways to reduce saturated fat, sugar, and salt in their diet compare the dietary needs of special populations

Text/Resource Materials:

- Holt Lifetime Health David P. Friedman, Curtis C. Stine, Shannon, Whalen. Lifetime Health. Holt, Rinehart and Winston. Austin, Texas. Copyright 2007.
- Transparencies
- Exam View Pro Test Builder (Text Generator)
- Video Select go.hrw.com (keywords are in the textbook)
- Health Links (codes are in the textbook) http://www.scilinks.org/health_new/default.asp
- Discovery Health-www.discoveryhealthconnection.com
Shopping Smart, 2: They Eat What You Eat
Eating Smart, 3: Teaching Others about Nutrition
Shopping Smart, 4: Portions

Internet Sites:

- My Pyramid: <http://mypyramid.gov>
- Wellness 101: Nutrition and Fitness for Teens:
http://www.youngwomenshealth.org/nutrition_menu.html
- Rate your Plate Web Activity: <http://sp.uconn.edu/%7Ecthomps/>
- Eating Analysis: <http://eatfit.net/eatinganalysis/main.asp?action=welcome>
- Food Label Fax: <http://www.eatfit.net/teacherslink/Lesson5sample.pdf>
- Nutrition Lesson Ideas & Worksheets:
http://www.dthr.ab.ca/resources/documents/nutrition/grade_9.pdf
- Portion Distortion Activity: <http://hp2010.nhlbihin.net/portion/>

Videos:

- Super Size Me

<p>Activities:</p> <ul style="list-style-type: none"> • Class Discussion • Lecture • Group Work • Think- Pair- Share • Laptop Use • Station Work • Journal entries • Web Quest • Video
<p>Assessment:</p> <ul style="list-style-type: none"> • Journal Entries • Teacher Observation • On-line Assessments • Homework • Tests • Quizzes • Project
<p>Enabling Objectives:</p> <ul style="list-style-type: none"> • The students will name the six classes of nutrients. • The students will describe the functions and food sources of carbohydrates, proteins, and fats. • The students will explain how diet can influence health. • The students will identify the purpose of My Pyramid food guidance system and identify foods from each of its groups. • The students will determine whether their daily diet meets the My Pyramid recommendations. • The students will identify foods that would be considered junk foods and give examples of healthy snacks. • The students will state ways to reduce saturated fat, sugar, and salt in their diet.
<p>Extensions:</p> <ul style="list-style-type: none"> • Periodical Review • Independent Web Quests
<p>Remediation:</p> <ul style="list-style-type: none"> • After school instruction • Peer coaching • Guided Reading and Audio CD

Name of Course: Health	Course Number: 901
Grade Level(s): 9	

Unit 4: Understanding Alcohol, Tobacco, and Other Drugs

Chapter 9: Understanding Drugs and Medicines

Sections 3: Drugs and Your Brain

Chapter 10: Alcohol

Section 1: Alcohol Affects the Body

Chapter 11: Tobacco

Section 1: Tobacco Use

Section 2: Dangers of Tobacco Use

Section 3: A Tobacco Free Life

Chapter 12: Illegal Drugs

Section 1: Drugs of Abuse

Section 2: Commonly Abused Drugs

Estimated Instructional Time: 6 blocks

PA Academic Standards:

10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.

risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)

abstinence

STD and HIV prevention

Community

10.1.9.D Analyze prevention and intervention strategies in a relation to adolescent and adult drug use.

decision-making/refusal skills

situational avoidance

10.1.10.D Alcohol, Tobacco and Chemical Substances

10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.

National Health Education Standards:

1.1 Analyze how behavior can impact health maintenance and disease prevention.

1.2 Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood.

1.3 Explain the impact of personal health behaviors on the functioning of body systems.

1.4 Analyze how family, peers, and community influence the health of individuals.

1.6 Describe how to delay onset and reduce risks of potential health problems during adulthood.

2.3 Analyze situations requiring professional health services.

2.6 Analyze situations requiring professional health services.

3.1 Analyze the role of individual responsibility for enhancing health.

3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.

- 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- 3.4 Develop strategies to improve or maintain personal, family, and community health.
- 3.6 Demonstrate ways to avoid and reduce threatening situations.
- 4.2 Evaluate the effect of media and other factors on personal, family, and community health.
- 4.3 Evaluate the impact of technology on personal, family, and community health.
- 5.3 Demonstrate healthy ways to express needs, wants and feelings.
- 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks to young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual.
- 6.4 Implement a plan for attaining a personal health goal.
- 6.6 Formulate an effective plan for lifelong health.
- 7.2 Express information and opinions about health issues.
- 7.4 Demonstrate the ability to influence and support others in making positive health choices

Unit Objectives:

- The student will summarize three ways that tobacco use affects families and society.
- The student will understand the four different types of medicines and their effects on the body.
- The student will analyze five different ways that drugs can enter the body.
- The student will identify three reasons you should not drink alcohol.
- The student will identify the drug that makes all forms of tobacco addictive.
- The student will illustrate an understanding of four carcinogens found in smokeless and other forms of tobacco.
- The student will state the short-term effects of tobacco use.
- The student will state the effects of secondhand smoke on a nonsmoker.
- The student will list four things a person can do to make quitting smoking easier.
- The student will name five benefits of being tobacco free.
- The student will implement five ways to refuse tobacco products.
- The student will list three things all types of illegal drugs have in common.
- The student will summarize the effects of four commonly abused illegal drugs on the body.
- The student will compare the dangerous effects of five types of club drugs.

Text/Resources Materials:

- Holt Lifetime Health Text (Copyright 2001)
- Discovery Health Web
- Video Select web: **go.hrw.com.**
- Guided Reading Audio CD Program

Activities:

- Group Activity Developing a New Medicine, TE. Have students work in small groups to write and perform advertisements for a new medicine. (General)
- Group Activity Long-Term Effects of Alcohol, TE. Have four groups of students research how alcohol affects the following systems—circulatory, nervous, respiratory, and muscular—and present their information to the class. (General)
- Decision-Making Activity Bulletin Boards About Smoking, CRF. Have students work in small groups to create bulletin boards presenting reasons to quit smoking. They should also include examples of things to do instead of smoking and slogans encouraging their peers not to smoke. Bulletin board displays can be posted around the school. (General)
- Datasheet for In-Text Activity Analyzing Data, CRF. Have students use the data sheet to analyze data about deaths related to cigarette smoking. Encourage them to list additional smoking-related causes of death they may have heard of. (General)
- Reading Skill Builder Healthy Vocabulary, TE. Have students work in pairs to make and use flash cards to practice the key vocabulary terms used in this section. (Basic)
- Reading Skill Builder Active Reading, TE. Have pairs of students reread the text under the heading “Effects of Smoking on Nonsmokers” and discuss why secondhand smoke is harmful. (Basic)
- Life Skill Builder Evaluating Media Messages, TE. Have students find magazine advertisements for tobacco products and create additional advertisements that present the long-term effects of tobacco use. (General)
- Group Activity Should Smoking Be Banned? TE. Have students debate whether smoking should be banned, or permitted only in private areas. (General)
- Activity Cost of Smoking, TE. Have students calculate the cost of smoking three packs of cigarettes a day for five years and suggest other ways to spend the same amount of money. (Advanced)
- Group Activity Tobacco Debate, TE. Have groups of students research information pro and con the movement toward raising the legal age to purchase tobacco products to 21. (Advanced)
- Life Skill Builder Refusal Skills, TE. Have students role-play situations involving tobacco use and refusal skills. (General)
- Life Skill Activity Kicking the Habit, SE. Students develop ways to help a friend quit smoking. (General)
- Teaching Transparency Common Illegal Drugs and Their Effects. Use this graphic to inform students about the effects of marijuana, inhalants, designer drugs, and anabolic steroids.
- Teaching Transparency 10 Tips for Building Self-Esteem, CRF. Use this graphic to review with students ways in which they can build their self-esteem.
- Demonstration TE. Invite a school drug counselor to present information to students on the dangers of inhalants available as everyday consumer products. (General)
- Demonstration TE. Invite a drug enforcement officer to speak to the class about designer drugs. (General)
- Teaching Tip Drugs and Drug Abuse, TE. Have students research and write reports about drugs and drug abuse. (Advanced)

Assessment:

- Daily Assignments

- Concept Review Worksheets
- Participation
- Projects and Group Work (through scoring rubrics)
- Section Quizzes
- Unit Exam

Enabling Objectives:

- The student will list three qualities that make a drug useful as a medicine.
- The student will list the short-term effects of alcohol use.
- The student will list six types of tobacco products.
- The student will state the reasons why herbal cigarettes are not a healthy choice for teens.
- The student will state the short-term effects of tobacco use.
- The student will list three reasons you would give a friend to encourage him or her not to smoke.
- The student will describe the effects of marijuana on a person's behavior.
- The student will summarize the dangerous effects of anabolic steroids.

Extensions:

- The student will examine the long-term damage that alcohol does to the organs of the body.
- The student will investigate the six dangerous chemicals found in tobacco smoke.
- The student will summarize the long-term health risks associated with tobacco use.
- The student will describe how smoking affects unborn children whose mothers smoke during pregnancy.
- The student will analyze three ways that tobacco use affects families and society.

Remediation:

- Skill Builder Interpreting Visuals,
- Guided Reading Audio CD Program
- Reteaching Worksheet
- Lifetime Health Video and Worksheet
- Parent Discussion Guide
- Life Skills Quick Review

Name of Course: Health

Course Number: 901

Grade Level(s): 9

Unit 5: Reproductive Systems

Chapter 18

Section 1: Male Reproductive System

Section 2: Female Reproductive System

Estimated Instructional Time: 5 blocks

PA Academic Standards:

- 10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.
relationships (e.g., dating, friendships, peer pressure)
interpersonal communication
risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
abstinence
STD and HIV prevention
community
- 10.1.9.B Analyze the interdependence existing among the body systems.
- 10.2.9.A Identify and describe health care products and services that impact adolescent health practices.
- 10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.

New Standards Performance Standards:

H.SC.4.c

Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.

National Health Education Standards:

- 1.1 Analyze how behavior can impact health maintenance and disease prevention.
- 1.2 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- 1.3 Explain the impact of personal health behaviors on the functioning of body systems.
- 1.4 Analyze how the family, peers, and community influence the health of individuals.
- 1.6 Describe how to delay and reduce risks of potential health problems during adulthood.
- 2.3 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
- 2.6 Analyze situations requiring professional health services.
- 3.1 Analyze the role of individual responsibility for enhancing health.
- 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- 3.3 Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.
- 3.4 Develop strategies to improve or maintain personal, family, and community health.
- 3.5 Develop injury prevention and management strategies for personal, family, and community health.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 6.4 Implement a plan for attaining a personal health goal.

7.4 Demonstrate the ability to influence and support others in making positive health choices.

Unit Objectives:

- The students will be able to gain an understanding of the role of the male and female reproductive systems.
- The students will be able to examine the function of each of the organs of the male and female reproductive systems.
- The students will be able to recognize four problems that can occur with the male and female reproductive systems.
- The students will be able to discuss ways a male and female can keep their reproductive systems healthy.
- The students will be able to examine the changes in the body during the menstrual cycle.

Text/Resource Materials:

- David P. Friedman, Curtis C. Stine, Shannon, Whalen. Lifetime Health. Holt, Rinehart and Winston. Austin, Texas. Copyright 2007.
- Transparencies
- Exam View Pro Test Builder (Text Generator)
- Video Select go.hrw.com (keywords are in the textbook)
- Health Links (codes are in the textbook) http://www.scilinks.org/health_new/default.asp
- Discovery Health Connection website www.discoveryhealthconnection.com
- The Hard Work of the Male Reproductive System
- <http://www.discoveryhealthconnection.com/main.cfm?CFID=6679456&CFTOKEN=15978260>
- The Hard Work of the Female Reproductive System
- <http://www.discoveryhealthconnection.com/main.cfm?CFID=6679456&CFTOKEN=15978260>
- Human Body Systems: The Reproductive System. United Learning (1998). Retrieved July 16, 2006, from unitedstreaming: <http://www.unitedstreaming.com/>
- Teen Wire – Reproductive Systems diagrams
- <http://www.teenwire.com/interactive/diagrams/do-20030930-diag01.php>
- Current Health Articles
- http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?HH4 CH HOME

Activities:

- Speakers
- Decision-Making Activities
- Class discussions
- Life Skills Worksheets
- Concept Review Worksheets
- Life Skill Activity
- Holt Puzzle Pro
- Making Great Decisions
- Real Life Activity
- Reading Skill Builder
- What' Your Health IQ?
- Analyzing Data
- Math Connection
- Life Skill Builder
- Brain Food Video Quizzes
- Lecture
- Group work

- Internet based work
- Video
- Journal Entries

Assessment:

- Tests
- Quizzes
- Journal Entries
- Oral Presentations - Rubric for Presentations on Resources disk
- Projects (Student-Project Guide) http://go.hrw.com/resources/go_sc/hlth/hh4StPrG.pdf
- Teacher Observations
- Online Assessment - Exam View Player
- Homework
- Notebooks
- Writing Assignment – Rubric for Writing Assignments on Resources disk

Enabling Objectives:

- The students will be able to state the role of the male and female reproductive systems.
- The students will be able to describe the function of each of the organs of the male and female reproductive systems.
- The students will be able to summarize four problems that can occur with the male and female reproductive systems.
- The students will be able to list five things a male and female can do to keep their reproductive systems healthy.
- The students will be able to describe the changes in the body during the menstrual cycle.

Extensions:

- Current Events
- Web Quests
- Research Paper

Remediation:

- Guided Reading Audio CD
- Reteaching Worksheets
- Peer-Tutoring