

## HEALTH

**LENGTH OF TIME:** 1 semester

**GRADE LEVEL:** 9-10

### DESCRIPTION OF COURSE:

This is the 9<sup>th</sup> and 10<sup>th</sup> grade level Health course. 9<sup>th</sup> and 10<sup>th</sup> graders are scheduled for three periods of health in a six-day cycle. We may have a few 11<sup>th</sup> and 12<sup>th</sup> graders take the course depending on scheduling. This course also offers an online option. This course will provide students with the knowledge, skills, and ability to live a healthy lifestyle. Students will gain a better understanding of how to develop into a physically, mentally, and emotionally healthy person. Our main objective is for the students to be able to apply this learned information to their everyday lives. Throughout the duration of this course we will cover numerous health topics, such as nutrition/fitness, drugs/alcohol/tobacco, human sexuality, and mental/emotional health.

### COURSE STANDARDS:

Students will:

1. Receive instruction to enhance their existing knowledge in the areas of HIV/AIDS, drugs, alcohol and tobacco. (NHS 1-8; PA Std 10.1.12 a, d, e)
2. Recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life. (NHS 1-3, 5, 6, 7; PA Std 10.1.12 a, b, c)
3. Develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations. (NHS 1, 2, 3, 5, 6, 7, 8; PA Std 10.1.12 a, b; 10.2.12 a, b; 10.3.12 b)
4. Demonstrate their knowledge of the benefits associated with physical fitness and good personal health habits including health promotion and disease prevention. (NHS 1-4, 6, 7; NPES 1-7; PA Std 10.3.12 d; 10.1.12 a, b, c, d, e; 10.2.12 a, b, c, d, e)
5. Explore marriage and parenthood options in today's society. (NHS 4-8; PA Std 10.1.12 a)
6. Be able to understand death as part of the life cycle. (NHS 5, 7; PA Std 10.1.12 b; 10.3.12 a)
7. Recognize effective communication and conflict resolution skills. (NHS 4-7; PA Std 10.3.12 a, c)

### NATIONAL HEALTH STANDARDS

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

## **PENNSYLVANIA STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION:**

### **Standard Area- 10.1 Concepts of Health**

- A. Stages of Growth and Development
- B. Interaction of Body Systems
- C. Nutrition
- D. Alcohol, Tobacco and Chemical Substances
- E. Health Problems and Disease Prevention

### **Standard Area- 10.2 Healthful Living**

- A. Health Practices, Products and Services
- B. Health Information and Consumer Choices
- C. Health Information and the Media
- D. Decision-making Skills
- E. Health and the Environment

### **Standard Area- 10.3 Safety and Injury Prevention**

- A. Safe/Unsafe Practices
- B. Emergency Responses/Injury Management
- C. Strategies to Avoid/Manage Conflict
- D. Safe Practices in Physical Activity

## **PERFORMANCE ASSESSMENTS:**

1. Students will identify the risk behaviors associated with STI's and HIV as well as demonstrate their understanding of the impact STI's have individually, as a family, and as members of the community. (Course Standard 1, 6)
2. Students will demonstrate their knowledge of alcohol, tobacco, and other drugs and develop refusal skills to resist peer pressure and make appropriate decisions. (Course Standard 1.)
3. Students will be responsible for keeping a food journal to determine appropriateness of their food choices. (Course Standard 2, 4)
4. Students will formulate an action plan for how they will continue to maintain personal fitness. (Course Standard 2, 3)

5. Students will demonstrate the choices they have and refusal skills they need to say no to risky behaviors. (Course Standard 1)
6. Students will be able to explore and indicate the behaviors that lead to healthy relationships. (Course Standard 5,7)
7. Students will explain healthy ways to manage and relieve stress. (Course Standard 4)

**TITLES OF UNITS:**

1. Nutrition and Fitness
2. Alcohol, Tobacco, and other drugs
3. Human Sexuality
4. Mental Health
5. Relationships

**SAMPLE INSTRUCTIONAL STRATEGIES:**

1. Command and task
2. Cooperative learning
3. Task sheets
4. Problem solving
5. Projects
6. Student leader (teacher task)
7. Demonstration/role play
8. Professional speakers
9. Critical thinking scenarios

**MATERIALS:**

1. Health: A Guide to Wellness, Glencoe, a division of McMillian-McGraw-Hill, 2005
2. Other health related resources (online sources, journals, videos, guest speakers)
3. Glencoe Health Textbook, Workbook, etc.
4. PSAPHERD (Health and PE Professional Organization) Workshops, Conventions, Journals, etc.
5. PE Central Website

**METHODS OF ASSISTANCE AND ENRICHMENT:**

1. Additional make-up opportunities/tutoring by teacher
2. Small group instruction for remedial work (peer-tutoring)
3. Teacher

**METHODS OF EVALUATION:**

1. Written tests/quizzes
2. Wellness projects
3. Class participation
4. In class assignments

