

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health 9

Grade Level: 9

Date of Board Approval: _____2018_____

Planned Instruction

Title of Planned Instruction: Health 9

Subject Area: Health

Grade(s):9

Course Description:

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

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

Curriculum Writing Committee: J. Marchetti; H. Holdredge

Curriculum Map

Marking Period One -Overview with time range in days: 45 days

Marking Period One -Goals:

Understanding of:

- Communication Skills
- Types of Communication
- Peer Mediation
- Anger Management
- Decision Making
- Assertive Behaviors
- Online Safety
- Preventing Self Harm
- Nutrition
- OTC and Rx Drug Abuse
- Illicit and Illegal Drug Use
- Healthy Relationships
- Male and Female Reproductive Systems
- Puberty
- Pregnancy
- Fetal Development
- Sexually Transmitted Infections

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UNIT: Violence and Drug Prevention Education

Big Idea # 1: Incorporating communication and decision making skills into daily life.

Essential Questions:

- How can effective communication help me to be successful?
- What are the steps in the decision making process?

Concepts:

- Effective communication skills can enhance personal relationships and diffuse conflict.
- Using the steps of the decision making process can help to analyze thoughts and make good choices.

Competencies:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze and apply a decision-making process to adolescent health and safety issues.
- Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

Big Idea #2: Using the Internet in a safe and responsible manner.

Essential Questions:

- Does my online image match my future goals?
- What are the consequences of sharing information online?

Concepts:

- Information that is posted online can significantly affect your future.
- There are many laws that can impact what and how you share things online.
- Things that are shared online can impact your health and wellness as well as the health and wellness of others.

Competencies:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze and apply a decision-making process to adolescent health and safety issues.

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UNIT: Nutrition

Big Idea #1: Caloric Needs

Essential Questions:

- What are the Dietary Guidelines for Americans?
- What are the major factors influencing my food choices?
- What is energy balance and why is it a health concern?

Concepts:

- A calorie is a unit of energy.
- Body weight is affected by caloric consumption.
- Foods that have the same caloric value can have very different nutritional components.

Competencies:

- Analyze the energy requirements, nutrient requirements, and body composition for individuals at various stages of life.
- Hypothesize the effectiveness of the use of meal management principles.
- Analyze factors that impact nutritional choices of adolescents.

Big Idea #2: Nutrition Related Illness

Essential Questions:

- What are the benefits of eating meals at home?
- What common chronic diseases are related to diet?
- How can fat in our diet increase or decrease heart disease risk?

Concepts:

- Preparing nutritious meals at home is economical.
- Diet is directly related to several chronic diseases including diabetes and heart disease.
- There are several types of eating disorders that are classified as mental and physical addictions.

Competencies:

- Analyze the impact of food addictions and eating disorders on health.
- Analyze the relationship between diet and disease risk factors.
- Analyze the interdependence existing between the body systems.

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UNIT: Growth and Development

Big Idea #1: Understanding the male and female reproductive systems.

Essential Questions:

- What are the functions of the parts of the male and female reproductive system?
- What is puberty and how does it affect the body?

Concepts:

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

Competencies:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze the interdependence existing among the body systems.

Big Idea #2: There are many consequences of sexual intercourse.

Essential Questions:

- What happens in a women’s body during pregnancy?
- What are the stages of fetal development?
- What are sexually transmitted infections and how can they affect health?

Concepts:

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

Competencies:

- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze the interdependence existing among the body systems.
- Analyze and apply a decision-making process to adolescent health and safety issues.

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Curriculum Plan

Unit: Violence and Drug Prevention Education

Time Range in Days: 18 days

Standard(s):

Pennsylvania Academic Standards for Health Physical Education and Safety
National Health Education Standards

Standards Addressed:

PA Academic Standards:

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

Healthful Living: 10.2.9C, 10.2.9D

Safety and Injury Prevention: 10.3.9A, 10.3.9C

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

Overview:

This unit will include information on communication skills, decision making skills, communication, peer mediation, anger management, assertive behaviors, online safety, over the counter and prescription drug abuse, and illicit and illegal drug use.

Focus Question(s):

- How does using the above skills help prevent violence?
- How does using the above skills prevent drug use?

Goals: To execute the following skills: Analyze factors that impact growth and development between adolescence and adulthood; Analyze prevention and intervention strategies in relation to adolescent and adult drug use ; Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention; Analyze media health and safety messages and describe their impact on personal health and safety; Analyze and apply a decision-making process to adolescent health and safety issues; Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community; Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

Objectives:

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

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9) The students will analyze the effects of drug use on personal health. (DOK 4)

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

- 1) Participate in verbal and non-verbal communication activities.
- 2) Participate in active listening activities.
- 3) Describe and demonstrate healthy ways to manage anger.
- 4) Role play a peer mediation session.
- 5) Analyze warning signs of suicide.
- 6) Brainstorm ways to deal with cyber bullying.
- 7) Identify assertive, passive, aggressive, and passive-aggressive behaviors.
- 8) Practice using "I statements" with a partner.
- 9) Analyze and evaluate decision making scenarios.
- 10) Describe healthy and unhealthy relationships.
- 11) Define terms associated with drug use including tolerance, addiction, and withdrawal.
- 12) Analyze the media impact on drug use.
- 13) Identify reasons that some teens use drugs and list alternative choices.
- 14) Discuss the effects of drug use/abuse on future goals and health status.

Assessments:

Diagnostic: Pre-Test, Classroom and homework assignments

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

Summative: Written Test

Extensions:

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

Correctives:

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

Materials and Resources:

- 1) Too Good for Drugs and Violence Curriculum, Mendez Foundation 2016

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Unit: Nutrition

Time Range in Days: 7 days

Standards:

Pennsylvania Academic Standards for Health, Physical Education, and Safety

Pennsylvania Academic Standards for Family and Consumer Science

Standards Addressed:

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

Healthful Living: 10.2.9B, 10.2.9D

Financial and Resource Management: 11.1.9B

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

Overview:

Students will learn about human nutritional needs, the food groups, the nutritional benefits of various foods, USDA Food Pyramid guidelines, how food is produced, and health problems associated with poor nutrition. Students will analyze the budgetary needs of planning healthy meals.

Focus Questions:

- What are the nutritional needs of adolescents and adults?
- How does nutrition affect health status?

Goals: To execute the following skills: Analyze factors that impact growth and development between adolescence and adulthood; Analyze the interdependence existing among the body systems; Analyze factors that impact nutritional choices of adolescents; Analyze the relationship between health-related information and adolescent consumer choices; Analyze media health and safety messages and describe their impact on personal health and safety; Explain the responsibilities associated with managing personal finance; Explain how scientific and technological advances enhance our food supply; Analyze the impact of food addictions and eating disorders on health; Analyze the relationship between diet and disease/risk factors for disease; Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of life; Hypothesize the effectiveness of the use of meal management principles; Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Objectives:

- 1) The students will identify the Dietary Guidelines for Americans. (DOK 1)
- 2) The students will formulate caloric needs of adolescents. (DOK 3)
- 3) The students will define energy balance. (DOK 1)
- 4) The students will create a weekly meal plan based on nutritional needs. (DOK 4)
- 5) The students will formulate the cost of the weekly meal plan. (DOK 3)

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6) The students will analyze nutrition related disease. (DOK 4)

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

1. Research the Dietary Guidelines for Americans.
2. Calculate the caloric needs of people at various stages of life.
3. Define and demonstrate the energy balance and how it relates to body weight.
4. Define body composition.
5. Given scenarios, build weekly meal plans.
6. Compare the cost of nutritious meals versus convenience meals.
7. Research nutrition related illness and risk factors.

Assessments:

Diagnostic: Classroom and homework assignments

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

Summative: Written Test, Projects

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

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

Materials and Resources:

Food Inc., 2008

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Unit: Growth and Development

Time Range in Days: 15

Standards:

Pennsylvania Academic Standards for Health, Physical Education, and Safety

Standards Addressed:

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

Healthful Living: 10.2.9C, 10.2.9D

Overview: This unit will focus on defining the parts of the male and female reproductive system and their functions. It will analyze the effects of hormones on the body during puberty and pregnancy. Students will discuss the stages of fetal development and the changes that occur in the mother's body. Students will apply the decision making process to the consequences of sexual intercourse. Students will research sexually transmitted infections and their impact on the body.

Focus Questions:

- How does the reproductive system function?
- What are the effects of puberty?
- What are the consequences of sexual intercourse?

Goals: To execute the following skills: Analyze factors that impact growth and development between adolescence and adulthood; Analyze the interdependence existing among the body systems; Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention; Analyze media health and safety messages and describe their impact on personal health and safety; Analyze and apply a decision-making process to adolescent health and safety issues.

Objectives:

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

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

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- 1) Compare male and female reproductive systems with the use of diagrams.
- 2) Discuss the effects of hormones on the body during puberty.
- 3) View the video “Teen Dreams” (puberty).
- 4) Discuss the stages of fetal development and the effects on the mother’s body.
- 5) View “Body Snatchers” or National Geographic’s “Fetal Development” video (pregnancy).
- 6) View “I Should Have Waited” video and complete worksheet.
- 7) Analyze decisions made in the video “I Should Have Waited” and the possible consequences of these decisions.
- 8) Research an STI and present the finding to their classmates.
- 9) View STI video and complete the worksheet.
- 10) Discuss the benefits of Abstinence.

Assessments:

Diagnostic: Classroom and homework assignments

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

Summative: Written Test, Projects

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

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

Materials and Resources:

Videos and materials from Human Relations Media (“I Should Have Waited”) , Discovery Channel (“Body Snatchers” and “Teen Dreams”), and National Geographic (“Fetal Development”).

Too Good for Drugs and Violence (Mendez Foundation)

APPENDIX

To view the standards visit

www.pdesas.org/standard