

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: Health 9

Subject Area: Health

Grade(s):9

Course Description:

Students will be introduced to the concepts of health, healthful living, and safety as presented in the Pennsylvania Academic Standards for Health, Safety, and Physical Education. This course will focus on the topics of violence prevention, drug prevention education, nutrition, and growth and development.

Time/Credit for the Course: 45 days / .25 credit

Curriculum Writing Committee: Mikaela Smith, Heather Holdredge, Dan Quinlan

Course Weighting:

Participation	50%
Tests	20%
Projects and Assignments	30%
Total	100%

Curriculum Map

Overview:

Students will be introduced to the concepts of health, healthful living, and safety as presented in the Pennsylvania Academic Standards for Health, Safety, and Physical Education. This course will focus on the topics of violence prevention, drug prevention education, nutrition, and growth and development.

Goals:

Understanding of:

- Communication Skills
- Types of Communication
- Anger Management
- Decision Making
- Assertive Behaviors
- Online Safety
- Nutrition
- OTC and Rx Drug Abuse
- Illicit and Illegal Drug Use
- Healthy Relationships
- Male and Female Reproductive Systems
- Teen Pregnancy
- Sexually Transmitted Infections

Big Ideas:

- 1) Incorporating effective communication skills into everyday life can help to prevent and solve many problems.
- 2) Using the steps of the decision making model increases the likelihood of making healthy choices.
- 3) Using the internet in a safe and responsible manner minimizes harmful effects on mental and physical well-being.

- 4) Being able to interpret research on health and well being is a valuable tool in the pursuit of personal health and well being.
- 5) Understanding the biological and social implications of sexual intercourse can help people to make responsible decisions.
- 6) Proper nutrition plays a vital role in the health and well being of humans.

Textbook and Resources:

Websites:

<https://www.who.int/>

<https://www.myplate.gov/>

<https://www.youtube.com>

www.cdc.gov

www.health.pa.gov

Other Resources:

1. Too Good for Drugs and Violence Curriculum, Mendez Foundation 2016
2. Common Assessment outline, rubric, graphic organizer

Curriculum Plan

UNIT : Violence and Drug Prevention Education

Time / Days: 22 Days

Standards:

PA Academic Standards:

Concepts of Health: 10.1.9A, 10.1.9D, 10.1.9E 10.3.9A, 10.3.9C

Healthful Living: 10.2.9C, 10.2.9D

Safety and Injury Prevention: 10.3.9A, 10.3.9C

SHAPE National Health Education Standards: 1,2,3,4,5,6,7,8

Eligible Content:

- Effective communication skills can enhance personal relationships and diffuse conflict.
- Using the steps of the decision making process can help to analyze thoughts and make good choices.
- Information that is posted online can significantly affect your future.
- There are many laws that can impact what and how you share things online.
- Things that are shared online can impact your health and wellness as well as the health and wellness of others.
- Drug use and abuse can have many harmful effects on a person's physical health as well as negative effects on their social and emotional health.

Objectives:

1. The students will assess different types of communication. (DOK 3)
2. The students will identify the elements of effective listening skills. (DOK 1)
3. The students will critique the process of peer mediation. (DOK 3)
4. The students will demonstrate assertive behavior. (DOK 2)
5. The students will construct "I messages" as a way of dealing with anger. (DOK 3)
6. The students will identify and demonstrate the steps in the decision making process. (DOK 1, 2)
7. The students will identify steps to keep themselves safe while online. (DOK1)
8. The students will recognize the signs of drug abuse. (DOK1)
9. The students will analyze the effects of drug use on personal health. (DOK 4)

Core Activities:

The following methods can be used with each core activity based on the teacher's style of choice: Guided Discovery, Jigsaw Learning Episode, Think-Pair-Share learning episode, cooperative learning, class discussions, research, guest speakers, and reflective writing.

1. Participate in verbal and nonverbal communication activities.
2. Participate in active listening activities.
3. Describe and demonstrate healthy ways to manage anger.
4. Role play a peer mediation session.
5. Analyze warning signs of suicide.
6. Brainstorm ways to deal with cyber bullying.
7. Identify assertive, passive, aggressive, and passive-aggressive behaviors.
8. Practice using "I statements" with a partner.
9. Analyze and evaluate decision making scenarios.
10. Describe healthy and unhealthy relationships.

11. Define terms associated with drug use including tolerance, addiction, and withdrawal.
12. Analyze the media impact on drug use.
13. Identify reasons that some teens use drugs and list alternative choices.
14. Discuss the effects of drug use/abuse on future goals and health status.

Assessments:

Diagnostic: Pre-Test, Classroom and homework assignments

Formative: Constructed Writing Responses, Self/Partner/Group Rubrics

Summative: Written Test

Extensions:

- Students will explore becoming a peer mediator for Delaware Valley HS.
- The students will construct a web site for other teens to find information on healthy relationships and dating violence.

Correctives:

- Modifications will be made to meet the needs outlined in the IEP.

UNIT: Research and Reflection on Health Issues

Time / Days: 5 Days

Standards:

PA Academic Standards:

Concepts of Health: 10.1.9A, 10.1.9D, 10.1.9E 10.3.9A, 10.3.9C

Healthful Living: 10.2.9A, 10.2.9B, 10.2.9C, 10.2.9D, 10.2.9E

Safety and Injury Prevention: 10.3.9A, 10.3.9C

SHAPE National Health Education Standards: 1,2,3,7,8

Eligible Content:

- Evaluating the source of health information is critically important to understanding the credibility of the information.

- Determining if health information is accurate depends on if it is backed by scientific studies and how well done the studies are.
- Health information should be backed by numerous sources to be considered credible.
- As health information is constantly changing, it is important to check the date of publications for the most up to date information.

Objectives:

1. The students will assess different sources of health information. (DOK 3)
2. The students will identify the guidelines to determine the validity of health information on the internet and in articles. (DOK 1)
3. The students will critique health information sources. (DOK 3)
4. The students will identify “red flags” used in health information. (DOK1)
5. The students will construct an opinion paper on health issues affecting teens based on research.(DOK 3)
6. The students will analyze the effects of these issues on a teen’s physical, mental, social, and emotional health. (DOK 4)

Core Activities:

The following methods can be used with the core assignment in this unit based on the teacher’s style of choice: Common Assessment outline and rubric, Common Assessment graphic organizer.

1. Participate in a group discussion concerning examples of top health issues affecting teens
2. Discuss why each issue can be considered a top health issue affecting teens; Brainstorm, identify, and research different health issues
3. Analyze the effects of these issues on a teen’s physical, mental, social, and emotional health
4. Discuss alternative choices teens can make to avoid these issues when possible

Assessments:

Diagnostic: Top health issues affecting teens group discussion

Formative: Graphic Organizer Common Assessment

Summative: Common Assessment

Extensions:

- Students will explore top health issues affecting teens today.
- The students will find and discuss positive alternative health choices.

Correctives:

- Modifications will be made to meet the needs outlined in the IEP.

UNIT: Nutrition

Time / Days: 9 Days

Standards:

PA Academic Standards:

Concepts of Health: 10.1.9A, 10.1.9B, 10.1.9C, 10.1.9E

Healthful Living: 10.2.9B, 10.2.9D

Finance and Resource Management: 11.1.9B

Food Science and Nutrition: 11.3.9A, 11.3.9C, 11.3.9D, 11.3.9E, 11.3.9F, 11.3.9G, 11.3.12C, 11.3.12D, 11.3.12E, 11.3.12E, 11.3.12F

SHAPE National Health Education Standards: 1,2,3,5,7,8

Eligible Content:

- A Calorie is a unit of energy.
- Body Weight is affected by caloric consumption.
- Foods that have the same caloric value can have very different nutritional components.
- Preparing nutritious foods at home is economical.
- Diet is directly related to several chronic diseases including diabetes and cardiovascular disease.
- There are several types of eating disorders that are classified as mental and physical addictions.

Objectives:

1. The students will identify the Dietary Guidelines for Americans using MyPlate provided by the FDA. (DOK 1)
2. The students will formulate caloric needs of adolescents. (DOK 3)
3. The students will define energy balance. (DOK 1)
4. The students will calculate intake portions while viewing nutrition labels. (DOK 3)
5. The students will distinguish the 6 essential nutrients and what they provide for our body. (DOK 3)
6. The students will analyze nutrition related diseases. (DOK 4)

Core Activities:

The following methods can be used with each core activity based on the teacher's style of choice: Guided Discovery, Jigsaw Learning Episode, Think-Pair-Share learning episode, cooperative learning, class discussions, research, and reflective writing.

1. Research the Dietary Guidelines for Americans
2. Calculate the caloric needs of people at various stages of life
3. Define and demonstrate the energy balance and how it relates to body weight
4. Distinguish the 6 essential nutrients in an individual's diet
5. Given scenarios, calculate intake of calories and other nutritional needs using nutrition labels
6. Discuss what influences our food choices
7. Research nutrition related illness and risk factors

Assessments:

Diagnostic: Classroom and homework assignments

Formative: Constructed Writing Responses, Self/Partner/Group Rubrics

Summative: Written Test, Projects

Extensions: Students may work as peer tutors. Students can analyze the nutritional and caloric value of food served in the cafeteria.

Correctives: Modifications will be made to meet the needs outlined in the IEP.

UNIT : Human Growth and Development

Time / Days: 9 Days

Standards:

PA Academic Standards:

Concepts of Health: 10.1.9A, 10.1.9B, 10.1.9E

Healthful Living: 10.2.9C, 10.2.9D

SHAPE National Health Education Standards: 1,2,3,4,5,6,7,8

Eligible Content:

- There is a wide range of "normal" human anatomy.
- Both male and female bodies undergo significant changes during puberty.

- A woman's body changes drastically during pregnancy to accommodate the growing fetus.
- A pregnancy is divided into three trimesters.
- There are many sexually transmitted infections that can cause harm to the body if not treated.

Objectives:

1. The students will identify factors that impact the development between adolescence and adulthood. (DOK 1)
2. Differentiate the changes that happen to the body during puberty. (DOK 3)
3. Compare the parts of the male and female reproductive system. (DOK 3)
4. Describe the phases of fetal development. (DOK 1)
5. Analyze how drugs and alcohol can affect a developing fetus. (DOK 4)
6. Relate drug and alcohol use to decision making pertaining to abstinence. (DOK 2)
7. Compare the characteristics of healthy and unhealthy relationships. (DOK 2)
8. Create a list of reasons to be abstinent. (DOK 4)

Core Activities:

The following methods can be used with each core activity based on the teacher's style of choice: Guided Discovery, Jigsaw Learning Episode, Think-Pair-Share learning episode, cooperative learning, class discussions, research, and reflective writing.

1. Compare male and female reproductive systems with the use of diagrams.
2. Discuss the effects of hormones on the body during puberty.
3. Discuss the stages of fetal development and the effects on the mother's body.
4. Complete the "Informed Consent" worksheet and participate in the group discussion as a class.
5. Research an STI and present the findings to their classmates.
6. View STI video and complete the worksheet.
7. Discuss the benefits of Abstinence.

Assessments:

Diagnostic: Classroom and homework assignments

Formative: Constructed Writing Responses, Self/Partner/Group Rubrics

Summative: Written Test, Projects

Extensions: The Students will complete the “Looking for More” activities at the end of the “Too Good for Drugs and Violence” Curriculum from the Mendez Foundation.

Correctives: Modifications will be made to meet the needs outlined in the IEP.