

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

	<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				
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?

<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?

	<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></p> <p>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.

		<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?

	<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>

HEALTH 10

Description

This course offers sophomores an in-depth study of the physiological effects of use/abuse of alcohol and drugs with special emphasis on drinking and driving. Students will have the opportunity to study current alcohol legislation as they prepare for their driver's license. Students will also investigate the consequences of risky behaviors.

Course Overview

	<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? ● How do I make good decisions to keep myself healthy? ● What can I do to promote accurate health information and healthy behaviors? 	<p><u>Assessments</u></p> <p><i>Common Assessments</i></p> <p><i>Skill Assessments</i></p>
<p><u>Content Outline</u></p> <p>I. Unit 1 - Addiction/Alcohol Use and Abuse</p> <p>II. Unit 2 - Positive and destructive Decision-making</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> 	

	<ul style="list-style-type: none"> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Advocacy</i> 	
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Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <u>Addiction/Alcohol Use and Abuse</u> 8-10 days					Unit 2 <u>Decision-making</u> 4-6 days			

Unit 1 - Addiction/Alcohol Use and Abuse, 8-10 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:

- analyze ways in which the environment influences the health of the community.

Accessing Health Information and Resources

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

Students will:

- demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others.

Self-Management of Healthy Behaviors

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

Students will:

- assess the importance of assuming responsibility for personal health behaviors.

Advocacy

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

Students will:

- use the ability to influence and support others in making positive health choices.

Unit Objectives

Students will be able to:

- Justify the importance of choosing not to use or abuse alcohol/drugs.
- Advocate the importance of being a drug free role model and a source of help for a friend.
- Examine the Connecticut laws and regulations regarding alcohol/ drugs/ texting and driving.
- Investigate addiction as a disease.

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?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What are the social factors, media and cultural influences that effect drug use?

<ul style="list-style-type: none"> ● Identify the dynamics of living in a chemically dependent family. ● Emphasis the importance of an individual’s responsibility not to ride with someone who has been drinking/ drugging/ texting ● Interpret statistics related to the national problem of driving under the influence. ● Understand the risks of misusing, abusing, and sharing prescription drugs. ● Interpret prescription labels. ● Recognize signs of drug abuse and overdose. ● Describe physical, mental, social, and legal consequences of abusing prescription drugs. ● Investigate latest research into E-Cigarette and Vaping dangers. 	<ul style="list-style-type: none"> ● What are the factors that influence your response to drugs? ● What are the signs and symptoms of physical, social and emotional addiction? ● How do you recognize chemical dependency within the family unit? ● What organizations and resources are available for help? ● What are the laws and consequences associated with drinking and driving? ● What factors influence your personal decisions involving driving under the influence? ● What risks are involved in alcohol use/abuse? 	
	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> ● identify consequences of being chemically involved. ● define BAC. ● summarize the CT state laws regarding drinking and driving. ● identify the factors that influence one’s response to drugs. ● identify influences and behaviors which put one at risk for chemical use/abuse. ● identify early warning signs of addiction. ● identify treatment modalities for chemical abuse and addiction. ● identify people whom they can seek out for help. ● demonstrate the dynamics found in a chemically dependent family.

		<ul style="list-style-type: none"> ● explain coping strategies for living in a chemically dependent family. ● explain the physical, emotional, and spiritual components of addiction.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 2 – Decision-making (including Family Life), 4-6 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:

- assess how public health policies and government regulations can influence health promotion and disease prevention.
- describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime – from birth to death.

Analyzing Internal and External Influences

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

Students will:

- evaluate how information from family, school, peers and the community influences personal health.

Communication Skills

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

Students will:

- demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior.

Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

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

Advocacy

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

Students will:

- analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality.

Unit Objectives

Students will be able to:

- Examine the role peer pressure plays in their decisions.
- Distinguish the relationship between risky behaviors and goal attainment.

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?

Assessment

<ul style="list-style-type: none"> ● Identify risk factors and protective factors ● Correlate the relationship between chemical use and high risk sexual behavior. 	<ul style="list-style-type: none"> ● How do I make good decisions to keep myself healthy? ● What can I do to promote accurate health information and healthy behaviors? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> ● What are risky behaviors? ● What influences affect decisions to partake in risky behaviors? ● What impact might participation in risky behaviors have on family, friends, and one's future? ● What methods reduce the risk of unplanned pregnancy and/or disease? 	
	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> ● identify examples of risky behaviors. ● predict immediate and long-term impact of risky behavior choices. ● use decision making model to make decisions about drugs/alcohol and sexual activity. ● evaluate personal decisions concerning chemical use: drugs/alcohol and sexual activity. ● identify strategies to handle sexual pressures in a relationship. ● identify protective behaviors against the transmission of HIV/AIDS, STI's and pregnancy. ● evaluate the effectiveness of decisions related to alcohol and other drug use and how substance use can lead to sexual assault. ● evaluate the negative consequences of sending sexually explicit pictures or messages via text or on social media sites.

		<ul style="list-style-type: none"> ● analyze existing laws and policies designed to protect young people from sexual harassment, sexual assault, child abuse, human trafficking, sexual exploitation, bullying and other types of violence ● defend the importance of abstinence and the benefits associated with it.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>