

HEALTH GRADE 9

Description

The emphasis in health education is based on the needs and interests of ninth grade students, the school, and the community. This program stresses the development of health knowledge, attitudes, practices, and skills. By increasing the awareness of the relationship between physical, emotional, mental, social, and spiritual health, students can develop opportunities to achieve a high level of wellness.

Course Overview

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| | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and services? • What can I do to avoid or reduce health risks? • What influences my healthy behaviors and decisions? • How can communication enhance my personal health? • What can I do to promote accurate health information and healthy behaviors? | |
| <p><u>Content Outline</u></p> <p>I. Unit 1 - Drug Education</p> <p>II. Unit 2 - Safe Choices (including Family Life)</p> <p>III. Unit 3 - Mental Health</p> | <p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences Communication Skills</i> • <i>Advocacy</i> | |

| Pacing Guide | | | | |
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| 1st Marking Period | | | 2nd Marking Period | |
| Month 1 | Month 2 | Month 3 | Month 4 | Month 5 |
| Unit 1 <u>Drug Education</u> | Unit 2 <u>Safe Choices</u> | | Unit 3 <u>Mental Health</u> | |

Unit 1 - Drug Education 2-4 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid information and products and services to enhance health.

Students will:

- evaluate factors that may influence the personal selection of health products and services.

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Students will:

- analyze personal health status to determine needs.

Unit Objectives

Students will be able to:

- the effects nicotine, alcohol and other drugs have on the body.
- recognize the relationship between drugs and social acceptance.
- identify the appeal of vaping and why teens are targeted by vaping companies

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and services?
- What can I do to avoid or reduce health risks?
- Focus Questions
- What are the dangers associated with drug abuse?
- What effects do drugs have on the body?
- What are the risks associated with chemical use/abuse?
- What refusal skills are necessary for effective decision making?
- Why are teens targeted by vaping companies?

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| <p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Drug use and chemical dependency • Risks associated with chemical use/abuse • Refusal skills and decision making strategies | <p><u>Suggested Materials/Resources</u></p> | <p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • identify his/her feelings about drug related issues. • identify behaviors which put one at risk for chemical use/abuse. • discuss the impact of drugs on society and the conflicting messages given by the media. • describe available resources for information and support. • demonstrate refusal skills and decision making strategies. • review the negative health effects caused by e-cigarette and vape pen use • Explore and understand the appeal of e-cigarettes/vape pens among adolescents in order to counter the appeal. • explore e-cigarettes/vape pen myths. • Learn and practice skills that will allow students to resist e-cigarette/vape pen use. |
| <p><u>Technology Resources</u></p> | <p><u>Differentiated Instruction</u></p> | <p><u>Enrichment/ELL</u></p> |

Unit 2 – Safe Choices (including Family Life) 14-16 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- evaluate the impact of personal health behaviors on the functioning of body systems.
- compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy.

Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will:

- analyze how family and cultural diversity enriches and affects personal health behaviors.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- analyze situations and demonstrate healthy ways to express needs, wants and feelings.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer).

Unit Objectives

Students will be able to:

- Hands only CPR/AED training through AHA
- identify and discuss diseases that affect health.
- evaluate environmental, social and hereditary factors that may place them at risk for disease.

Essential Questions

- What do I need to know to stay healthy?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

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| | <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What factors contribute to adolescent obesity versus dietary choices? • What risks are associated with nicotine and other inhalants on the respiratory system? • What is the function of the male/female reproductive systems and how do you prevent communicable diseases? • What is sexual harassment and the steps to dealing with it? | |
| <p><u>Lesson Planning Resources</u></p> | <p><u>Suggested Materials/Resources</u></p> | <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • locate where AEDs are placed { Adult { Child { Infant • be able to operate an AED correctly in an emergency situation • describe the necessary steps for Lyme disease prevention. (sub plans) • describe internal and external factors that influence eating behavior. • describe the impact that food choices have on overall wellness. Compare and contrast current fad diets and diet trends. • identify responsible behaviors associated with interpersonal relationships and health. • read and understand the components of food labels. • identify calories from carbs, fats & proteins which provide Energy. • understand the impact sugar has on the body. • review anatomy and function of the male/female reproductive systems. |

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| | | <ul style="list-style-type: none"> • describe symptoms, prevention methods and routes of communicable diseases including AIDS/STDS. • describe how a long-term monogamous relationship between uninfected partners is a way of preventing HIV infection and STD. • define methods of prevention and risks associated with HPV. • understand the need for self control in responsible decision making. • understand the advantages of sexual abstinence for adolescents. • Review why it is wrong to tease others based on sexuality (gender , appearance, mannerisms, orientation, gender expression or how one acts or dresses) CC MEH 1.8.32 |
| <u>Technology Resources</u> | <u>Differentiated Instruction</u> | <u>Enrichment/ELL</u> |

Unit 3 - Mental Health 10-12 days

Standards

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Students will:

- evaluate and apply appropriate stress management strategies.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- compare and contrast skills for communicating effectively with family, peers and others.
- demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships.
- analyze the possible causes of conflict in families, among peers, and in schools and communities.

Unit Objectives

Students will be able to:

- Strengthen mental health foundations, risk and protective factors, including digital addiction.-Strengthen Mental Health Basics
- Understand physical and mental disorders, researching mental health disorders.Understand Mental Health Disorders
- Define stress, reframing negative self-talk, DBT 5 senses for self-soothing coping skills.-Identify Healthy Coping Skills
- Identify stigma, recognizing and combating stigma- Identify Resources

Essential Questions

- What are the student's personal plans for strengthening and supporting mental health?
- Why is a positive mindset, healthy habits, positive relationships, and emotional awareness important for overall mental health.How can communication enhance my personal health?
- What are risk factors?
- What are protective factors?

Focus Questions

- Describe how improving protective factors impact your personal health?
- How does understanding of your environment impact your personal health?
- How does your family history play into your personal health and well-being?
- What are the signs someone might be struggling with their mental health?
- What is stigma and how might it prevent someone from getting help?
- Why is getting help important?
- What kind of help is available?

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| | <ul style="list-style-type: none"> • What are the warning signs that indicate someone may be thinking about suicide? • How can you support someone who is thinking of suicide? | |
| | | <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • demonstrate appropriate ways to access help for themselves or a friend. • demonstrate how to communicate feelings and needs effectively without using violence or hurtful language. • Understand purpose of stress and how it can affect a person physically. • identify coping strategies that can be used to reduce stress. • use de-stigmatizing language and approach to presenting information on their chosen mental health disorder. |
| | <u>Differentiated Instruction</u> | <u>Enrichment/ELL</u> |