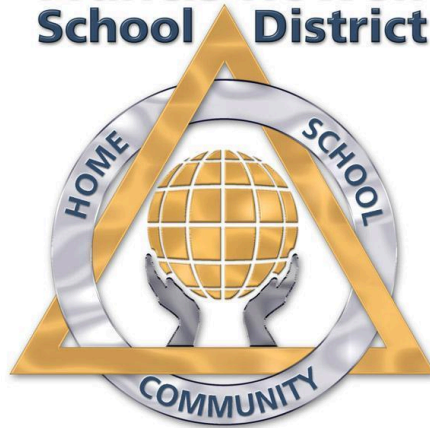


# 9th Grade Health

## Curriculum

**Francis Howell  
School District**



**LEARNING TOGETHER**

**Board Approved: June 6, 2019**

# Francis Howell School District

## Mission Statement

Francis Howell High School is committed to working in partnership with the community (staff, students, parents, and community members) to provide a quality learning environment that promotes continuous improvement for students in achievement, attachment and awareness.

## Vision Statement

The Francis Howell High School Community will provide a high quality educational experience that will result in students possessing the necessary knowledge and skills to become life-long learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment which develops a sense of personal and school pride, cultural awareness and tolerance.

## Values

Francis Howell School District is committed to:

*High Expectations*

*Continuous Improvement*

*Engagement, Collaboration, and Partnerships*

*Innovation*

*Safety*

*Trust, Respect, and Inclusiveness*

*Customer Service and Satisfaction*

*Accountability and Transparency*

# Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## Physical Education Graduate Goals

Upon completion of their Physical Education study in the Francis Howell School District, students will be able to:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participate regularly in physical activity.
4. Achieve and maintain a health-enhancing level of physical fitness.
5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Course Rationale

Health behaviors, the most common predictors of current and future health status, are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors. Because health behaviors are learned, they can be shaped and changed.

Fostering healthy children is the shared responsibility of families, communities and schools. A comprehensive school health program can motivate students to maintain and improve their health, prevent diseases, and avoid or reduce health risk behaviors. It can provide students with the knowledge and skills necessary to be healthy for a lifetime.

The combination of a quality physical education program and health education program allows students to become physically educated and health literate individuals. Quality programs provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding and develop physical and social skills necessary for a healthy, active life.

## Course Description

This course is designed to engage students in activities that foster the development of each individual's physical, mental, and emotional well-being leading to the adoption of effective health behaviors. A student-centered approach-used in this course provides students the opportunity for accepting personal responsibility for a healthy, active lifestyle throughout their lifetime. This course fulfills the 0.5 Health requirement for graduation. *NOTE: This course contains a unit on human sexuality. Missouri State statute (07.015) gives parents the right to remove their student from this portion of the course. However, the student will still be responsible for the related material on the final exam. Parents should contact the student's teacher if this option is chosen.*

# **9th Grade Health Curriculum Team**

## **Curriculum Committee**

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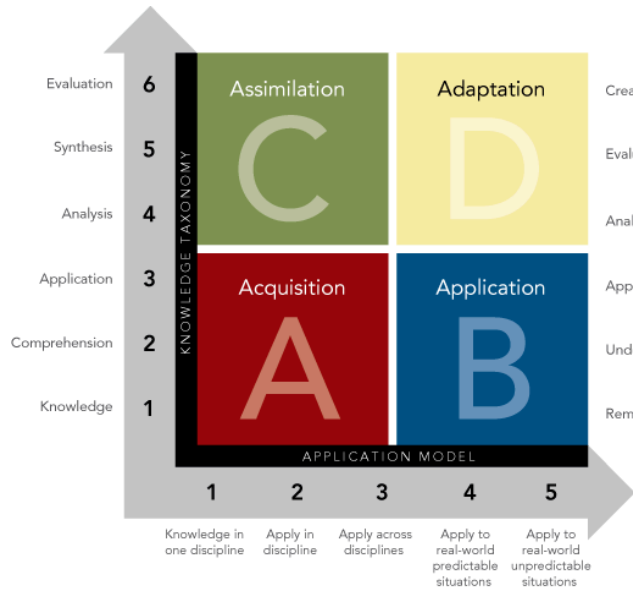
Dr. Kara Dalton  
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# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

## ***Rigor and Relevance Framework***

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## ***21st Century Skills***

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## ***Standards***

Standards aligned to this course can be found:

### **National Health Education Standards**

[Link to Standards](#)

### **National Educational Technology Standards**

<http://www.iste.org/STANDARDS>

### **District Health Policies**

[Policy 6116- Human Sexuality](#)

## Units & Standards Overview

Unit 1: Decision Making	Unit 2: Social Health	Unit 3: Nutrition	Unit 4: Human Growth and Development	Unit 5: Mental Health	Unit 6: Tobacco/Alcohol/Drugs
2 Weeks	3 Weeks	2 Weeks	3 Weeks	4 Weeks	4 Weeks
PE Assessment: <b>NHES 3.12.4</b> <b>NHES 5.12.2</b>	PE Assessment: NHES 2.12.3 NHES 2.12.7 <b>NHES 4.12.1</b> NHES 4.12.2	PE Assessment: <b>NHES 1.12.1</b> NHES 5.12.2	PE Assessment: <b>NHES 1.12.1</b> NHES 1.12.2 NHES 1.12.8	PE Assessment: <b>NHES 1.12.1</b> NHES 3.12.4	PE Assessment: <b>NHES 1.12.1</b> NHES 5.12.4
<b>NHES 3.12.4</b> <b>NHES 5.12.2</b> NHES 1.12.1 NHES 1.12.2 NHES 2.12.8 NHES 5.12.1 NHES 1.12.8	NHES 2.12.3 NHES 2.12.7 <b>NHES 4.12.1</b> NHES 4.12.2 NHES 8.12.4 NHES 2.12.2 NHES 6.12.1	<b>NHES 1.12.1</b> NHES 5.12.2	<b>NHES 1.12.1</b> NHES 1.12.2 NHES 1.12.8 NHES 5.12.2	<b>NHES 1.12.1</b> NHES 3.12.4 NHES 2.12.1 NHES 7.12.1	<b>NHES 1.12.1</b> NHES 5.12.4 NHES 2.12.1 NHES 6.12.1 NHES 1.12.5 NHES 2.12.9



## Course Map

	Unit Description	PE Summary	PE Standards
<b>Unit: Making Healthy Life Choices</b>  <b>2 weeks</b>	This unit allows students to develop critical thinking and reasoning skills in order to make healthy decisions. The unit will allow students to understand and apply the benefits of healthy habits. In this unit, students will gain the necessary knowledge and skills to perform the lifesaving skills of CPR & proper use of an AED as per state mandate.	Students will read first aid/emergency scenarios and develop a plan of action that should be taken in each event. Students must include specific steps that should be taken in each scenario, include appropriate medical terminology, and indicate the correct emergency services to contact.	<b>NHES 3.12.4</b> <b>NHES 5.12.2</b>
<b>Unit: Social Health</b>  <b>3 weeks</b>	This unit will allow students to use effective communication skills to resolve conflicts in relationships. This unit will allow students to understand the negative impact of social media. This unit will allow students to incorporate refusal skills into negative situations.	Students will choose from a list of scenarios describing a social health situation (dating, family strife, etc) They will then develop a script describing the scenario, and how the person involved could handle it in a safe and healthy manner. They will include the steps in decision making in their script. (Students can also create their own scenario but should discuss it with the teacher first.)  Once they have completed the script, they will recruit teammates to act out and record the script. They can use their phone cameras, or use an app such as iMovie. They will turn in both their video and their script.	NHES 2.12.3 NHES 2.12.7 <b>NHES 4.12.1</b> NHES 4.12.2
<b>Unit: Nutrition</b>  <b>2 weeks</b>	This unit will teach students the importance of nutrition and how it affects their health. They will learn how to make healthful food choices, manage their weight, and improve their fitness with proper	Students will be utilizing a well-known free fitness program call MyFitnessPal to track their food and exercise for a two week period. After completing the logs, students will use the	<b>NHES 1.12.1</b> NHES 5.12.2

	nutrition.	information to evaluate the strong and weak points of their caloric intake and expenditure. They will complete a written reflection to give recommendations for foods they could add to their diet to improve their health, and give recommendations for other lifestyle changes they could incorporate to improve their health.	
<b>Unit: Human Growth &amp; Development</b>  <b>3 weeks</b>	This unit will teach students what makes up the male and female reproductive systems and their function. Students will learn: the organs involved in producing children, the causes and prevention of communicable diseases - including STDs, the symptoms, diagnoses, and treatments for common STDs - including HIV/AIDS.	Students will research an assigned STI and create either a tri-fold brochure or a digital infographic with the information they gather. Specific items that they must include in their pamphlet/graphic are: <ul style="list-style-type: none"> <li>-Causes of the STI</li> <li>-How it is transmitted</li> <li>-Long-term effects or complications</li> <li>-Signs and symptoms</li> <li>-Statistics, most national and Missouri</li> <li>-Treatment</li> <li>-Prevention</li> </ul>	<b>NHES 1.12.1</b> NHES 1.12.2 NHES 1.12.8
<b>Unit: Mental Health</b>  <b>4 Weeks</b>	This unit will address the current realities of mental health. Students will learn common mental disorders such as- depression, anxiety disorders, attention deficit disorder, obsessive-compulsive, and bipolar. They will be able to identify warning signs and know how to find reliable resources for treatment. Students will also be informed about the effects of trauma on their overall well-being and treatment plans for dealing with difficult life events.	Students as peer advocates will work collaboratively with classmates to create action plans and advocacy projects that will help characters in a given scenario, effectively seek help for mental, emotional and physical challenges/issues. The goal is to develop effective advocacy skills and utilize credible resources by creating a plan that advocates for the student in the chosen scenario.  Based on a scenario, the student will produce an action plan that:	<b>NHES 1.12.1</b> NHES 3.12.4

		<ol style="list-style-type: none"> <li>1. Analyzes the mental health of the individuals in the scenario.</li> <li>2. Evaluate resources available for the individuals in the scenario to seek support.</li> <li>3. Outline Action Steps to advocate for themselves and/others to effectively seek help for mental, emotional and physical challenges/issues.</li> <li>4. Present your Action Plan using a PowerPoint, Google slides, Prezi, 90-second video, written speech or letter, website, MovieMaker or iMovie, pamphlet or Glogster, etc.</li> </ol>	
<b>Unit:</b> <b>Alcohol,</b> <b>Tobacco,</b> <b>Drugs</b>  <b>4 Weeks</b>	<p>This unit covers the short and long-term effects of drug use. Students will learn about different categories of drugs and how they affect the body differently. Alcohol, tobacco, marijuana, heroin, and others will be discussed and researched. Students will be able to find credible information and be able to identify warning signs of abuse.</p>	<p>As a group you will be given a specific drug to research. Your job is to research your drug and present it to the class. You will present your “DRUG” with a power point presentation/ google slides presentation. There will be <u>NO</u> use of drug paraphernalia or drug products in <u>any way</u> during this project. If you should have any questions regarding the content of your project, ask first!</p>	<b>NHES 1.12.1</b> <b>NHES 5.12.4</b>
<b>Final Exams:</b>	<p>Link to Sem 1 Final Exam Blueprint:  <a href="#">Final Exam</a></p>		

## Unit 1: Making Healthy Life Choices

<b>Content Area: Health</b>	<b>Course: 9th Grade Health</b>	<b>UNIT: Making Healthy Life Choices</b>
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<b>Unit Description:</b> This unit allows students to develop critical thinking and reasoning skills in order to make healthy decisions. The unit will allow students to understand and apply the benefits of healthy habits. In this unit, students will gain the necessary knowledge and skills to perform the lifesaving skills of CPR & proper use of an AED as per state mandate.	<b>Unit Timeline:</b> 2 weeks
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<b>Desired Results:</b> This unit allows students to develop critical thinking and reasoning skills in order to make healthy decisions. The unit will allow students to understand and apply the benefits of healthy habits.
<b>Transfer Goal - <i>Students will be able to independently use their learning to.....</i></b> Students will demonstrate the ability to use decision making skills to enhance overall health.

### **Understandings – *Students will understand that... (Big Ideas)***

1. Knowing and following the steps in CPR/emergency care can save someone's life.
2. The steps in decision making can be applied to real life problems.
3. Understand how the 3 sides of the health triangle are interrelated.

**Essential Questions: Students will keep considering...**

An Essential Question is meant to:

- In an emergency, what actions can I take to help save someone's life?
- How can I use the decision making process to make healthy choices?
- How can I maintain good situational awareness, and identify risky choices and behaviors in everyday situations?
- How can I utilize the health triangle to ensure I am caring for all aspects of my personal health?

Students will know/understand ...	Students Will Be Able to ...	Standard
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy behaviors</li> <li>• Aspects of the health continuum</li> <li>• Identify where their current health lies on the health continuum.</li> <li>• Health Skills</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How healthy or unhealthy behaviors affect health status.</li> <li>• How risk factors affect health status.</li> </ul>	<p>Predict how healthy behaviors can affect health status.</p> <p>Apply health skills to enhance their overall health status.</p>	<p>NHES 1.12.1</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Characteristics of emotional health</li> <li>• Characteristics of intellectual health</li> <li>• Characteristics of physical health</li> <li>• Characteristics of social health</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How the 4 dimensions of health are related, and how changes in one dimension can affect the others.</li> </ul>	<p>Describe the interrelationships of emotional, intellectual, physical, and social health.</p>	<p>NHES 1.12.2</p>
<p>Students will know:</p>	<p>Analyze how some health risk behaviors can influence</p>	<p>NHES 1.12.5</p>

<ul style="list-style-type: none"> <li>• How to classify the risk level of a behavior.</li> <li>• How to identify risky behaviors.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How high risk behavior can have a negative impact on one's health.</li> </ul>	<p>the likelihood of engaging in unhealthy behaviors.</p> <p>Propose ways to reduce and prevent injuries and health problems.</p>	<p>NHES 2.12.9</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• How to identify unhealthy behaviors.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How unhealthy behaviors can lead to poor overall health.</li> <li>• How risk factors affect their health status.</li> </ul>	<p>Analyze personal susceptibility to injury, illness or even death if engaging in unhealthy behaviors.</p> <p>Apply health skills to enhance their overall health status.</p>	<p>NHES 1.12.8</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Different types of technology and how they can affect the 4 health dimensions.</li> <li>• Effect of social media.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How technology can improve or hinder our standard of living.</li> <li>• How technology can lead to positive or negative changes within the health dimensions.</li> </ul>	<p>Evaluate the impact of technology on personal, family and community health.</p>	<p>NHES 2.12.6</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Current societal norms as they relate to the health dimensions: <ul style="list-style-type: none"> <li>○ Family</li> <li>○ Friends</li> <li>○ Peers</li> <li>○ Dating/Relationships</li> </ul> </li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How societal norms and perceptions can influence</li> </ul>	<p>Analyze how perceptions of norms influence healthy and unhealthy behaviors.</p>	<p>NHES 2.12.7</p>

<p>an individual's decisions.</p>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Values-</li> <li>● Beliefs-</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How an individual's values and beliefs affect their decision making</li> </ul>	<p>Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p>	<p>NHES 2.12.8</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● That many resources are available to provide accurate health information.</li> <li>● That information can be used to make a healthy, informed decision.</li> <li>● Not all information available on the internet is accurate and reliable.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How to determine the reliability and accuracy of an internet source.</li> <li>● How to access resources online or through organizations.</li> </ul>	<p>Use resources from home, school and community that provide valid health information.</p>	<p>NHES 3.12.2</p>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● <b>Warning signs for serious physical health problems (heart attack, stroke, etc.).</b></li> <li>● <b>Warning signs for mental health issues (depression, suicidal ideation, etc.).</b></li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>● <b>How to find and utilize resources when faced with a physical or mental health issue.</b></li> <li>● <b>Proper steps to take in a health emergency.</b></li> </ul>	<p><b>Determine when professional health services may be required.</b></p>	<p><b>NHES 3.12.4</b></p>
<p>Students will know:</p>	<p>Utilize skills for communicating effectively with family,</p>	<p>NHES 4.12.1</p>

<ul style="list-style-type: none"> <li>● 4 Effective communication skills <ul style="list-style-type: none"> <li>○ Talking</li> <li>○ Listening</li> <li>○ Body Language</li> <li>○ Eye Contact</li> </ul> </li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● The importance of using good communication skills when connecting with others.</li> </ul>	peers and others to enhance health.	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Refusal skills</li> <li>● Negotiation skills</li> <li>● Collaboration skills</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How to effectively use refusal skills in social situations.</li> </ul>	Demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.	NHES 4.12.2
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Common barriers that youth face when making decisions. <ul style="list-style-type: none"> <li>-Peer Pressure</li> <li>-Lack of resources</li> <li>-Lack of education on health related topics</li> </ul> </li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● That there are barriers that impact youth's decisions in everyday activities.</li> <li>● How to develop mechanisms to overcome barriers when making decisions regarding health.</li> <li>● Many factors can be either positive or negative influences when it comes to decision making.</li> </ul>	Examine barriers that can hinder healthy decision making.	NHES 5.12.1
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Steps in the decision making process</li> </ul>	Determine the value of applying a thoughtful decision making process in health related situation.	NHES 5.12.2



<ul style="list-style-type: none"> <li>-Define the Problem</li> <li>-Establish Criteria</li> <li>-Consider all Alternatives</li> <li>-Identify best alternative</li> <li>-Develop and Implement plan of action</li> <li>-Evaluate and monitor the results</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Importance of the decision making process and how it can affect their health status.</li> </ul>		
<p><b>Students will know:</b>  <b>Examples of common health related issues</b></p> <ul style="list-style-type: none"> <li>● <b>Physical issues</b></li> <li>● <b>Mental issues</b></li> <li>● <b>Emotional issues</b></li> <li>● <b>Social issues</b></li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>● <b>How these health related issues can affect overall health.</b></li> </ul>	<p><b>Generate alternatives to health-related issues or problems.</b></p>	<p><b>NHES 5.12.4</b></p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Personal health practices</li> <li>● Health status</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How personal health practices affect your overall health and wellness.</li> </ul>	<p>Assess personal health practices and overall health status.</p>	<p>NHES 6.12.1</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● How decisions affect their lives and lives of others.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How kindness can be contagious.</li> </ul>	<p>Analyze the role of individual responsibility in enhancing health.</p>	<p>NHES 7.12.1</p>

<ul style="list-style-type: none"> <li>• Their own definition of Pay it Forward.</li> </ul>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Communication techniques</li> <li>• Non-verbal communication skills</li> <li>• Verbal communication skills</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• how communication techniques can enhance one's overall health.</li> </ul>	Adapt health messages and communication techniques to a specific target audience.	NHES 8.12.4
<b>Technology Standards</b>		
	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE 1
	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE 3
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate for their goals.	ISTE 6

## Unit 1: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> <b>Description of Assessment Performance Task(s):</b>	<u>R/R Quadrant</u>
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2	<b>NHES 3.12.4</b> <b>NHES 5.12.2</b>	<p>Students will read first aid/emergency scenarios and develop a plan of action that should be taken in each event. Students must include specific steps that should be taken in each scenario, include appropriate medical terminology, and indicate the correct emergency services to contact.</p> <p><b>Teacher will assess:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <ul style="list-style-type: none"> <li>Student can identify the emergency and indicate appropriate steps to take.</li> <li>Student can correctly explain the steps of CPR.</li> <li>Student can identify the appropriate emergency personnel to request assistance from.</li> </ul> <p><b>Performance:</b></p> <p><b>Mastery:</b>  <i>Students will show that they really understand when they...</i>  Score 3 or higher on each rubric criteria</p> <p><b>Scoring Guide:</b>  See Appendix: <a href="#">Unit 1- First Aid Assessment and Rubric</a></p>	<b>21 Century</b>  C  Critical Thinking
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Unit 1: Sample Activities

<b>SAMPLE LEARNING PLAN</b>				
Pre-assessment: <a href="#">Unit 1 Pre-Assessment</a>				

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
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3	NHES 1.12.1 NHES 1.12.2	<p>1. Health Triangle</p> <p>Students will be introduced to the health triangle and will understand the various aspects of health.</p> <p>Teacher will ask students to answer the following questions: “why is health education important?” and “how can one’s behavior have a negative influence on one’s health?” Students will share with a partner.</p> <p>Teacher will introduce the Health Triangle. They will place three large papers around the room labeled “Mental”, “Social” and “Physical” to represent the three sides of the health triangle. Students will split into three groups, one at each paper. For two minutes, students will brainstorm descriptors that fit into their particular category. After two minutes, students will return to their seats. Teacher will lead discussion on what is included in each side of the triangle (Slides 7-9). Groups will then return to their original paper, and will have 1 minute to make additions/corrections. They will then rotate, review the new paper, and make any additions. They will repeat until they reach their original paper, and will have a short discussion on words added by other groups.</p> <p>Students will then work in groups of 2-3 and discuss the hypothetical situation (Slide 11).</p> <p>Teacher will lead discussion on what can affect one’s health and risk factors. (Slides 12-19).</p> <p>Student will then create their own health triangle, including <u>at least</u> 5 descriptors for each side.</p> <ul style="list-style-type: none"> <li>Objective: Students will create a personalized health triangle that identifies the lifestyle factors that affect their health status.</li> </ul> <p>Appendix Documents: <a href="#">Health Triangle PP</a>; <a href="#">Health Triangle Template</a></p>	<p>Summarizing and Note Taking</p> <p>Assigning Homework and Providing Practice</p> <p>Nonlinguistic Representation</p> <p>Cooperative Learning</p>	<p>A, B</p> <p>Communication</p> <p>Collaboration</p>
2	NHES 2.12.8 NHES 5.12.1 NHES 5.12.2	<p>2. Activity: Decision Making</p> <p>Students will work in small groups for this activity. They will read the Scenarios and, using the steps of decision making, will develop a plan of action for the</p>	<p>Cooperative Learning</p>	<p>A, B</p> <p>Communication</p>

		<p>person(s) in the scenario. Once students have completed each scenario, they will do a “One Stray” activity in which one student from each group moves to another to share plans of action. Teacher should instruct students to do this three times before they return to original groups. Once in original groups, students can choose to make changes to any of their scenarios based upon new information gathered.</p> <p>Groups will each share <u>one</u> of their plans of action with the class.</p> <ul style="list-style-type: none"> <li>Objective: Student will be able to develop a plan of action to a scenario, weighing the pros and cons, and be able to communicate the reasons for the decision to their peers.</li> </ul> <p>Appendix Documents: <a href="#">Decision Making Activity</a> <a href="#">Decision Making Scenarios</a></p>	<p>Problem Solving</p>	<p>Collaboration</p> <p>Critical thinking</p>
2	NHES 1.12.8	<p>3. Activity: Goal Setting</p> <p>Students will hand out the SMART Goals sheet to the class. The teacher will ask the student to independently come up with a short term goal (something they can accomplish by the end of the semester). After the student has determined what their goal for this time period will be, they will complete the rest of the sheet, thinking through the process of achieving their goal.</p> <p>After students have completed the SMART Goal sheets, teacher will collect papers and save for end of the activity.</p> <p>Teachers could utilize film clips here to show the steps a person goes through to meet goals. Examples are Glory Road (questions attached) or Blind Side.</p> <p>After the movie, teacher will place students in small groups and have them compare their observations to the movie.</p> <p>Following this sharing, teacher will pass back the completed SMART Goals and a blank one. Teacher will ask the students to review their goal and the steps they indicated they would take to reach it. After watching Glory Road, what changes would they make to their goal and the steps they should take to get there?</p>	<p>Summarizing</p> <p>Setting Objectives</p>	<p>B</p> <p>Critical Thinking</p> <p>Communication</p>

		<ul style="list-style-type: none"> <li>Objective: Students will develop a short term goal and the steps they should take to achieve that goal. Appendix Documents: <a href="#">Glory Road</a>; <a href="#">SMART Goals</a></li> </ul>		
1	NHES 3.12.4	<p>4. Activity: CPR Students will research cardiac emergencies- heart attacks and cardiac arrests - and answer questions relating to the two situations. Students will then visit the Red Cross website to gather background knowledge on CPR, and will outline the steps of CPR in their own words.</p> <p>Students will then watch the CPR video from the American Heart Association and can use the attached Concept Map to fill in details of CPR administration. Students will complete the compression skills.</p> <ul style="list-style-type: none"> <li>Objective: Students will explain the steps to take in a cardiac emergency, and will demonstrate ability to perform CPR. Appendix Documents: <a href="#">Taking Action in Cardiac Emergencies</a>; <a href="#">CPR Concept Map</a></li> </ul>	<p>Nonlinguistic Representation</p> <p>Summarizing</p> <p>Comparing</p> <p>Providing Practice</p>	B
1	NHES 3.12.4	<p>5. CPR Certification Activities *This activity is to be used if teacher is a certified CPR instructor and is having the students complete the coursework and exam necessary for certification. Teachers who are not pursuing certification for their classes will skip this activity.</p> <ul style="list-style-type: none"> <li>Objective: Students will meet the criteria to become CPR certified. Appendix Documents: American Heart Association materials</li> </ul>		
1	NHES 3.12.4	<p>6. First Aid Scenarios Students will read three first aid scenarios and determine an action plan for each. They should be sure to include steps of First Aid that should be taken. This will be done in small groups. Once they complete their three scenarios, they should share their plans with one other group, and give feedback on each other's plans. Next, each group will create an emergency scenario of their own and an action</p>	<p>Cooperative Learning</p> <p>Nonlinguistic Representation</p> <p>Providing</p>	<p>B, C</p> <p>Collaboration</p> <p>Creativity</p>

		<p>plan to take. Students will create a short film over their scenario. Students can use the link <a href="#">First Aid</a> to review the steps in administering care to a patient.</p> <ul style="list-style-type: none"> <li>Objectives: Students will develop an action plan for a first aid scenario, and will create a short film showing the actions steps that should be taken.</li> </ul> <p>Appendix Documents: <a href="#">First Aid Scenarios</a></p>	Feedback	
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Unit 1: Resources

**UNIT RESOURCES**

**Teacher Resources:**

- Red Cross Materials
- American Heart Association
- Glory Road film

**Student Resources:**

- Red Cross Materials
- American Heart Association

**Vocabulary:**

*CPR- Cardiopulmonary resuscitation- emergency procedure that combines chest compressions with artificial ventilation in an effort to manually preserve intact brain function until further measures are taken to restore blood circulation.*

*Health- combination of your physical, mental/emotional, and your social well being.*

*Health Status- total sum of positive and negative influences a person chooses.*

*Health Triangle- Shows how all aspects of health are interconnected and rely on each other.*

*Mental Health- feelings about yourself, how you relate to others, how well you meet the demands of daily life.*

*Physical Health- the way your body parts and systems work together.*

*Social Health- the way you get along with others.*

*First Aid- measures to take in a medical emergency to help care for yourself or someone else.*

## Unit 2: Social Health

<b>Content Area: Health</b>	<b>Course: 9th Grade Health</b>	<b>UNIT: Social Health</b>
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<b>Unit Description:</b> This unit will allow students to use effective communication skills to resolve conflicts in relationships. This unit will allow students to understand the negative impact of social media. This unit will allow students to incorporate refusal skills into negative situations.	<b>Unit Timeline: 3 weeks</b>
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### **DESIRED Results**

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

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

#### **Understandings – *Students will understand that... (Big Ideas)***

1. Humans have a basic need for acceptance, and that need drives us in our choices, relationships, and behaviors.
2. It is important to develop strong communication skills across a variety of formats.
3. Social media and technology poses several risks to their overall health and wellness.
4. Bullying happens in a variety of manners, but there are steps they can take to prevent it.

#### **Essential Questions: *Students will keep considering...***

- How can I determine whether a relationship is healthy or not? What attributes would I look for?
- How can I resolve conflict in a healthy and effective manner?
- How can I utilize effective communication skills in relationships?
- How can I identify the signs of bullying and take appropriate action?
- How can I provide support for someone who is being bullied?



Students will know/understand ...	Students Will Be Able to ...	Standard
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Healthy and Unhealthy behaviors</li> <li>● Aspects of the health continuum</li> <li>● Identify where their current health lies on the health continuum.</li> <li>● Health Skills</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How healthy or unhealthy behaviors affect health status.</li> <li>● How risk factors affect health status .</li> </ul>	<p>Predict how healthy behaviors can affect health status.</p> <p>Apply health skills to enhance their overall health status.</p>	<p>NHES 1.12.1</p>
<p>Student will know:</p> <ul style="list-style-type: none"> <li>● How to identify family norms.</li> <li>● Morals</li> <li>● Values</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Purpose of family norms</li> <li>● The effects of family behavior on all members of the family.</li> </ul>	<p>Analyze how family influences the health of individuals.</p>	<p>NHES 2.12.1</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● What peer pressure is.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How to distinguish between positive and negative peer pressure.</li> <li>● The effects of positive and negative peer pressure on one's behavior.</li> </ul>	<p>Analyze how peers influence healthy and unhealthy behaviors.</p>	<p>NHES 2.12.3</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Different types of technology and how they can affect the 4 health dimensions.</li> </ul>	<p>Evaluate the impact of technology on personal, family and community health.</p>	<p>NHES 2.12.6</p>

<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How technology can improve or hinder our standard of living.</li> <li>• How technology can lead to positive or negative changes within the health dimensions.</li> </ul>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Current societal norms as they relate to the health dimensions: <ul style="list-style-type: none"> <li>○ Family</li> <li>○ Friends</li> <li>○ Peers</li> </ul> </li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How societal norms and perceptions can influence an individual's decisions.</li> </ul>	<p>Analyze how the perception of norms influence healthy and unhealthy behaviors.</p>	<p>NHES 2.12.7</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• That many resources are available to provide accurate health information.</li> <li>• That information can be used to make a healthy, informed decision.</li> <li>• Not all information available on the internet is accurate and reliable.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How to determine the reliability and accuracy of an internet source.</li> <li>• How to access resources online or through organizations.</li> </ul>	<p>Use resources from home, school and community that provide valid health information.</p>	<p>NHES 3.12.2</p>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• <b>4 Effective communication skills</b> <ul style="list-style-type: none"> <li>○ <b>Talking</b></li> <li>○ <b>Listening</b></li> </ul> </li> </ul>	<p><b>Utilize skills for communicating effectively with family, peers and others to enhance health.</b></p>	<p><b>NHES 4.12.1</b></p>

<ul style="list-style-type: none"> <li>○ <b>Body Language</b></li> <li>○ <b>Eye Contact</b></li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>● <b>The importance of using good communication skills when connecting with others.</b></li> </ul>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Refusal skills</li> <li>● Negotiation skills</li> <li>● Collaboration skills</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How to effectively use refusal skills in social situations.</li> </ul>	<p>Demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.</p>	<p>NHES 4.12.2</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Interpersonal conflicts</li> <li>● Steps to resolving conflicts</li> <li>● Characteristics of healthy and unhealthy relationships</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Why it is important to resolve conflicts within a relationship in a positive manner?</li> <li>● How to resolve conflicts within a relationship in a positive manner.</li> <li>● How to identify steps of an unhealthy or abusive relationship.</li> </ul>	<p>Demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.</p>	<p>NHES 4.12.2</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Common barriers that youth face when making decisions <ul style="list-style-type: none"> <li>○ Peer pressure</li> <li>○ Stress</li> <li>○ Lack of appropriate adult influence</li> </ul> </li> </ul>	<p>Examine barriers that can hinder healthy decision making.</p>	<p>NHES 5.12.1</p>

<ul style="list-style-type: none"> <li>○ Financial barriers</li> <li>○ Educational barriers</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● That there are barriers that impact youth's decisions in everyday activities.</li> <li>● How to develop mechanisms to overcome barriers when making decisions regarding health.</li> <li>● Many factors can be either positive or negative influences when it comes to decision making.</li> </ul>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Steps in the decision making process <ul style="list-style-type: none"> <li>-Define the Problem</li> <li>-Establish Criteria</li> <li>-Consider all Alternatives</li> <li>-Identify best alternative</li> <li>-Develop and Implement plan of action</li> <li>-Evaluate and monitor the results</li> </ul> </li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Importance of the decision making process and how it can affect their health status.</li> </ul>	<p>Determine the value of applying a thoughtful decision making process in health related situation.</p>	<p>NHES 5.12.2</p>
<p>Students will know:</p> <p>Examples of common health related issues</p> <ul style="list-style-type: none"> <li>● Physical issues</li> <li>● Mental issues</li> <li>● Emotional issues</li> <li>● Social issues</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How these health related issues can affect overall health.</li> </ul>	<p>Generate alternatives to health-related issues or problems.</p>	<p>NHES 5.12.4</p>
<p>Students will know:</p>	<p>Assess personal health practices and overall health</p>	<p>NHES 6.12.1</p>

<ul style="list-style-type: none"> <li>● Personal health practices: <ul style="list-style-type: none"> <li>○ Eating healthy food</li> <li>○ Incorporating exercise</li> <li>○ Good personal hygiene</li> <li>○ Caring for mental and emotional health</li> </ul> </li> <li>● Health status</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How personal health practices affect your overall health and wellness.</li> </ul>	status.	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● How decisions affect their lives and lives of others.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How kindness can be contagious.</li> <li>● Their own definition of Pay it Forward.</li> </ul>	Analyze the role of individual responsibility in enhancing health.	NHES 7.12.1
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Communication techniques: <ul style="list-style-type: none"> <li>○ Verbal Communication</li> <li>○ Non-verbal Communication</li> <li>○ Body Language</li> <li>○ Tone of voice</li> </ul> </li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● how communication techniques can enhance one's overall health.</li> </ul>	Adapt health messages and communication techniques to a specific target audience.	NHES 8.12.4
<b>Technology Standards</b>		
	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE 1
	Students critically curate a variety of resources using	ISTE 3

	digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate for their goals.	ISTE 6

## Unit 2: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant 21 Century</u>
1, 2	NHES 2.12.3 NHES 2.12.7 <b>NHES 4.12.1</b> NHES 4.12.2	<p><b>Description of Assessment Performance Task(s):</b> Students will choose from a list of scenarios describing a social health situation (dating, family strife, etc.). They will then develop a script describing the scenario and how the person involved could handle it in a safe and healthy manner. They will include the steps in decision making in their script. (Students can also create their own scenario but should discuss it with the teacher first.)</p> <p>Once they have completed the script, they will recruit teammates to act out and record the script. They can use their phone cameras, or use an app such as iMovie. They will turn in both their video and their script.</p> <p><b>Teacher will assess:</b> Student's ability to incorporate concepts from the social health unit in the script. A safe and healthy conclusion was reached and was shown in the script and video. Student incorporates the steps in decision making in their script, and those steps are evident in the video.</p> <p><b>Performance:</b> <b>Mastery:</b> <i>Students will show that they really understand when they...</i></p>	D  Creativity

		<p>Score a 3 or higher on each criteria on the rubric</p> <p><b>Scoring Guide:</b> See Appendix: <a href="#">Social Health Performance Assessment</a>; <a href="#">Social Health Rubric</a></p>	
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Unit 2: Sample Activities

<b>SAMPLE LEARNING PLAN</b>
Pre-assessment: <a href="#">Unit 2 Pre-Assessment</a>

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2	NHES 4.12.1 NHES 8.12.4	<p>1. Activity: Conversation Starters</p> <p>Students will pair up and complete conversations using the attached conversation starters. Each partner will talk for approximately 30 seconds before switching. After both partners have shared, teacher will instruct students to find a new partner for the next set of conversation starters.</p> <p>After completing multiple rounds of conversation starts with different people, teacher will instruct student to return to their seat and answer the following prompts: How does this activity help me better understand my classmates? How can I use this information to better communicate with my classmates? How can this activity be used, or altered, to continue to build a sense of community in our class?</p> <ul style="list-style-type: none"> <li>Objective: Student will be able to apply communication skills by following the conversation prompts, and will brainstorm how this activity will help them in further communication and team building with their classmates.</li> </ul> <p>Appendix Documents: <a href="#">Conversation Starters</a></p>	Providing Practice	B  Communication

2	<b>NHES 4.12.1</b>	<p>5. Activity: Silent TV</p> <p>"Silent Sitcom" Time: 15 minutes - Introduction for instructors: Give everyone a sheet of paper and pencil. Watch five minutes of a prerecorded sitcom that no one has viewed before. Now turn off the sound and watch for another five minutes. Have everyone write down what they think the actors are saying. Ask the group to describe what characters were saying and doing. What were the nonverbal cues? (Write them down.) Develop everyone's idea into a script based on what they thought the characters were saying and act it out. Or watch the sitcom again with the sound on to see what the real verbal communication was and discuss the differences. You can do this activity again with a cartoon video. As you watch, analyze the differences between the cartoon and sitcom. Compare to see which nonverbal cues are easier (or harder) to follow.</p> <ul style="list-style-type: none"> <li>● Objective: <ul style="list-style-type: none"> <li>○ Students will know the importance of good communication skills.</li> <li>○ Understand how nonverbal communication skills affect their overall communications in the classroom and at work.</li> <li>○ Identify and implement effective listening techniques.</li> </ul> </li> </ul>	<p>Summarizing and Note Taking</p> <p>Comparing</p>	<p>B</p> <p>Communication</p>
1,2	<p>NHES 2.12.3</p> <p>NHES 2.12.7</p> <p><b>NHES 4.12.1</b></p> <p>NHES 2.12.2</p>	<p>2. Activity: Peer Pressure - Just Say No Slogan</p> <p>Students will create a slogan and logo that encourages their peers to avoid drugs, alcohol, or risky behavior. Teacher should show them the "Just Say No" slogans from the 1980's campaign to end drug use as an example.</p> <p>Students can choose to hand draw their slogan and logo, or they can use digital means to create it. It should be a unique design and include a message encouraging peers to stay away from a risky behavior.</p> <ul style="list-style-type: none"> <li>● Objective: Students will develop a slogan that encourages their peers</li> </ul>	<p>Providing Practice</p> <p>Nonlinguistic Representation</p>	<p>C</p> <p>Creativity</p>



		to live a drug, alcohol, and risky behavior-free lifestyle. Appendix Documents: <a href="#">Just Say No! Slogan</a>		
1	NHES 1.12.1 NHES 2.12.7 NHES 2.12.2 NHES 6.12.1	<p>3. Activity: Healthy Relationships Circle</p> <p>This activity will help students explore the characteristics of healthy and unhealthy relationships. They will also explore what they value in a relationship, and how to build healthy relationships centered around those values. These skills can apply to friendships, peers, family, or dating relationships.</p> <ul style="list-style-type: none"> <li>Objective: Students will explore their own needs and values related to positive relationships, and apply that when determining what characteristics they look for in friendships and dating partners.</li> </ul> <p>Appendix Documents: <a href="#">Health Relationships Circle Instructions</a>; <a href="#">Healthy Relationships Student Activity Sheet</a></p>	Mental Images  Comparing	B, C  Communication
4	NHES 2.12.3 NHES 2.12.6	<p>4. Activity: Bullied to Death in America</p> <p>To begin this activity, students will work with a partner to brainstorm a list that includes the following: -Characteristics of bullying -Warning signs that someone is being bullied</p> <p>After some brainstorm time, Go to <a href="https://www.youtube.com/watch?v=Ao1jaBpTjgM">https://www.youtube.com/watch?v=Ao1jaBpTjgM</a> -- Bullied to Death in America's Schools.</p> <p>Return to their original partner and add the following to their list: -Ways to raise awareness of bullying and how to decrease the occurrences in our school.</p> <p>After the final brainstorm and share, students will write a reflection based on their thoughts from the movie and their conversation. They should include:</p>	Summarizing  Cooperative Learning  Classifying	B, C  Collaboration Communication

		<ul style="list-style-type: none"> <li>- How the film Bullying made them feel.</li> <li>- Any experiences they have had with Bullying.</li> <li>-Their thoughts on who was responsible for the deaths of these kids (parents, kids, schools, etc.). (You may give the students the option of turning this in without names to protect privacy.)</li> </ul> <ul style="list-style-type: none"> <li>● Objective: Students will be able to define and give characteristics of bullying and understand ways to raise awareness and decrease bullying.</li> </ul> <p>Appendix: <a href="#">Bullied to Death in America's School Writing Prompt</a></p>		
4	NHES 2.12.3 NHES 2.12.6	<p>4B Activity: Bully</p> <p>*Depending on days available, teachers could choose to watch the full length movie "Bully". Students will watch the film and take notes of key parts, how the main characters are feeling in certain scenes, and how the students themselves feel as viewers.</p> <p>After the movie, teachers will complete a restorative circle with questions stemming from the movie.</p> <ul style="list-style-type: none"> <li>● Objective: Students will understand the consequences that bullying can have on themselves and their peers and will explore other's experiences through the restorative circle.</li> </ul> <p>Appendix Documents <a href="#">Bully Restorative Circle</a></p>	Investigation  Comparing	C  Communication
3	NHES 3.12.2	<p>5. Activity: Using Credible Websites</p> <p>As students learn how to research and use information to make healthy choices, it is critical that they first understand how to ensure the information they gather is accurate and from reputable sources.</p> <ul style="list-style-type: none"> <li>● Objective: Students will be able to evaluate the credibility of a website</li> </ul> <p>Appendix Documents: <a href="#">Evaluating Website Credibility</a></p>	Comparing  Investigation	C  Critical Thinking
4	NHES 2.12.3 NHES 2.12.6	<p>6. Activity: FaceGram Evaluation</p> <p>Students will be given a fake social media (FaceGram) profile of someone</p>	Nonlinguistic Representation	B  Communication

		<p>their age. They will review it and look for items that could be considered inappropriate or unsafe. After a few minutes of reviewing, they will give at least 4 suggestions of things the student should change or take down in order to make it safer. Use the attached sheet to record answers. Students will then pair-share with at least three different partners to share their ideas.</p> <p>After completing the FaceGram review, students will watch the film about Abi. <a href="#">Abi's Story</a>. Students will use the attached sheet to answer questions about Abi, and discuss with classmates what alternative decisions Abi could have made.</p> <p>Teacher will lead discussion on how to report inappropriate internet behavior, and whether they themselves are the victim of a third party to the incident. Teachers should direct students to the FBI website for <a href="#">Internet Crime Complaints</a> and discuss how to properly file a complaint.</p> <ul style="list-style-type: none"> <li>Objective: Students will understand the dangers and consequences of using technology and social media inappropriately.</li> </ul> <p>Appendix Documents: <a href="#">FaceGram Profile</a>; <a href="#">Chloe and Abi's Story</a></p>	Cooperative Learning	Critical Thinking
1-2	<p><b>NHES 4.12.1</b>  <b>NHES 4.12.2</b>  <b>NHES 5.12.1</b></p>	<p>7. Activity: What is Consent?</p> <p>Teacher will lead a short group discussion around the word Consent and it's definition. Teacher can show the attached video as examples of asking for consent.</p> <p>Students will then work in groups to answer the consent scenarios. Each group will share their thoughts with the class.</p> <ul style="list-style-type: none"> <li>Objective: Students will understand what consent means and be able to explain the importance of consent related to sexual activity or other risky behavior</li> </ul> <p>Appendix Documents: <a href="#">What is Consent Video</a> ; <a href="#">Consent Scenarios</a></p>	<p>Comparing</p> <p>Problem Solving</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p>

**UNIT RESOURCES**

**Teacher Resources:**

- [Bullied to Death in America's Schools](#)
- Bully movie

**Student Resources:**

- [Bullied to Death in America's Schools](#)

**Vocabulary:**

*Communication- process of sharing information, thoughts, and feelings with others.*

*Non-verbal communication- communication through gestures, facial expressions and behaviors.*

*Bullying- seek to harm, intimidate, or coerce (someone perceived as vulnerable).*

*Restorative Circles- community process for supporting those in conflict.*

*Refusal Skills - a set of skills designed to help students avoid participating in high-risk behaviors.*

*Peer Pressure - the control and influence the people your age may have on you.*

## Unit 3: Nutrition

<b>Content Area: Health/PE</b>	<b>Course: 9th Grade Health</b>	<b>UNIT: Nutrition</b>
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<p><b>Unit Description:</b> This unit will teach students the importance of nutrition and how it affects their health. They will learn how to make healthful food choices, manage their weight, and improve their fitness with proper nutrition.</p>	<p><b>Unit Timeline: 2 weeks</b></p>
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### DESIRED Results

<p><b>Transfer Goal - <i>Students will be able to independently use their learning to.....</i></b> Students will demonstrate the ability to use decision making skills to enhance overall health.</p>
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**Understandings – *Students will understand that... (Big Ideas)***

1. Each of the 6 nutrients plays a role in nourishing the body.
2. The decision to choose a healthy food over an unhealthy food plays a role in disease prevention.
3. Food should be stored and prepared safely in order to prevent certain diseases.

<p><b><u>Essential Questions: <i>Students will keep considering...</i></u></b></p> <ul style="list-style-type: none"> <li>• How do I choose foods that provide my body with required nutrients and lead to overall quality health?</li> <li>• How can poor food choices and preparations impact my wellness?</li> </ul>
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Students will know/understand ...	Students Will Be Able to ...	Standard
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy and unhealthy behaviors</b></li> </ul>	<p><b>Predict how healthy behaviors can affect health status.</b></p>	<p><b>NHES 1.12.1</b></p>

<ul style="list-style-type: none"> <li>● <b>Aspects of the health continuum.</b></li> <li>● <b>Identify where their current health lies on the health continuum.</b></li> <li>● <b>Health Skills</b></li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>● <b>How healthy or unhealthy behaviors affect health status.</b></li> <li>● <b>How risk factors affect health status.</b></li> </ul>	<p><b>Apply health skills to enhance their overall health status.</b></p>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● How to identify unhealthy behaviors.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How unhealthy behaviors can lead to poor overall health.</li> </ul>	<p>Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.</p>	<p>NHES 1.12.8</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Steps in the decision making process. <ul style="list-style-type: none"> <li>-Define the Problem</li> <li>-Establish Criteria</li> <li>-Consider all Alternatives</li> <li>-Identify best alternative</li> <li>-Develop and Implement plan of action</li> <li>-Evaluate and monitor the results</li> </ul> </li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Importance of the decision making process and how it can affect their health status.</li> </ul>	<p>Determine the value of applying a thoughtful decision making process in health related situations.</p>	<p>NHES 5.12.2</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Personal health practices <ul style="list-style-type: none"> <li>○ Good nutrition</li> <li>○ Choosing healthy food</li> <li>○ Adequate exercise</li> </ul> </li> <li>● Health status</li> </ul>	<p>Assess personal health practices and overall health status.</p>	<p>NHES 6.12.1</p>

Students will understand: <ul style="list-style-type: none"> <li>How personal health practices affect your overall health and wellness.</li> </ul>		
	<b>Technology Standards</b>	
	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences	ISTE 1
	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE 3
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate for their goals.	ISTE 6

### Unit 3: Assessment

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1-2	NHES 1.12.1 NHES 5.12.2	<p><b>Description of Assessment Performance Task(s):</b>  Students will be utilizing a well-known free fitness program call MyFitnessPal to track their food and exercise for a two-week period. After completing the logs, students will use the information to evaluate the strong and weak points of their caloric intake and expenditure. They will complete a written reflection to give recommendations for foods they could add to their diet to improve their health, and give recommendations for other lifestyle changes they could incorporate to improve</p>	<p><b>21 Century</b>  C, D  Critical Thinking</p>

		<p>their health.</p> <p><b>Teacher will assess:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <p>Student’s ability to link the data found in their food logs to their reflection.  Student’s ability to link scientifically factual information regarding nutrition and food groups to the reflection.  Student’s ability to give an accurate description of their own health behaviors as related to nutrition and exercise, and develop a realistic plan for improvement.</p> <p><b>Performance:</b>  <b>Mastery:</b>  <i>Students will show that they really understand when they...</i>  Score a 3 or higher on each area of the rubric.</p> <p><b>Scoring Guide:</b>  See Appendix: <a href="#">MyFitnessPal Rubric</a>; <a href="#">MyFitnessPal Project</a></p>	
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Unit 3: Sample Activities

<b>SAMPLE LEARNING PLAN</b>	
Pre-assessment: <a href="#">Unit 3 Pre-Assessment</a>	

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2	<b>NHES 1.12.1</b>	1. Activity: Fast Food Drive Thru Choose 3 of your favorite fast food restaurants. Think about what you order in a	Comparing	C



		<p>normal setting for <b>DINNER</b>. Answer the questions on the worksheet as you look up all of the nutrition facts on the internet.</p> <p>You must include <b>EVERYTHING</b> that you would consume for dinner, including drinks and desserts. You need to have a minimum of 3 things (water doesn't count). You <b>MUST</b> include a drink for each meal, <b><u>AGAIN, WATER DOES NOT COUNT!</u></b></p> <ul style="list-style-type: none"> <li>Objective: Student will be able to compare three meals at different restaurants frequented by teenagers, determine the nutritional value of each meal, and make substitutions that make the meal healthier.</li> </ul> <p>Appendix Documents: <a href="#">Fast Food Drive Thru</a></p>	Investigating	Critical Thinking
3	NHES 6.12.1	<p>2. Activity: ABC's of Food Safety  Instructions: Watch the video ABC's of Food Safety on Youtube.  <a href="https://www.youtube.com/watch?v=mRi9LJS3ejA">https://www.youtube.com/watch?v=mRi9LJS3ejA</a>  While watching the video answer the questions on the attached sheet.</p> <p>Once students have finished watching and completing their answers, put them in pairs to compare answers. Give them 3-4 minutes to share.</p> <p>Once students have shared answers, they will come up with a one-page PSA to showcase the importance of food safety. They will create a poster that includes factual information found in the video or in additional research. (This could be done by hand or using a digital tool such as Publisher or Adobe Spark).</p> <ul style="list-style-type: none"> <li>Objective: Student will be able to explain the dangers found in unsafe food by creating a PSA showcasing one area of food safety found in the video.</li> </ul> <p>Appendix Documents: <a href="#">ABC's of Food Safety</a></p>	Providing Practice  Investigation	B  Creativity

1-2	<b>NHES 1.12.1</b>	<p>3. Activity: Fitness App Critic</p> <p>Students will research 5 different fitness/nutrition apps (apple or android) and create a comparison chart of pros and cons of each app. They should include characteristics such as usability, cost, features available in the app.</p> <p>Students will do initial research on their own, then will work with a partner to create the comparison chart.</p> <ul style="list-style-type: none"> <li>Objective: Identify the pros and cons of various fitness apps.</li> </ul>	Comparing	B Collaboration
1-2	<b>NHES 1.12.1</b>	<p>4. Activity: MyFitnessPal Tutorial</p> <p>*Students need to get logged on prior to completing the summative assessment. Teacher will lead a tutorial to show students how the app functions.</p> <ul style="list-style-type: none"> <li>Objective: Student will understand how to use MyFitnessPal program to set nutrition and exercise goals, and will be able to properly input items into the database and run the reports.</li> </ul>	Setting Objectives	A, B Critical Thinking

Unit 3: Resources

**UNIT RESOURCES**

**Teacher Resources:**

- MyFitnessPal

**Student Resources:**

- MyFitnessPal

**Vocabulary:**

*Nutrition - process by which the body takes in and uses food.*

*Carbohydrates - the starches & sugars found in food.*

*Protein - nutrient that helps build and maintain body tissues.*

*Fats - most concentrated energy form available.*

*Vitamins - compounds that help regulate many vital body process.*

*Minerals - inorganic substances that the body cannot manufacture, but that act as catalyst, regulating many vital body processes.*  
*Water - regulator and vital to everybody's function.*  
*Anorexia Nervosa - an eating disorder in which an irrational fear of weight gain leads people to starve themselves.*  
*Bulimia Nervosa - an eating disorder that involves cycles of overeating and purging, or attempts to rid the body of food.*  
*Binge Eating - eating a huge amount of food in a single sitting.*  
*Foodborne Illness - any illness resulting from the food spoilage or contaminated food, pathogenic bacteria, viruses, or parasites that contaminate food.*

## Unit 4: Human Growth and Development

<b>Content Area: Health/PE</b>	<b>Course: 9th Grade Health</b>	<b>UNIT: Human Growth and Development</b>
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<p><b>Unit Description:</b>          This unit will teach students what makes up the male and female reproductive systems and their function. Students will learn: the organs involved in producing children, the causes and prevention of communicable diseases - including STDs, the symptoms, diagnoses, and treatments for common STDs - including HIV/AIDS.</p>	<p><b>Unit Timeline:</b>          3 Weeks</p>
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### **DESIRED Results**

**Transfer Goal - *Students will be able to independently use their learning to.....***  
 Students will demonstrate the ability to use decision making skills to enhance overall health.

**Understandings – *Students will understand that... (Big Ideas)***

1. Hormones play a role in development and function of male and female reproductive system.
2. There are multiple types of STD's, and contracting one can be a consequence of risky behavior.
3. When used properly, contraceptives reduce the risk of pregnancy and discharge STDs.
4. Abstaining from sexual activity is the only way to completely eliminate the risk of pregnancy and STDs.

5. It is important to distinguish between credible and non credible sources when researching current health topics.

<p><b>Essential Questions: Students will keep considering...</b></p> <ul style="list-style-type: none"> <li>• How can I identify and prevent the spread of STDs?</li> <li>• What are the consequences of teen pregnancy and STDs?</li> </ul>
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Students will know/understand ...	Students Will Be Able to ...	Standard
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy and unhealthy behaviors.</b></li> <li>• <b>Aspects of the health continuum.</b></li> <li>• <b>Identify where their current health lies on the health continuum.</b></li> <li>• <b>Health Skills</b></li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• <b>How healthy or unhealthy behaviors affect health status.</b></li> <li>• <b>How risk factors affect health status.</b></li> </ul>	<p><b>Predict how healthy behaviors can affect health status.</b></p> <p><b>Apply health skills to enhance their overall health status.</b></p>	<p><b>NHES 1.12.1</b></p>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of emotional health</li> <li>• Characteristics of intellectual health</li> <li>• Characteristics of physical health</li> <li>• Characteristics of social health</li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• How the 4 dimensions of health are related, and how changes in one dimension can affect the others.</li> </ul>	<p>Describe the interrelationships of emotional, intellectual, physical and social health.</p>	<p><b>NHES 1.12.2</b></p>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to identify STDs- signs and symptoms, method</li> </ul>	<p>Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.</p>	<p><b>NHES 1.12.8</b></p>

<p>of contamination and prevention.</p> <ul style="list-style-type: none"> <li>• How to identify unhealthy behaviors.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How unhealthy behaviors can lead to an individual contracting an STD.</li> </ul>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Steps in the decision making process <ul style="list-style-type: none"> <li>○ Define the problem</li> <li>○ Establish criteria</li> <li>○ Consider alternatives</li> <li>○ Identify best alternative</li> <li>○ Develop and implement plan of action</li> <li>○ Evaluate and monitor results</li> </ul> </li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Importance of the decision making process and how it can affect their health status.</li> </ul>	<p>Determine the value of applying a thoughtful decision making process in health related situations.</p>	<p>NHES 5.12.2</p>
<p>Students will know:</p> <p>Examples of common health related issues</p> <ul style="list-style-type: none"> <li>• Physical issues</li> <li>• Mental issues</li> <li>• Emotional issues</li> <li>• Social issues</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How these health related issues can affect overall health.</li> </ul>	<p>Generate alternatives to health-related issues or problems.</p>	<p>NHES 5.12.4</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Personal health practices <ul style="list-style-type: none"> <li>○ Not engaging in risky sexual behaviors</li> </ul> </li> <li>• Health status</li> </ul>	<p>Assess personal health practices and overall health status.</p>	<p>NHES 6.12.1</p>

Students will understand: <ul style="list-style-type: none"> <li>How personal health practices affect your overall health and wellness.</li> </ul>		
	<b>Technology Standards</b>	
	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.	ISTE 1
	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE 3
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate for their goals.	ISTE 6

#### Unit 4: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u> <u>21 Century</u>
2	<b>NHES 1.12.1</b> NHES 1.12.2 NHES 1.12.8	<b>Description of Assessment Performance Task(s):</b> Students will research an assigned STI and create either a tri-fold brochure or a digital infographic with the information they gather. Specific items that they must include in their pamphlet/graphic are: -Causes of the STI -How it is transmitted -Long-term effects or complications -Signs and symptoms -Statistics, most national and Missouri	C  Creativity

		<p>-Treatment -Prevention</p> <p><b>Teacher will assess:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <p>Student’s ability to use factually correct information to identify and reduce the transmission of STIs.  Ability to develop a long-term plan that benefits their community.</p> <p><b>Performance:</b>  <b>Mastery:</b>  <i>Students will show that they really understand when they...</i>  Score a 3 or higher on each criteria of the rubric</p> <p><b>Scoring Guide:</b>  <a href="#">STI Action Plan and Scoring Guide; Pamphlet Template</a></p>	
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Unit 4: Sample Activities

<b>SAMPLE LEARNING PLAN</b>	
Pre-assessment: <a href="#">Unit 4 Pre-Assessment</a>	

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
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4	NHES 5.12.2 <b>NHES 1.12.1</b> NHES 1.12.2	<p>1. Activity: Sex Boundaries Research Activity          Students will pretend they are the parent of an 8th grade student, and want to educate them on the consequences of sexual behavior. They will create a powerpoint explaining:</p> <ul style="list-style-type: none"> <li>-Reasons why teens choose to engage in sexual activity or choose to wait.</li> <li>-Consequences of engaging in sexual activity.</li> <li>-Possible outcomes from choosing to abstain from sexual activity.</li> <li>-5 boundaries to reduce the chance of sexual activity taking place.</li> <li>-Pregnancy and STI statistics for teens in Missouri.</li> <li>-Impacts of teen pregnancy on the family.</li> </ul> <ul style="list-style-type: none"> <li>● Objective: Students will utilize research skills to identify consequences of sexual activity and teen pregnancy statistics, and be able to use this information to develop a set of boundaries to decrease risky sexual activity.</li> </ul> <p>Appendix Documents: <a href="#">Sex Boundaries Research Log</a>; <a href="#">Sex Boundaries Activity</a></p>	Investigation	B  Creativity  Critical Thinking
2, 4	NHES 1.12.8	<p>2. Activity: Where did HIV/AIDS Originate?</p> <p>Students will be in groups of 4-5. Each person in a group will be assigned a different theory of where/how HIV/AIDS developed. Students will begin this activity by independently researching their theory.</p> <p>Student Instructions: After your research, briefly describe the theory in your own words. Write down as <b>much information as possible about this theory</b> in order for your group to decide if this is the correct answer as to where HIV/AIDS came from. Each member of the group will share information about the theory that they researched while the others in the group are taking notes.</p> <ul style="list-style-type: none"> <li>● Objective: Students will understand what HIV is and how it is spread, and write an opinion piece on their views based on the origins of HIV, and support their opinions with facts and research.</li> </ul>	Investigation  Comparing	C  Critical Thinking  Communication  Collaboration



		Appendix Documents: <a href="#">Where did HIV/AIDS originated?</a>		
1	NHES 6.12.1 NHES 1.12.2	<p>3. Activity: KidsHealth.org Human Body Systems</p> <p>Students will review their previous knowledge learned about the male and female reproductive systems by completing an internet assignment on kidshealth.org.</p> <p>DIRECTIONS: Go to: <a href="http://www.kidshealth.org">www.kidshealth.org</a></p> <p>In the search box you will enter male or female reproductive system. You can choose to listen or to read about the male and female reproductive systems. Answer the following questions and fill out the corresponding online diagrams that go with the male and female reproductive systems.</p> <ul style="list-style-type: none"> <li>Objective: Understand how the structures of the male and female reproductive system function, and how they, along with hormones, work together for reproduction.</li> </ul> <p>Appendix Documents: <a href="#">Male Reproductive System</a>; <a href="#">Female Reproductive System</a></p>	Investigation  Nonlinguistic Representation	B  Critical Thinking
3, 4	<b>NHES 1.12.1</b>	<p>4. Activity: Contraceptive Research</p> <p>Students will complete a Jigsaw activity over types of contraceptives. They will be in groups of 6 for this activity. After students have researched their assigned contraceptive, they will share information with their group.</p> <p>Once information has been shared with the groups, students will create charts to show the key facts from each type of contraceptive. Key facts they should include are:</p> <p>Optimal effective rates Real life effective rates</p> <ul style="list-style-type: none"> <li>Objective: Students will explain how contraceptive methods prevent pregnancy, and identify advantages and disadvantages of different methods of contraceptives.</li> </ul> <p>Appendix Document: <a href="#">Contraception Research</a></p>	Cooperative Learning	B  Collaboration

**UNIT RESOURCES**

**Teacher Resources:**

- Kidshealth.org

**Student Resources:**

- Kidshealth.org

**Vocabulary:**

Male Reproductive System- The system that includes, but is not limited to: penis, testes, vas deferens, prostate gland, cowper's gland, seminal vesicles, urethra, epididimis, scrotum, sperm, semen and testosterone.

Female Reproductive System- The system that includes, but is not limited to egg/ova/ovum, ovary, fallopian tubes, uterus, endometrium, vagina, urethra, progesterone and estrogen.

Sexually Transmitted Diseases- Disease or infection that can be transmitted through sexual contact.

Viral STDs- STDs that cannot be cured; diseases that stay in the body but their symptoms can be treated.

Bacterial STDs- STDs that can be cured with antibiotics.

Abstinence- Staying away from harmful behaviors.

Human Immunodeficiency Virus- HIV is a virus spread through certain body fluids that attacks the body's immune system.

Acquired Immunodeficiency Syndrome- a disease in which there is a severe loss of the body's cellular immunity, greatly lowering the resistance to infection and malignancy.

Toxic Shock Syndrome- is a sudden, potentially fatal condition caused by the release of poisonous substances from an overgrowth of bacteria called Staphylococcus aureus.

Pap Smear Test- a test carried out on a sample of cells from the cervix to check for abnormalities that may be indicative of cervical cancer.

Breast Examination- screening method used in an attempt to detect early breast cancer.

Testicular Examination- medical practice by which external feeling of the testicles can act as a first warning for testicular cancer.

Chlamydia- bacterial infection that's easily cured with antibiotic medicine that is spread through vaginal, anal, and oral sex.

Gonorrhea- bacterial infection that's easily cured with antibiotic medicine that is spread through vaginal, anal, and oral sex.

Human Papillomavirus- Viral infection that cannot be cured; it is spread through vaginal, anal, and oral sex.

Genital Warts- Viral infection that cannot be cured; it is spread through vaginal, anal, and oral sex.

Syphilis- a chronic bacterial disease that is contracted chiefly by infection during sexual intercourse, but also congenitally by infection of a developing fetus.

Sexual Fidelity- The condition or behavior of engaging in sex only with one's spouse or only with one's partner in a sexual relationship.  
Condom- a thin rubber sheath worn on a man's penis during sexual intercourse as a contraceptive or as a protection against infection.  
Contraceptives- a device or drug serving to prevent pregnancy.

## Unit 5: Mental Health

<b>Content Area: Health/PE</b>	<b>Course: 9th Grade Health</b>	<b>UNIT: Mental Health</b>
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<b>Unit Description:</b> This unit will address the current realities of mental health. Students will learn common mental disorders such as- depression, anxiety disorders, attention deficit disorder, obsessive-compulsive, and bipolar. They will be able to identify warning signs and know how to find reliable resources for treatment. Students will also be informed about the effects of trauma on their overall well-being and treatment plans for dealing with difficult life events.	<b>Unit Timeline: 4 Weeks</b>
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### DESIRED Results

**Transfer Goal - *Students will be able to independently use their learning to.....***

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

**Understandings – *Students will understand that... (Big Ideas)***

1. The number of students affected by a mental health disorder continues to rise every year.
2. Help is available for all mental health disorders.
3. Stress management techniques can reduce the negative effects on the body.
4. Warning signs of suicide or self-harm should not be ignored; students need to ACT.
5. Trauma can affect all sides of the health triangle.

**Essential Questions: *Students will keep considering...***

- What are ways, other than medicine, that can provide treatment for mental health?

- How can I find accurate statistics on mental health?
- How can the families of someone struggling with mental health be affected?
- How can I reduce anxiety in my life?
- What are possible consequences of unresolved trauma?

Students will know/understand ...	Students Will Be Able to ...	Standard
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy and unhealthy behaviors</b></li> <li>• <b>Aspects of the health continuum</b></li> <li>• <b>Identify where their current health lies on the health continuum.</b></li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• <b>How healthy or unhealthy behaviors affect health status.</b></li> </ul>	<p><b>Predict how healthy behaviors can affect health status.</b></p>	<p><b>NHES 1.12.1</b></p>
<p>Student will know:</p> <ul style="list-style-type: none"> <li>• How to identify family norms</li> <li>• Morals</li> <li>• Values</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Purpose of family norms</li> <li>• The effects of family behavior on all members of the family.</li> </ul>	<p>Analyze how the culture supports and challenges health beliefs, practices and behaviors.</p>	<p>NHES 2.12.1</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Different types of technology and how they can affect the 4 health dimensions.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How technology can improve or hinder our standard of living.</li> </ul>	<p>Evaluate the impact of technology on personal, family and community health.</p>	<p>NHES 2.12.6</p>

<ul style="list-style-type: none"> <li>• How technology can lead to positive or negative changes within the health dimensions.</li> </ul>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Warning signs for serious physical health problems (heart attack, stroke, etc.).</li> <li>• Warning signs for mental health issues (depression, suicidal ideation, etc.).</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How to find and utilize resources when faced with a physical or mental health issue.</li> <li>• Proper steps to take in a health emergency.</li> </ul>	<p>Determine when professional health services may be required.</p>	<p>NHES 3.12.4</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Interpersonal conflicts</li> <li>• Steps to resolving conflicts</li> <li>• Characteristics of healthy and unhealthy relationships.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Why it is important to resolve conflicts within a relationship in a positive manner.</li> <li>• How to resolve conflicts within a relationship in a positive manner.</li> <li>• How to identify steps of an unhealthy or abusive relationship.</li> </ul>	<p>Demonstrate refusal, negotiations and collaboration skills to enhance health and avoid or reduce health risks.</p>	<p>NHES 4.12.2</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Steps in the decision making process: <ul style="list-style-type: none"> <li>○ Define the problem</li> <li>○ Establish criteria</li> <li>○ Consider alternatives</li> <li>○ Identify best alternative</li> <li>○ Develop and implement plan of action</li> <li>○ Evaluate and monitor results</li> </ul> </li> </ul>	<p>Determine the value of applying a thoughtful decision making process in health related situations.</p>	<p>NHES 5.12.2</p>

<p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Importance of the decision making process and how it can affect their health status.</li> </ul>		
<p>Students will know:</p> <p>Examples of common health related issues:</p> <ul style="list-style-type: none"> <li>● Physical issues</li> <li>● Mental issues</li> <li>● Emotional issues</li> <li>● Social issues</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How these health related issues can affect overall health.</li> </ul>	<p>Generate alternatives to health-related issues or problems.</p>	<p>NHES 5.12.4</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Personal health practices</li> <li>● Health status</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How personal health practices affect your overall health and wellness.</li> </ul>	<p>Assess personal health practices and overall health status.</p>	<p>NHES 6.12.1</p>
	<p><b>Technology Standards</b></p>	
	<p>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.</p>	<p>ISTE 1</p>
	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>	<p>ISTE 3</p>
	<p>Students communicate clearly and express themselves</p>	<p>ISTE 6</p>

creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate for their goals.

## Unit 5: Assessment

### EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1, 2, 4</p>	<p><u>Standards</u></p> <p><b>NHES 1.12.1</b> NHES 3.12.4</p>	<p><b><u>Unit Performance Assessment:</u></b></p> <p><b>Description of Assessment Performance Task(s):</b></p> <p>Students as peer advocates will work collaboratively with classmates to create action plans and advocacy projects that will help characters in a given scenario, and effectively seek help for mental, emotional and physical challenges/issues. The goal is to develop effective advocacy skills and utilize credible resources by creating a plan that advocates for the student in the chosen scenario.</p> <p>Based on a scenario, the student will produce an action plan that:</p> <ol style="list-style-type: none"> <li>1. Analyzes the mental health of the individuals in the scenario.</li> <li>2. Evaluate resources available for the individuals in the scenario to seek support.</li> <li>3. Outline Action Steps to advocate for themselves and/others to effectively seek help for mental, emotional and physical challenges/issues.</li> <li>4. Present your Action Plan using a PowerPoint, Google slides, Prezi, 90-second video, written speech or letter, website, MovieMaker or iMovie, pamphlet or Glogster, etc.</li> </ol> <p><b>Teacher will assess:</b></p> <p>The student gave thorough and accurate information regarding the mental health concern of the individual in the scenario, and discussed the potential long-term effects of the behaviors noted.</p> <p>Provide credible sources that offer help and support for those struggling with mental health issues.</p>	<p><b><u>R/R Quadrant</u></b> <b><u>21 Century</u></b></p> <p>D</p> <p>Creativity</p> <p>Critical thinking</p>
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		<p>Develop concrete action steps for themselves or someone else to be an advocate for someone struggling with mental health issues. Compile the information into a clear, concise presentation using Prezi, Slides, MovieMaker, or some digital media program.</p> <p><b>Performance:</b> <b>Mastery:</b> Score a 3 or higher on each criteria of the rubric</p> <p><b>Scoring Guide:</b> <a href="#">Unit Assessment</a>; <a href="#">Assessment Rubric</a></p>	
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Unit 5: Sample Activities

<b>SAMPLE LEARNING PLAN</b>
<b>Pre-assessment:</b> <a href="#">Unit 5 Pre-Assessment</a>

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2, 4, 5	<b>NHES 1.12.1</b> NHES 2.12.1 NHES 3.12.4	<p>1. Activity: Introduction to Mental Health</p> <p>Teacher will introduce the sensitive topic of mental health by using the attached powerpoint as a guide. Throughout the powerpoint, students will break into small groups for discussion over what a mental illness looks like, who is most likely to be affected by mental illness, etc. Teacher will lead discussion on the types of mental illness and give a brief example of what each looks like. The final piece will be discussing what a stigma is, common stigmas associated with mental health, and how to decrease the stigma of mental health so that more</p>	Note Taking	A  Communication

		<p>people are able to get help.</p> <ul style="list-style-type: none"> <li>Objective: Students will understand key characteristics of mental illness and will identify ways to reduce stigma within mental health field. Appendix Documents: <a href="#">Mental Health Powerpoint</a>;</li> </ul>		
1, 2, 4, 5	<b>NHES 1.12.1</b> NHES 3.12.4	<p>2. Activity: How to get help for Mental Health</p> <p>CHAD's Coalition, a regional partner in mental health. that focuses on mental health identification and suicide prevention, will come for a one day presentation on how students can help themselves and their family and peers identify and seek treatment for mental illness. They use the ACT System- Acknowledge, Care and Tell.</p> <p>CHAD's Mission: Eliminate the stigma associated with mental illness and suicide of young people through educational programs and resources with openness and compassion.</p> <ul style="list-style-type: none"> <li>Objective: Students will be able to identify the signs of common mental illnesses and seek appropriate help for themselves or others suffering from a mental illness. Students will understand how to break down stigmas surrounding mental health, and have compassion and empathy for those suffering. Appendix Documents: Provided by CHAD's Coalition</li> </ul>	Cooperative Learning	B Communication  Critical thinking
3	NHES 7.12.1	<p>3. Activity: Empathy Restorative Circles</p> <p>When we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing and are less likely to tease or bully them. By learning to be more conscious of other people's feelings, we can create a more accepting and respectful school community.</p>	Cooperative Learning  Nonlinguistic Representation	B, C  Collaboration Communication

		<p>Teacher will facilitate this restorative circle activity in order to help students understand the challenges each person in the class faces, and how others may be struggling with the same things they are.</p> <ul style="list-style-type: none"> <li>Objective: Students will understand that everyone faces struggles in their life, and that a supportive environment can help themselves and their peers overcome these struggles. Appendix Documents: <a href="#">Empathy Restorative Circles</a></li> </ul>		
3	NHES 6.12.1	<p>4. Activity: Coping Skills and Self-Relaxation *2 day activity. On day one, students will use the attached Coping document to study two articles, converse with their classmates, and take a reflective look at their personal life and develop some basic ways to cope with stress. Students will read Article 1 and answer the 5 questions. They will then find a sharing partner and discuss their thoughts and reflections. They will do the same for article 2 and will share with a different partner.</p> <p>After sharing, students will read the final article and will then complete the Personal Stress Plan.</p> <p>On Day two, teacher will lead the group in a Progressive Muscle Relaxation Activity, giving them a concrete example of positive ways to deal with stress.</p> <ul style="list-style-type: none"> <li>Objective: Students will identify things in their life that cause them stress, and will develop an action plan on how to positively deal with those stressors. Appendix Documents: <a href="#">Coping</a></li> </ul>	<p>Kinesthetic Movement</p> <p>Providing Feedback</p>	<p>B</p> <p>Critical Thinking</p> <p>Communication</p>

Unit 5: Resources

**UNIT RESOURCES**

**Teacher Resources:**

- CHAD's Coalition
- Restorative Practice Resources

**Student Resources:**

- CHAD's Coalition

**Vocabulary:**

Mental Illness- a disease of the mind.

Stigma- mark or sign of disgrace or discredit.

Mood disorders- psychological disorder characterized by elevation or lowering of a person's mood, such as depression or bipolar.

Personality disorder- any group of mental disorders characterized by permanent disposition to behave in ways causing suffering to oneself or others.

Anxiety disorder- a cover term for a variety of mental disorders in which severe anxiety is the core symptom.

Psychiatric Condition- any pattern of psychological or behavioral symptoms that causes an individual significant distress, impairs their ability to function in life, and/or significantly increases their risk of death, pain, disability or loss of freedom.

Psychotic Disorders- severe mental disorders that cause abnormal thinking and perception.

Detachment disorder- a condition in which a person has difficulty forming relationships.

Psychotherapy- treatment of mental disorder by psychological rather than medical means.

Antidepressant- a psychiatric medication used to alleviate mood disorders such as major depression and anxiety disorders.

Anti-psychotic- a drug used to treat psychotic symptoms, such as delusions or hallucinations.

Anti-anxiety medication- medicines that calm and relax people with excessive anxiety.

Benzodiazepines- medicines that help relieve nervousness, tension, and other symptoms by slowing the central nervous system.

Beta blockers- medicines that affect body's response to certain nerve impulses.

Group therapy- a form of psychotherapy in which a group of patients meet to describe and discuss their problems under the supervision of a therapist.

Cognitive Behavior Therapy- psychotherapeutic approach that aims to solve problems concerning dysfunctional emotions, behaviors, and cognitions through a goal-oriented, systemic procedure.

## Unit 6: Tobacco/Alcohol/Drugs

<b>Content Area: Health/PE</b>	<b>Course: 9th Grade Health</b>	<b>UNIT: Tobacco/Alcohol/Drugs</b>
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<p><b>Unit Description:</b> This unit covers the short and long-term effects of drug use. Students will learn about different categories of drugs and how they affect the body differently. Alcohol, tobacco, marijuana, heroin, and others will be discussed and researched. Students will be able to find credible information and be able to identify warning signs of abuse.</p>	<p><b>Unit Timeline:</b> 4 weeks</p>
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### DESIRED Results

**Transfer Goal - *Students will be able to independently use their learning to.....***

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

**Understandings – *Students will understand that... (Big Ideas)***

1. Use of nicotine products (cigarettes, e-cigarettes) can have negative short-term and long-term effects.
2. It is important to distinguish between credible and non credible sources when researching information on alcohol and drugs.
3. The cycle of addiction is real and it can be destructive to one’s life and relationships.
4. Alcohol is the most widely used gateway drug that leads to the use of more dangerous drugs.
5. It is important to distinguish between credible and non credible sources when researching current health topics.

**Essential Questions: *Students will keep considering...***

- How can e-cigarettes affect overall long term health?
- How can drugs negatively affect my decision making skills?
- How can drugs negatively affect the family of those using?
- How can I identify warning signs of addiction?
- How can I identify appropriate resources for drug treatment?

Students will know/understand ...	Students Will Be Able to ...	Standard
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● <b>Healthy and unhealthy behaviors</b></li> <li>● <b>Aspects of the health continuum</b></li> <li>● <b>Identify where their current health lies on the health continuum.</b></li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>● <b>How healthy or unhealthy behaviors affect health status.</b></li> </ul>	<p><b>Predict how healthy behaviors can affect health status.</b></p>	<p><b>NHES 1.12.1</b></p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● How to classify the risk level of a behavior.</li> <li>● How to identify risky behaviors.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How high risk behavior can have a negative impact on one's health.</li> </ul>	<p>Propose ways to reduce or prevent injuries and health problems.</p> <p>Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>	<p>NHES 1.12.5 NHES 2.12.9</p>
<p>Student will know:</p> <ul style="list-style-type: none"> <li>● How to identify family norms.</li> <li>● Morals</li> <li>● Values</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Purpose of family norms</li> <li>● The effects of family behavior on all members of the family.</li> </ul>	<p>Analyze how family influences the health of individuals.</p>	<p>NHES 2.12.1</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● What peer pressure is.</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● How to distinguish between positive and negative</li> </ul>	<p>Analyze how peers influence healthy and unhealthy behaviors.</p>	<p>NHES 2.12.3</p>

<p>peer pressure.</p> <ul style="list-style-type: none"> <li>• The effects of positive and negative peer pressure on one's behavior.</li> </ul>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Steps in the decision making process</li> <li>• Define the problem</li> <li>• Establish criteria</li> <li>• Consider alternatives</li> <li>• Identify best alternative</li> <li>• Develop and implement plan of action</li> <li>• Evaluate and monitor results</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Importance of the decision making process and how it can affect their health status.</li> </ul>	<p>Determine the value of applying a thoughtful decision making process in health related situations.</p>	<p>NHES 5.12.2</p>
<p>Students will know:</p> <p>Examples of common health related issues</p> <ul style="list-style-type: none"> <li>• Physical issues</li> <li>• Mental issues</li> <li>• Emotional issues</li> <li>• Social issues</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How these health related issues can affect overall health.</li> </ul>	<p>Generate alternatives to health-related issues or problems.</p>	<p>NHES 5.12.4</p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Personal health practices</li> <li>• Health status</li> </ul> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How personal health practices affect your overall health and wellness.</li> </ul>	<p>Assess personal health practices and overall health status.</p>	<p>NHES 6.12.1</p>

## Unit 6: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1-3	<b>NHES 1.12.1</b> NHES 5.12.4	<p><b>Description of Assessment Performance Task(s):</b>            As a group you will be given a specific drug to research. Your job is to research your drug and present it to the class. You will present your “DRUG” with a Powerpoint presentation/ google slides presentation. There will be <u>NO</u> use of drug paraphernalia or drug products in <u>any way</u> during this project. If you should have any questions regarding the content of your project, ask first!</p> <p>Information about what should be included in the presentation is on the attached sheet.</p> <p><b>Teacher will assess:</b>            Information provided about the drug is factual and comes from a reputable source.            Information regarding signs/symptoms of use, treatment and prevention are correct, thorough and from a reputable source.            Information is presented in a clear and concise manner.</p> <p><b>Performance:</b>  <b>Mastery:</b>  <i>Students will show that they really understand when they...</i>            Score 3 or higher on each area of the rubric</p> <p><b>Scoring Guide:</b>            See Appendix: <a href="#">Scoring Guide</a>; <a href="#">Drug Project</a></p>	<b>21 Century</b>  C  Creativity  Collaboration

## Unit 6: Sample Activities

### SAMPLE LEARNING PLAN



Pre-assessment: [Unit 6 Pre-Assessment](#)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
3	<p><b>NHES 1.12.1</b>  <b>NHES 2.12.1</b>  <b>NHES 6.12.1</b></p>	<p>1. Activity: How addiction hijacks the brain</p> <p>Teacher will utilize the attached Powerpoint to introduce the topic of addiction.</p> <p>Teacher will start by showing a slide of photos of young people and asking what they all have in common. The next slide shows the students- all graduates of their school- who have died from a drug or alcohol overdose. (Teacher could also choose to do celebrities- but it should be people that the students are familiar with.)</p> <p>Brainstorm: What are the top drugs used in Missouri? Why do you think people experiment with drugs? Why do you think that some young people go from experimentation and social use to more serious drug dependency, which eventually results in addiction, or a psychological dependence on a given drug?</p> <p>Teacher will use slides 8-12 to explain the definition of addiction and the cycle of addiction.</p> <p>Students will then work in pairs or small groups, read the scenarios and answer the prompts. The prompts are “What student is more likely to become involved with drugs and/or alcohol? How do their friends affect this? What role does their family play?”</p> <p>Class will watch a video titled “How Addiction Hijacks the Brain.” This will discuss the physiological aspect of addiction.</p>	<p>Cooperative Learning</p> <p>Investigation</p> <p>Note Taking</p>	<p>B</p> <p>Communication</p> <p>Critical Thinking</p>

		<p>After completing the scenarios, students will complete an exit slip asking “have your views on addiction changed?” To encourage honest reflection, teachers should instruct the students to not include their name on the paper.</p> <p>The next day, students will create a poster with the cycle of addiction. They will create some type of visual for each piece of the cycle. This could be something they draw by hand, create via computer, or pull from a magazine/newspaper.</p> <ul style="list-style-type: none"> <li>Objective: Students will identify the most commonly used drugs in Missouri, examine the cycle of addiction to drugs, and what can be done to prevent it.</li> </ul> <p>Appendix Documents: <a href="#">Addiction</a>; <a href="#">Cycle of Addiction Scenarios</a></p>		
1	NHES 1.12.5 NHES 2.12.9	<p>2. Activity: Short and Long term effects of smoking (straw activity)</p> <p>Students will answer the bellringer: Why would anyone start or continue to smoke with so much knowledge and proof of the long-term effects?</p> <p>Students will work in pairs doing research on the effects of tobacco. One will research the short term, the other the long term, then they will share their findings.</p> <p>Students will watch the video “I Can’t Breathe- A Smoker’s Story”</p> <p>Teacher will pass out two straw sections to students. One should be a normal size straw, the other a coffee stirrer straw. The regular straw will be used for the “bronchitis” simulation, and the coffee straw will be used for the “emphysema” simulation.</p> <p>Teacher will instruct the students to take the larger straw, place in their mouth, and breathe only through the straw. Students will walk for 1 minute, breathing only through the straw. After completion, students will have a short discussion with their partner over what it was like to breathe with bronchitis. Students will then complete the same walking with the small straw, and will discuss with the partner what it felt like to breathe with emphysema.</p>	Kinesthetic Movement	B  Communication

		<p>Note: If stairs are located close to the room, have students safely walk up and down stairs. If not, walk around the outside of rooms, or just up and down a hall. Remind students that if they start to feel light-headed at all, to step to the side, stop walking and breathe normally.</p> <ul style="list-style-type: none"> <li>Objective: Students will identify the short and long term effects of smoking by feeling what it is like to have bronchitis and emphysema. Appendix Documents: <a href="#">Long and Short Term Effects</a>; <a href="#">I Can't Breathe- A Smoker's Story</a></li> </ul>		
1-4	<p><b>NHES 1.12.1</b> NHES 1.12.5 NHES 2.12.9</p>	<p>3. Activity: NCADA</p> <p>The National Council for Alcoholism and Drug Abuse is a national organization that focuses on teaching young people the skills needed to avoid drugs and alcohol and have been developing youth programs since the 1960s. Our district works with the St. Louis chapter of the NCADA to provide expert training in this area. The organization will present for four days throughout this unit and will cover topics of:</p> <ul style="list-style-type: none"> <li>-Alcohol</li> <li>-Tobacco/Juuling</li> <li>-Marijuana</li> <li>-Heroin and prescription drugs</li> </ul> <p>Mission Statement: NCADA works to reduce or prevent the harms of alcohol and other drug use through education, intervention and advocacy.</p> <ul style="list-style-type: none"> <li>Objective: Students will understand the physical effects that using alcohol, tobacco, or drugs can have on their body, the effects it can have on their social and emotional health, and learn valuable skills in maintaining a drug free lifestyle. Appendix Documents: Provided by NCADA</li> </ul>	Nonlinguistic Representation	<p>B</p> <p>Critical Thinking</p> <p>Communication</p>

Unit 6: Resources

**UNIT RESOURCES**

**Teacher Resources:**

- NCADA

**Student Resources:**

- NCADA

**Vocabulary:**

Addiction - obsessive thinking and compulsive need for drugs, alcohol, food, or anything despite the resulting negative consequences.

Nicotine - the addictive drug found in tobacco leaves.

Electronic Cigarette - device containing a nicotine-based liquid that is vaporized and inhaled, used to simulate the experience of smoking tobacco.

Bronchitis - occurs when the cilia in the bronchi gets so damaged they are useless.

Emphysema - a disease that destroys the tiny air sacs in the lungs.

Binge Drinking - Periodic excessive drinking.

Tolerance - Having to take/drink more and more in order to produce the same effect.

Synergistic Effect - Taking 2 or more drugs at the same time.

Cirrhosis- a build up of scar tissue.

Hepatitis– inflammation or infection of liver.

Fatty Liver- Fat builds up in the liver and cannot be broke down.

Stimulants -Drugs that speed up the Central Nervous System.

Depressants - Drugs that slow down the Central Nervous System.

Hallucinogens - These substances produce changes in perception, visual illusions and alteration of the senses.

Opioids- Drugs that produce euphoria and a sense of well being - in effect, blocking out pain and problems.

Synthetic Drugs- Chemical substances produced artificially in a laboratory.

Natural Drugs- Drugs that occur naturally, taking the form of extracts from plants, animals or minerals.