

# ***Elizabethtown Area School District***

## **Health – Grade 9**

Course Number: 002

Length of Course: One Semester

Grade Level: 9<sup>th</sup> Grade

Total Clock Hours: 60

Length of Period: 80 minutes

Date Written: March 2007

Periods per Week/Cycle: 2/3 days

Written By: Secondary H/PE Dept.

Credits (if app): .5

Weighting: 1.0

### **Course Description:**

This course provides valuable information and skills to better enable students to lead a healthier, happier life today and in the future. Wellness will be the focus of this course as students are made aware of how decisions and choices they make on a daily basis have an impact on their physical, mental, emotional, and social well being. The units include anatomy/physiology overview, mental health, human sexuality, diseases and disorders, and drugs/alcohol.

## **I. Overall Course/Grade Level Standards**

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Explain how behaviors and the choices and decisions one makes affect your health.
- B. Explain how accepting responsibility for their own health and the health of others is a step towards wellness.
- C. Discuss how risk factors can be offset by healthful behaviors.
- D. Analyze the relationship among body systems.
- E. Access reliable sources of health information.
- F. Describe how effective communication skills and the use of refusal skills can benefit one's health.
- G. Discuss the varying levels of mental health.
- H. Describe how self-esteem is directly related to an individual's general level of wellness.
- I. Discuss ways to achieve and maintain good mental health.
- J. Evaluate factors that impact the body systems.
- K. Analyze factors that impact growth and development between adolescence and adulthood.
- L. Recognize different approaches available to people who wish to become alcohol, tobacco and drug free.
- M. Identify the major routes for the spread of infectious diseases and give examples of diseases spread through each route.
- N. Use technology for the discovery of health-related information.

## II. Content

### Major Areas of Study

List all units of study below:

Unit	Estimated Time	Materials
1. Anatomy & Physiology	10 Lessons	Diagrams, textbooks, overheads, models, notepackets
2. Mental Health	12 Lessons	Diagrams, textbooks, overheads, models, notepackets, TV, Videos
3. Sexuality	10 Lessons	Diagrams, textbooks, overheads, models, notepackets, tv, videos, guest speaker
4. Diseases	3 Lessons	Diagrams, textbooks, overheads, models, notepackets, computers, IMC/media center
5. Drugs and Alcohol	7 Lessons	Diagrams, textbooks, overheads, models, notepackets

### III. Course Assessments

Check types of assessments to be used in the teaching of the course and provide examples of each type.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes | <input checked="" type="checkbox"/> Response Journals |
| <input checked="" type="checkbox"/> Constructed Responses   | <input checked="" type="checkbox"/> Logs              |
| <input checked="" type="checkbox"/> Essays                  | <input type="checkbox"/> Computer Simulations         |
| <input checked="" type="checkbox"/> Reports                 | <input checked="" type="checkbox"/> Research Papers   |
| <input checked="" type="checkbox"/> Projects                | <input type="checkbox"/> Class Participation          |
| <input checked="" type="checkbox"/> Portfolios              | <input checked="" type="checkbox"/> Note Taking       |
| <input checked="" type="checkbox"/> Presentations           | <input checked="" type="checkbox"/> Daily Assignments |
| <input type="checkbox"/> Performance Tasks                  | <input checked="" type="checkbox"/> Writing Samples   |

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommend date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Final Exam	Pre and Post Test
2. Unit Test	End of each unit
3. Quizzes	Periodically during unit
4. Writing Samples (journals, current events, logs)	Daily
5. Vocabulary	During each unit
6. Graphic Organizer	Throughout the course

## IV. Expected levels of achievement

### Current grading scale

92-100 = A

83-91 = B

74-82 = C

65-73 = D

0-64 = F

PA Proficiency Levels
Advanced
Proficient
Basic
Below Basic

The following scoring documents have been developed for this course:

Name of Course: Health – Grade 9

Name of Unit: Anatomy & Physiology Unit

Essential Question: How does the knowledge of your body systems impact your understanding of overall health?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
<b>1. Introductory Information</b> What is the structural organization of a human? What is the difference between anatomy & physiology? What are the major systems of the body?	E	D, E, J, K	10.1.9B 10.1.9E 10.2.9E
<b>2. Systems overview</b> What are the major functions of each system? What are the major organs in each system?	E	D, E, J, K	10.1.9B 10.1.9E 10.2.9E
<b>3. Cardiovascular System</b> What are the diseases of the cardiovascular system? How does the cardiovascular system work? How do you maintain a healthy cardiovascular system?	E	D, E, J, K	10.1.9B 10.1.9E 10.2.9E
<b>4. Digestive System</b> What are the functions of the digestive system? How do you maintain a healthy digestive system? What are common diseases of the digestive system?	E	D, E, J, K	10.1.9B 10.1.9E 10.2.9E
<b>5. Nervous System</b> What are the functions of the nervous system? How do you maintain a healthy nervous system? What are common diseases of the digestive system?	E	D, E, J, K	10.1.9B 10.1.9E 10.2.9E
<b>6. Muscular &amp; Skeletal System</b> What are the functions of the muscular and skeletal systems? How do you maintain a healthy muscular and skeletal system? What are common injuries/problems with the muscular & skeletal system?	E	D, E, J, K	10.1.9B 10.1.9E 10.2.9E
<b>7. Integumentary System</b> What are the functions of the integumentary system? How do you maintain a healthy integumentary system?	E	D, E, J, K	10.1.9B 10.1.9E 10.2.9E

What are common diseases of the integumentary system?			
<b>8.Excretory &amp; Endocrine Systems</b> What are the functions of the excretory and endocrine systems? How do you maintain healthy excretory and endocrine systems? What are common diseases of the excretory and endocrine systems?	E	D, E, J, K	
9. Project	E	D, E, J, K	
10.Test/Project	E	D, E, J, K	

Name of Course: Health – Grade 9

Name of Unit: Mental Health Unit

Essential Question: How can learning about my mental health impact my overall health and daily decisions?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
<b>1. Introductory Information</b> What are signs of good mental health? What are the major emotions that humans express? What are common defense mechanisms?	E	G, H, I, N	10.1.9A 10.1.9E
<b>2. Maslow’s Hierarchy of Needs</b> What are the four levels of the Needs pyramid? What is the relationship between the levels of the pyramid and your overall mental health?	E	G, H, I, N	10.1.9A 10.1.9E
<b>3. Self-Esteem</b> What is self-esteem? What impacts self-esteem and how is it improved? How does self-esteem impact health decisions?	E	G, H, I, N	10.1.9A 10.1.9E
<b>4. Stress</b> What are the stages of stress response? What disorders are caused by long-term stress? How can stress be positive and negative?	E	G, H, I, N	10.1.9A 10.1.9E
<b>5. Stress Management</b> What are some examples of stress management techniques?	E	G, H, I, N	10.1.9A 10.1.9E
<b>6. Death &amp; Dying</b> What are the five stages in the acceptance of death? How can your support systems help when dealing with loss?	E	G, H, I, N	10.1.9A 10.1.9E
<b>7. Suicide</b> What are the warning signs of suicide? What are the risk factors of suicide? What are the steps for helping a suicidal person? What is the yellow ribbon program?	E	G, H, I, N	10.1.9A 10.1.9E
<b>8. Mental Disorders</b> What is the difference between functional and organic mental disorders? What are the characteristics of the nine major mental disorders?	E	G, H, I, N	10.1.9A 10.1.9E

9. Project	E	G, H, I, N	10.1.9A 10.1.9E
10. Movie – A Beautiful Mind	I	G, H, I, N	10.1.9A 10.1.9E
11. Unit Exam	E	G, H, I, N	10.1.9A 10.1.9E

Name of Course: Health – Grade 9

Name of Unit: Sexuality Unit

Essential Question: What is sex and sexuality, and how does it affect an individual’s life?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
<b>1. Relationships</b> What does sexuality mean? What is the difference between gender, gender roles, and gender identity?	E	F, K	10.1.9.A 10.1.9.B 10.2.9.D
<b>2. Relationships/Puberty</b> What are the constructive and destructive elements of a relationship? What are body changes during puberty? What is each hormone used for in the body?	E	A, B, F, K	10.1.9.A 10.1.9.B 10.2.9.D
<b>3. Reproductive System</b> What are the male anatomy parts and functions? What are the female anatomy parts and functions?	E	D, J, K	10.1.9.A 10.1.9.B
<b>4. Contraception</b> What are the different types of birth control? What are the most effective contraception types? What is the general cost of contraceptives?	E	A, B, C, H	10.1.9.A 10.1.9.B 10.1.9.E
<b>5. Sexually Transmitted Infections</b> What are all of the different STI’s? How can you get an STI? How can STI’s be prevented?	E	A, B, C, M	10.1.9.A 10.1.9.B 10.1.9.E
<b>6. HIV/AIDS</b> What is HIV? What is AIDS? How is HIV/AIDS transmitted? How is HIV/AIDS not transmitted (myths)?	E	A, B, C, M	10.1.9.A 10.1.9.B 10.1.9.E
<b>7. Current Issues in Human Sexuality</b> What are some current trends in STI’s? What are the current trends in teenage sexuality?	I	E, F, J	10.1.9.A 10.2.9.C
<b>8. GUEST SPEAKER</b> -	I	A, B, F, K	10.1.9.A
<b>9. Sexuality Unit Review</b>	I	All of above	All of above
<b>10. Sexuality Unit Exam</b>	E	All of above	All of above

Name of Course: Health – Grade 9

Name of Unit: Disease Unit

Essential Question: How can I effectively gain knowledge about health concerns and problems?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
<b>1. Communicable/Non-Communicable Disease</b> What are the types of pathogens that cause disease? How do bacterial infections spread through cell division? What are the two main types of defenses used by the immune system? What are non-communicable diseases?	I	A, C, E, M, N	10.1.9.E 10.2.9.E
<b>2. Discovering Diseases Project</b> What are the categories of disease? What can I find out about diseases using books, magazines, and/or the internet?	E	A, C, E, M, N	10.1.9.E 10.2.9.E
<b>3. Discovering Diseases Project (continued)</b>	E	A, C, E, M, N	10.1.9.E 10.2.9.E
<b>4. Student Presentations</b>	E	A, C, E, M, N	10.1.9.E 10.2.9.E

Name of Course: Health – Grade 9

Name of Unit: Drug/Alcohol Unit

Essential Question: How does drug use/abuse affect our society?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
<b>1. Understanding Medicines</b> How are medicines grouped? What are the indicators of physiological dependence?	I	A, C, F, J, L	10.1.9.A 10.1.9.D 10.2.9.C
<b>2. Tobacco</b> What are the reasons that teens choose to smoke? How is tobacco use directly related to respiratory and circulatory disease? What are the rights of a non-smoker?	I	A, C, F, J, L	10.1.9.A 10.1.9.D 10.2.9.B
<b>3. Alcohol</b> What are the reasons that teens choose to drink? What are the factors that affect teen alcohol use? How does alcohol affect the body? How is DUI a problem for all of us?	E	A, C, F, J, L	10.1.9.A 10.1.9.D 10.2.9.D
<b>4. Long-term Effects of Alcohol</b> How does alcohol interfere with the liver's ability to break down fats? How does Fetal Alcohol System occur? What are the stages of alcoholism?	E	A, C, F, J, L	10.1.9.A 10.1.9.D 10.2.9.C
<b>5. Drugs and Drug Abuse</b> Discuss the costs of drug use to the user, to the user's family and friends, and to the society in general. What are the categories and effects of drugs? Compare steroids to other illegal drugs.	E	A, C, F, J, L	10.1.9.A 10.1.9.D 10.2.9.D
<b>6. Strategies for Preventing Substance Abuse</b> What is involved in making a commitment to be drug-free? Who is available for individuals who presently use drugs? What can schools and students do to prevent drug and alcohol use/abuse?	E	A, C, F, J, L	10.1.9.A 10.1.9.D 10.2.9.D
<b>7. Unit Exam</b>	E	A, C, F, J, L	All of above