Grade 9 Health Education, Unit 1 of 5

Mental and Emotional Health: Taking Charge of Your Health

Overview

Overall Days: 4-5 days (1 day = 52-56 minutes)

Content to be learned

- Learn how to make healthy choices and practice healthy behaviors.
- Understand how heredity, environment, and other factors affect your health.
- Make responsible decisions.
- Learn to set goals.
- Recognize the health triangle.
- Understand how the influences of family, peers, culture, and media affect your health.
- Understand the importance of being a smart consumer.

21st Century Learning Expectations

- Read widely and critically understand a variety of texts.
- Write and speak effectively with clarity and purpose.
- Utilize a variety of methods and resources to reason and think critically.
- Creatively solve problems by acquiring and applying new knowledge.
- Demonstrate how to be a respectful, knowledgeable, healthy, and ethical member of the school and community.
- Become a flexible and collaborative learner able to work in and appreciate diverse groups, environments, and situations.

Essential questions students should be able to answer by the end of the unit

- What affects your health?
- Why are all three parts of the health triangle equally important?
- What are some risk behaviors that contribute to illness and disability?
- What are the skills necessary to manage your health throughout your life?
- What are the steps to decision making?
- How do decision making and communication skills enhance your health?
- What are ways to set goals?
- What does it mean to be a smart consumer?
Rhode Island State Standards/Instructional Outcomes

Mental and Emotional Health Instructional Outcomes

Standard 1
1.1. analyze how mental and emotional health can impact health maintenance and disease prevention. **REQUIRED TOPICS**: effect on judgment; anxiety and depression and susceptibility to disease.
1.2. describe the interrelationships of mental, emotional, social and physical throughout young adulthood. **REQUIRED TOPICS**: self-image- personal, social, ideal; personal qualities and characteristics; personal development over time; capacity and potential for personal growth and change; heredity and environment; fallacies regarding suicide; signs signaling suicide; eating disorders.
1.3. analyze the impact of emotional expression on the functioning of body systems. **REQUIRED TOPICS**: anxiety; eustress; effect on performance, concentration, etc.; depression as a common emotional response to distress; positive mental/emotional states and physical health.
1.4. analyze how the family, peers, community and environment are interrelated with mental and emotional health. **REQUIRED TOPICS**: peer pressure; violence in society.

Standard 2
2.1. analyze resources from home, school and community that provide valid mental health information. **REQUIRED TOPICS**: different types of available assistance; elements and rationale of support systems.
2.2. access school and community resources and services for personal or family problems, and for treating alcohol.
2.3. analyze situations requiring professional health services. **REQUIRED TOPICS**: seeking help in reaction to signs of suicide.

Standard 3
3.1. analyze the role of individual responsibility for healthy behaviors. **REQUIRED TOPICS**: choices and consequences; effects of emotions on behavior, judgment, and reason.
3.2. evaluate personal stress management habits to determine strategies for enhancing health and reducing risk. **REQUIRED TOPICS**: sharing and facing a crisis with others and its effect on anxiety.
3.3. analyze the short-term and long-term consequences of risky and harmful behaviors. **REQUIRED TOPICS**: personal feelings and attitudes about suicide; dealing with depression and/or anxiety.
3.4. outline strategies for dealing with mental and emotional health emergencies and crises, including suicide.
3.5. research and evaluate strategies to manage stress in individuals.

Standard 4
4.1. analyze how cultural diversity enriches and challenges appropriate emotional expression. **REQUIRED TOPICS**: cultural experiences, attitudes and practices.
4.2. evaluate the effect of media and other factors on personal, family and community expressional of emotions
4.3. analyze how information from the community, peers and others influences behaviors in response to emotions. **REQUIRED TOPICS**: dealing with conflict; complex emotions.

Standard 5
5.1. apply skills for communicating effectively with the family, peers and others. **REQUIRED TOPICS**: assertive behavior; listening skills; “befriending” skills to prevent suicide.
5.2. analyze how interpersonal communication effects relationships. **REQUIRED TOPIC**: conflict resolution.
5.3. use healthy ways to express needs, wants and feelings.
5.4. communicate care, consideration and respect of self and others.
5.5. apply strategies for solving interpersonal conflicts without harming self or others.
5.6. apply refusal, negotiation; limit setting and collaboration skills needed to avoid potentially harmful situations.
5.7. analyze the possible causes of conflict in schools, families and communities.
5.8. apply healthy strategies used to prevent conflict.

Standard 6
6.1. analyze the ability to use different strategies when making decisions related to mental and emotional health needs. REQUIRED TOPICS: substance use; coping with stress; relationships; seeking help.
6.2. analyze mental health concerns that require individuals to work together. REQUIRED TOPICS: suicide prevention; eating disorders; depression.
6.3. predict immediate and long-term impact of emotional expression on the individual, family and community. REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life.
6.4. describe how personal health goals are influenced by changes in information, abilities, priorities, and responsibilities.
6.5. compare and contrast a variety of mental health strategies that address personal strengths, needs and risks. REQUIRED TOPICS: setting personal goals; self-contracts.

Standard 7
7.1. discuss accurate information about mental and emotional health issues, including suicide prevention and express opinions about them. REQUIRED TOPICS: effects of violence, self destructive behaviors, and misdirected emotions on individual, family and society.
7.2. design methods for accurately expressing information and ideas about mental health promotion and suicide prevention.
7.3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about mental health issues.
7.4. influence and support others in making positive health choices. REQUIRED TOPICS: avoiding substances; seeking professional help/treatment; managing stress; changing unhealthy behaviors.
7.5. work cooperatively when advocating for healthy communities. REQUIRED TOPICS: identifying community resources; laws addressing violent behaviors.

Notes
Review key concepts from grade 8.

Taught Curriculum

Learning Objectives

Students will be able to:

- Recognize that health is a balance of physical, mental/emotional, and social well-being.
- State risk behaviors that can harm your health and the health of others.
- List the decision making steps.
- Recognize health skills that help you manage your health.
- Recognize how short-term goals help you reach long-term goals.
- Demonstrate how to evaluate health information and services.

Key Concepts

- Do Now (Quick Start)
- Your Total Health

Resources

Glencoe Health Teacher’s Edition McGraw-Hill
Chapter 1
- What Affects Your Health
- Building Skills
- Make Responsible Decisions
- Goal Setting
- Being a Healthy Consumer
- Managing Consumer Problems

**Suggested Sequence**
- Lessons 1, 2 Chapter 1 combine into one lesson.
- Lessons 1, 2 Chapter 2 combine into three lessons.
- Lessons 3, 4 Chapter 2 combine into one lesson.

**Materials**
- Glencoe Health Kit
- DVDs

**Glencoe Health Teacher’s Edition McGraw-Hill**

*Chapter 2*
- Lesson 1
  o Teacher’s Edition pp. 34-39
  o Fast Files Unit 1 pp. 39-43
  o Student Activity Workbook pp. 20-21
- Lesson 2
  o Teacher’s Edition pp. 40-45
  o Fast Files Unit 1 pp. 44-47
  o Student Activity Workbook
- Lesson 3
  o Teacher’s Edition pp. 46-49
  o Fast Files Unit 1 pp. 48-52
  o Student Activity Workbook p. 28
  o Hands-On Health pp. 101-102
- Lesson 4
  o Teacher’s Edition pp. 50-53
  o Fast Files Unit 1 pp. 53-57
  o Student Activity Workbook pp. 29-31

**Additional Resources**
- Guest Speakers

**Instructional Considerations**

**Key Vocabulary**

- advertising
- consumer advocates
- chronic disease
- culture
- decision making
- environment
Teaching Strategies

**Glencoe Research-Based Instructional Strategies:**
- Practicing important tasks and skills.
- Using prior knowledge.
- Using visuals to communicate, organize, and reinforce.
- Balancing explicit and implicit instruction.
- Authentic instruction and achievement.
- Developing reading comprehension and writing skills.
- Learning by using study strategies.
- Cooperative learning opportunities.

**Characteristics of an Effective Health Education Curriculum (CDC):**
- Focuses on clear health goals and related behavioral outcomes.
- Is research-based and theory-driven.
- Addresses individual values, attitudes, and beliefs.
- Addresses individual and group norms that support health-enhancing behaviors.
- Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
- Addresses social pressures and influences.
- Builds personal competence, social competence, and self efficacy by addressing skills.
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
- Uses strategies designed to personalize information and engage students.
- Provides age-appropriate information, learning strategies, teaching methods, and materials.
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
- Provides adequate time for instruction and learning.
- Provides opportunities to reinforce skills and positive health behaviors.
- Provides opportunities to make positive connections with influential others.
- Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.

**Additional Teaching Strategies:**
- Brainstorming
- Word wall
- Journaling
- Discussions
- Role playing
- Demonstrations
- Uses concepts of differentiated instruction
Assessed Curriculum

Formative Assessments
- Fast File Chapter 1 Quizzes pp. 10, 15
- Fast File Chapter 2 Quizzes pp. 43, 47, 52, 57
- Journal Entry
- Teacher Designed Assessment
- Exit Slip

Summative Assessments
- Chapter 1 Unit Test pp. 28-30
- Alternative Assessment Strategies pp. 32TM-33TM
- Teacher Designed Assessment

Notes
Grade 9 Health Education, Unit 2 of 5

Sexuality and Family Life: Reproductive System

Overview

Overall Days: 4-5 days (1 day = 52-55 minutes)

Content to be learned
- Understand the male and female reproductive system.
- Understand the menstrual cycle.
- Evaluate ways to practice abstinence in a dating relationship.
- Demonstrate refusal skills to reinforce the decision to remain abstinent.

21st Century Learning Expectations
- Read widely and critically understand a variety of texts.
- Write and speak effectively with clarity and purpose.
- Utilize a variety of methods and resources to reason and think critically.
- Creatively solve problems by acquiring and applying new knowledge.
- Demonstrate how to be a respectful, knowledgeable, healthy, and ethical member of the school and community.
- Become a flexible and collaborative learner able to work in and appreciate diverse groups, environments, and situations.

Essential questions students should be able to answer by the end of the unit
- What is the female reproductive anatomy?
- What is the male reproductive anatomy?
- What is abstinence?
- What are some refusal skills to reinforce the decision to remain abstinent?
- What is the menstrual cycle?
Rhode Island State Standards/Instructional Outcomes

Sexuality and Family Life Instructional Outcomes

1.1. analyze how behavior can impact reproductive health maintenance. **REQUIRED TOPICS:** need for contraception during intercourse unless pregnancy is planned; advantages and disadvantages of various methods of contraception; fetal development; childbirth; role of mother, father, coach during labor and delivery; definition of legal abortion

1.2. describe the interrelationships of mental, emotional, social and physical health throughout young adulthood. **REQUIRED TOPICS:** function of sexual and reproductive anatomy; facts vs. myths; human sexual response cycle; sexual feelings and desires throughout life; role of hormones in growth and development and reproductive and sexual functioning; people with disabilities have sexual feelings, needs and desires; dating readiness and interest varies among individuals; sexual expression as an important component of individual’s sexual identity; homosexuality, heterosexuality, bisexuality and implications for sexual health, sexual activity, gender roles, etc.

1.3. analyze the impact of adolescent sexual health behaviors on the individual, families, the community and society. **REQUIRED TOPICS:** adolescent pregnancy; STDs; sexual harassment and sexual assault, relationship between sexual behaviors and sexual violence.

1.4. analyze how the family, peers, community, and environment influence the health of individuals. **REQUIRED TOPICS:** various reasons people date, such as companionship, to share an experience with someone, friendship and love.; expression of feelings, including love, is a matter of choice and should not go against personal values; parental concerns; compromising feelings; types of families; factors affecting family functioning (e.g. mobility, divorce, death); interaction of heredity, the environment and the family).

Standard 2

2.1. evaluate the validity of health information products and resources.

2.2. analyze appropriate resources from home, school and the community which can assist an individual and/or couple with issues such as sexuality, family life, feelings and/or relationships. **REQUIRED TOPICS:** sexual health and sexual identity/orientation; sexual activity, sexual health, gender role stereotyping; sexual assault and sexual harassment; finding helpful adults such as parents, teachers, guidance counselors, physicians, mental health counselors, religious leaders, gay and lesbian community resources.

2.3. access school and community resources for self and others. **REQUIRED TOPICS:** adolescents with an unplanned pregnancy should talk with their parents, religious leaders, health care providers, and/or other trusted adults.

2.4. analyze situation requiring professional services for teens. **REQUIRED TOPICS:** using health professionals (e.g. gynecologist, obstetrician, urologist, community agencies, etc.); dealing with sexual harassment, sexual assault.

Standard 3

3.1. explain the importance of assuming responsibility for personal health behaviors related to puberty and reproductive health. **REQUIRED TOPICS:** ways for males and females to maintain healthy habits during puberty; good health behaviors for a woman who is pregnant.

3.2. explain why it is important to talk with one’s partner and other trusted adults about contraception prior to deciding to use it.

3.3. analyze the short-term and long-term consequences of safe, risky and harmful behaviors. **REQUIRED TOPICS:** sexual intercourse not a way to achieve adulthood; various ways to express affection within a relationship including adolescent dating relationships; factors having an adverse effect on fetal and infant health; methods which promote fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care; proper nutrition; parental responsibility, etc.

3.4. use strategies that improve or maintain sexual health. **REQUIRED TOPICS:** importance for adolescents and adults to maintain the health of their reproductive and sexual organs (e.g. pelvic exam, BST, TSE, etc.).

3.5. develop strategies for preventing injury to self and others. **REQUIRED TOPICS:** inappropriate expectations and/or behaviors in a relationship; appropriate sexual behaviors for adolescents; coercion and emotional pressure not acceptable in a sexual relationship.
Standard 4
4.1. analyze how cultural diversity may enrich or challenge health behaviors. **REQUIRED TOPICS**: why in some cultures some assertive behaviors are considered impolite or inappropriate; beliefs about abortion and contraception are based on religious, cultural, family and societal values.
4.2. evaluate the effect of media, technology and other factors on sexuality, relationships and other aspects of personal and community health. **REQUIRED TOPICS**: media portrayal of sexuality; realistic and unrealistic images of adolescent and adult relationships; role of emotions, peers, gender roles, culture, personal choice, etc. on motivations for sexual expression.

Standard 5
5.1. demonstrate skills for communicating effectively with the family, peers and others. **REQUIRED TOPICS**: verbal and non-verbal assertiveness techniques; individuals’ right to say how they feel even if others disagree, to refuse a request, and to expect to be treated fairly and not be intimidated regarding sexuality issues.
5.2. analyze how interpersonal communication affects relationships. **REQUIRED TOPICS**: value of communication; outcomes of poor communication – confusing messages.
5.3. communicate care, consideration and respect of self and others.
5.4. use strategies that solve interpersonal conflicts without harming self or others. **REQUIRED TOPICS**: being assertive in sexual situations may be difficult and help from parents or trusted adults may be beneficial.
5.5. use strategies that enhance relationships and avoid potentially harmful situations. **REQUIRED TOPICS**: negotiation and collaboration skills; refusing pressure from another person to engage in sexual activity.

Standard 6
6.1. use multiple strategies when making decisions related to sexuality and family life issues. **REQUIRED TOPICS**: complexity and difficulty of decisions regarding sexual and reproductive health issues such as sexual identity, coming out, abortion, teen pregnancy; dating relationships.
6.2. predict immediate and long term impact of health decisions about sexual health on the individual, family and community. **REQUIRED TOPICS**: benefits of postponing childbearing.
6.3. describe how sexual decision-making for adolescents and adults is influenced by changes in information, abilities, priorities and responsibility. **REQUIRED TOPICS**: role of significant others, culture, media, peers.
6.4. compare and contrast a variety of plans for individuals and couples to evaluate their sexual expression taking into consideration their personal strengths, needs and health risks.

Standard 7
7.1. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about sexual health issues such as contraception, abortion, sexual expression (regardless of sexual orientation).
7.2. influence and support others when making positive health choices regarding sexuality issues (regardless of sexual orientation).
7.3. work cooperatively when advocating for ways that schools, families, and communities can reduce the incidence of sexual harassment.

Notes
Review key concepts from grade 8.

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**Taught Curriculum**

**Learning Objectives**

*Students will be able to:*
- Identify the parts of the male and female reproductive system.
• Understand the menstrual cycle.
• Analyze the benefits of abstinence from sexual activity.
• Describe effective refusal skills that will help them deal with negative peer pressure.

**Key Concepts**
- Do Now (Quick Start)
- Male Reproductive System
- Female Reproductive System
- Peer Pressure and Refusal Skills
- Practicing Abstinence

**Resources**
Glencoe Health Teacher’s Edition McGraw-Hill
Chapter 16
- Lesson 2
  - Teacher’s Edition pp. 446-449
  - Fast File Unit 5 pp. 94-97
  - Student Activity Workbook pp. 213-214
  - Hands-On Health pp. 66-67
- Lesson 3
  - Teacher’s Edition pp. 452-454
  - Fast File Unit 5 pp. 98-102
  - Student Activity Workbook pp. 216-217
  - Hands-On Health pp. 66-67

Glencoe Health Teacher’s Edition McGraw-Hill
Chapter 8
- Lesson 2
  - Teacher’s Edition pp. 198-204
  - Fast File Unit 3 pp. 64-68
  - Student Activity Workbook pp. 102-104
  - Hands-On Health p. 74
- Lesson 3
  - Teacher’s Edition pp. 205-211
  - Fast Files Unit 3 pp. 69-73
  - Student Activity Workbook p. 107
  - Hands-On Health pp. 68-69

Glencoe Human Sexuality Chapter 3 pp. 29-32, 35-38

**Additional Resources**
- Guest Speakers

**Materials**
- Glencoe Health Kit
- DVDs
Instructional Considerations

Key Vocabulary

cervix  eggs  fallopian tube
intimacy  manipulation  menstruation
ovaries  peer pressure  penis
prostate  refusal skills  scrotum
self-control  sperm  testes
urethra  uterus  vagina
vas deferens

Teaching Strategies

Glencoe Research-Based Instructional Strategies:
- Practicing important tasks and skills.
- Using prior knowledge.
- Using visuals to communicate, organize, and reinforce.
- Balancing explicit and implicit instruction.
- Authentic instruction and achievement.
- Developing reading comprehension and writing skills.
- Learning by using study strategies.
- Cooperative learning opportunities.

Characteristics of an Effective Health Education Curriculum (CDC):
- Focuses on clear health goals and related behavioral outcomes.
- Is research-based and theory-driven.
- Addresses individual values, attitudes, and beliefs.
- Addresses individual and group norms that support health-enhancing behaviors.
- Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
- Addresses social pressures and influences.
- Builds personal competence, social competence, and self efficacy by addressing skills.
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
- Uses strategies designed to personalize information and engage students.
- Provides age-appropriate information, learning strategies, teaching methods, and materials.
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
- Provides adequate time for instruction and learning.
- Provides opportunities to reinforce skills and positive health behaviors.
- Provides opportunities to make positive connections with influential others.
- Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.

**Additional Teaching Strategies:**
- Brainstorming
- Word wall
- Journaling
- Discussions
- Role playing
- Demonstrations
- Uses concepts of differentiated instruction

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**Assessed Curriculum**

**Formative Assessments**
- Fast File Chapter 16 Quizzes pp. 97, 102
- Fast File Chapter 8 Quizzes pp. 68, 73
- Journal Entry
- Teacher Designed Assessment
- Exit Slip

**Summative Assessments**
- Chapter 16 Unit Test pp. 460-462
- Chapter 8 Unit Test pp. 214-216
- Alternative Assessment Strategies pp. 32TM-33TM
- Teacher Designed Assessment

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**Notes**
Grade 9 Health Education, Unit 3 of 5

Substance Use and Abuse Prevention: Alcohol

Overview

Overall Days: 2-3 days (1 day = 52-55 minutes)

Content to be learned
- Identify the long and short term effects of alcohol.
- Understand how alcohol poisoning can be fatal.
- Discuss how alcohol use can contribute to risky behavior.
- Recognize how you can encourage others and yourself to stay alcohol free.

21st Century Learning Expectations
- Read widely and critically understand a variety of texts.
- Write and speak effectively with clarity and purpose.
- Utilize a variety of methods and resources to reason and think critically.
- Creatively solve problems by acquiring and applying new knowledge.
- Demonstrate how to be a respectful, knowledgeable, healthy, and ethical member of the school and community.
- Become a flexible and collaborative learner able to work in and appreciate diverse groups, environments, and situations.

Essential questions students should be able to answer by the end of the unit
- How does long term excessive alcohol use harm the body?
- What are the short term effects of alcohol?
- What is alcohol poisoning?
- What are the dangers of adult alcohol use?
- What are the dangers of teen alcohol use?
- How does alcohol contribute to risky behaviors?
- Why is avoiding gatherings where alcohol is present the best way to stay alcohol free?
Written Curriculum

Rhode Island State Standards/Instructional Outcomes

Substance Use and Abuse Instructional Outcomes

Standard 1
1.1. analyze how substance use can impact health maintenance and disease prevention. **REQUIRED TOPICS:** HIV transmission; depression; injuries.
1.2. describe the impact of substance use on the interrelationships of mental, emotional, social and physical health throughout young adulthood.
1.3. analyze the impact of substance abuse on the functioning of body systems. **REQUIRED TOPICS:** effect on performance, concentration, communication, etc.; depression; effects of chemical substances on brain function; commonly abused drugs; illegal drugs; short- and long-term effects of substances including: tobacco, alcohol and caffeine; habits; dependency; tolerance; addiction; withdrawal.
1.4. examine how the family, peers, community and environment influence substance use behaviors of individuals. **REQUIRED TOPICS:** patterns of alcohol, tobacco and caffeine use; peer pressure; current social and health problems - cancer, drunk driving, FAS, HIV/AIDS.

Standard 2
2.1. analyze resources from home, school and community that provide valid substance abuse information. **REQUIRED TOPICS:** different types of available assistance; elements and rationale of support systems.
2.2. access school and community resources and services for personal or family problems, and for treating alcohol and other drug dependent persons and their families.
2.3. analyze situations requiring professional health services. **REQUIRED TOPICS:** seeking help in reaction to signs of substance abuse.
2.4. Explain possible career choices in substance abuse prevention and treatment.

Standard 3
3.1. analyze the role of individual responsibility for healthy behaviors. **REQUIRED TOPICS:** choices and consequences; affects of drugs on other aspects of behavior, judgment, and reason.
3.2. evaluate personal substance use to determine strategies for enhancing health and reducing risk. **REQUIRED TOPICS:** use of caffeine, nicotine, alcohol, medicines and their effects on health; illegal substances.
3.3. analyze the short-term and long-term consequences of risky and harmful behaviors. **REQUIRED TOPICS:** drug laws and their purpose; effects of alcohol and other drugs on judgment, driving, etc.; personal feelings and attitudes about substance use.
3.4. outline strategies for dealing with drug emergencies and crises.
3.5. research and evaluate strategies to address substance use in individuals

Standard 4
4.1. analyze how cultural diversity enriches and challenges substance use behaviors. **REQUIRED TOPICS:** drugs and medicines in various cultures; cultural attitudes and practices about drug use; drug use in history; impact of ATOD on family, society.
4.2. evaluate the effect of media and other factors on personal, family and community substance use practices. **REQUIRED TOPICS:** growing use of tobacco, alcohol in the media.
4.3. analyze how community and peer norms influence substance use behaviors. **REQUIRED TOPICS:** socially accepted/non-accepted uses of various substances.

Standard 5
5.1. use skills for communicating effectively with the family, peers and others. **REQUIRED TOPICS:** assertive behavior; listening skills; “befriending” skills.
5.2. analyze how interpersonal communication affects relationships. **REQUIRED TOPICS:** conflict resolution.
5.3. use healthy ways to express needs, wants and feelings, without abusing substances.
5.4. apply refusal, negotiation and collaboration skills needed to avoid potentially harmful situations involving substance use.
5.5. communicate care, consideration and respect of self and others. **REQUIRED TOPICS:** e.g. not using substances; not pressuring others to use.
5.6. demonstrate strategies for solving interpersonal conflicts without harming self or others.

**Standard 6**
6.1. analyze the ability to use multiple strategies when making decisions related to substance use. **REQUIRED TOPICS:** coping with stress; relationships.
6.2. analyze substance use concerns that require individuals to work together. **REQUIRED TOPICS:** substance abuse prevention and treatment.
6.3. predict immediate and long-term impact of substance use decisions on the individual, family and community. **REQUIRED TOPICS:** factors and steps in decision-making; on-going nature of decision making throughout life.
6.4. describe how use of substances is influenced by changes in information, abilities, priorities, and responsibilities. **REQUIRED TOPICS:** e.g. Pregnancy, education, parenting.
6.5. compare and contrast a variety of substance free strategies that address personal strengths, needs and risks. **REQUIRED TOPICS:** setting personal goals; self-contracts.

**Standard 7**
7.1. discuss accurate information and express opinions about substance use and abuse. **REQUIRED TOPICS:** effects of substance use on individual, family and society.
7.2. design methods for accurately expressing information and ideas about substance abuse prevention.
7.3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about substance use issues.
7.4. influence and support others in making positive health choices. **REQUIRED TOPICS:** avoiding substances; seeking professional help/treatment; changing unhealthy behaviors involving substance use.
7.5. working cooperatively when advocating for healthy communities. **REQUIRED TOPICS:** laws to control access and use of drugs; identifying community resources.

**Notes**
Review key concepts from grade 8.

**Taught Curriculum**

**Learning Objectives**

*Students will be able to:*
- Predict binge drinking can lead to a serious risk of alcohol poisoning.
- Understand that alcohol is an addictive drug that slows the central nervous system that impairs physical abilities and judgments.
- Understand that no one should drive after drinking alcohol because it impairs mental and physical abilities.
- Realize that alcoholics can recover if they seek help.
Key Concepts
- Do Now (Quick Start)
- Binge Drinking
- Peer Pressure
- Media Influence
- Alcohol-Free
- Drinking and Driving
- Fetal Alcohol Syndrome
- Sobriety

Materials
- Glencoe Health Kit
- DVDs

Resources
Glencoe Health Teacher’s Edition McGraw-Hill
Chapter 21
- Lesson 1
  - Teacher’s Edition pp. 566-571
  - Fast File Unit 5 pp. 53-56
  - Student Activity Workbook pp. 270-272
- Lesson 2
  - Teacher’s Edition pp. 572-577
  - Fast File Unit 5 pp. 57-61
  - Student Activity Workbook pp. 273-275
- Lesson 3
  - Teacher’s Edition pp. 578-583
  - Fast File Unit 5 pp. 62-66
  - Student Activity Workbook pp. 276-278

Additional Resources
- Guest Speakers

Instructional Considerations

Key Vocabulary
alcohol abuse    alcohol poisoning    alcoholic
alcoholism       binge drinking     blood alcohol concentration
dependence       ethanol           fetal alcohol syndrome
intoxication     psychological dependence
recovery         sobriety
Teaching Strategies

Glencoe Research-Based Instructional Strategies:
- Practicing important tasks and skills.
- Using prior knowledge.
- Using visuals to communicate, organize, and reinforce.
- Balancing explicit and implicit instruction.
- Authentic instruction and achievement.
- Developing reading comprehension and writing skills.
- Learning by using study strategies.
- Cooperative learning opportunities.

Characteristics of an Effective Health Education Curriculum (CDC):
- Focuses on clear health goals and related behavioral outcomes.
- Is research-based and theory-driven.
- Addresses individual values, attitudes, and beliefs.
- Addresses individual and group norms that support health-enhancing behaviors.
- Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
- Addresses social pressures and influences.
- Builds personal competence, social competence, and self efficacy by addressing skills.
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
- Uses strategies designed to personalize information and engage students.
- Provides age-appropriate information, learning strategies, teaching methods, and materials.
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
- Provides adequate time for instruction and learning.
- Provides opportunities to reinforce skills and positive health behaviors.
- Provides opportunities to make positive connections with influential others.
- Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.

Additional Teaching Strategies:
- Brainstorming
- Word wall
- Journaling
- Discussions
- Role playing
- Demonstrations
- Uses concepts of differentiated instruction

Assessed Curriculum

Formative Assessments
- Fast File Chapter 21 Quizzes pp. 56, 61, 66
- Journal Entry
- Teacher Designed Assessment
• Exit Slip

**Summative Assessments**

• Chapter 21 Unit Test pp. 586-588
• Fast File Chapter 21 Tests pp. 72-75
• Alternative Assessment Strategies pp. 32TM-33TM
• Teacher Designed Assessment
Grade 9 Health Education, Unit 4 of 5

Sexuality and Family Life: Teen Dating/Bullying

Overview

Overall Days: 3-4 days (1 day = 52-56 minutes)

Content to be learned

- Recognize that strong relationships have a positive influence on overall health.
- Learn to show respect for yourself and others as a way to promote healthy relationships.
- Learn ways to communicate effectively.
- Recognize that conflicts can lead to stress, negative emotions, damage relationships, and violence.
- Resolve conflict with compromise.
- Describe the negotiation process.

21st Century Learning Expectations

- Read widely and critically understand a variety of texts.
- Write and speak effectively with clarity and purpose.
- Utilize a variety of methods and resources to reason and think critically.
- Creatively solve problems by acquiring and applying new knowledge.
- Demonstrate how to be a respectful, knowledgeable, healthy, and ethical member of the school and community.

Essential questions students should be able to answer by the end of the unit

- How do relationships affect all sides of the health triangle?
- What are “I” messages in communication?
- How do conflicts occur and how can you help prevent them?
- How can conflicts be resolved through negotiation or mediation?
- How can peer pressure have a negative and positive influence on your actions and behaviors?
- How can you show respect for yourself and others in a way to promote healthy relationships?
Written Curriculum

Rhode Island State Standards/Instructional Outcomes

Sexuality and Family Life Instructional Outcomes

1.1. analyze how behavior can impact reproductive health maintenance. **REQUIRED TOPICS:** need for contraception during intercourse unless pregnancy is planned; advantages and disadvantages of various methods of contraception; fetal development; childbirth; role of mother, father, coach during labor and delivery; definition of legal abortion

1.2. describe the interrelationships of mental, emotional, social and physical health throughout young adulthood. **REQUIRED TOPICS:** function of sexual and reproductive anatomy; facts vs. myths; human sexual response cycle; sexual feelings and desires throughout life; role of hormones in growth and development and reproductive and sexual functioning; people with disabilities have sexual feelings, needs and desires; dating readiness and interest varies among individuals; sexual expression as an important component of individual’s sexual identity; homosexuality, heterosexuality, bisexuality and implications for sexual health, sexual activity, gender roles, etc.

1.4. analyze how the family, peers, community, and environment influence the health of individuals. **REQUIRED TOPICS:** various reasons people date, such as companionship, to share an experience with someone, friendship and love.; expression of feelings, including love, is a matter of choice and should not go against personal values; parental concerns; compromising feelings; types of families; factors affecting family functioning (e.g. mobility, divorce, death); interaction of heredity, the environment and the family.

Standard 3

3.1. analyze the role of individual responsibility for enhancing health. **REQUIRED TOPICS:** abstinence from sexual intercourse is the preferred sexual behavior for adolescents; responsible behaviors such as contraceptive use; condom use, etc.

3.2. explain why it is important to talk with one’s partner and other trusted adults about contraception prior to deciding to use it.

3.3. analyze the short-term and long-term consequences of safe, risky and harmful behaviors. **REQUIRED TOPICS:** sexual intercourse not a way to achieve adulthood; various ways to express affection within a relationship including adolescent dating relationships; factors having an adverse effect on fetal and infant health; methods which promote fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care; proper nutrition; parental responsibility, etc.).

3.5. develop strategies for preventing injury to self and others. **REQUIRED TOPICS:** inappropriate expectations and/or behaviors in a relationship; appropriate sexual behaviors for adolescents; coercion and emotional pressure not acceptable in a sexual relationship.

Standard 5

5.1. demonstrate skills for communicating effectively with the family, peers and others. **REQUIRED TOPICS:** verbal and non-verbal assertiveness techniques; individuals’ right to say how they feel even if others disagree, to refuse a request, and to expect to be treated fairly and not be intimidated regarding sexuality issues.

5.2. analyze how interpersonal communication affects relationships. **REQUIRED TOPICS:** value of communication; outcomes of poor communication – confusing messages, unwanted behaviors and emotional stress.

5.3. communicate care, consideration and respect of self and others.

5.4. use strategies that solve interpersonal conflicts without harming self or others. **REQUIRED TOPICS:** being assertive in sexual situations may be difficult and help from parents or trusted adults may be beneficial.

5.5. use strategies that enhance relationships and avoid potentially harmful situations. **REQUIRED TOPICS:** negotiation and collaboration skills; refusing pressure from another person to engage in sexual activity.

Standard 6

6.3. describe how sexual decision-making for adolescents and adults is influenced by changes in information, abilities, priorities and responsibility. **REQUIRED TOPICS:** role of significant others, culture, media, peers.
Standard 7
7.3. work cooperatively when advocating for ways that schools, families, and communities can reduce the incidence of sexual harassment.

Notes
Review key concepts from grade 8.

Taught Curriculum

Learning Objectives

Students will be able to:

- Understand that communication, cooperation, and compromise are important skills for building healthy relationships.
- Recognize that bullying and hazing are harmful behaviors.
- Understand that respect in a relationship is important.
- Describe various ways to deal with conflict.
- Recognize the three-step process of refusal skills.
- Recognize that sexual activity can affect your physical, mental, emotional, and social health.

Key Concepts

- Do Now (Quick Start)
- Foundations of a Healthy Relationship
- Respecting Yourself and Others
- Communicating Effectively
- Causes of Conflict
- Resolving Conflict

Resources

Glencoe Health Teacher’s Edition McGraw-Hill
Chapter 6
- Lesson 1
  - Teacher’s Edition pp. 142-147
  - Fast File Unit 3 pp. 7-11
  - Student Activity Workbook pp. 75-77
- Lesson 2
  - Teacher’s Edition pp. 148-151
  - Fast File Unit 3 pp. 12-15
  - Student Activity Workbook pp. 78-80
- Lesson 3
  - Teacher’s Edition pp. 152-157
  - Fast File Unit 3 pp. 16-20
  - Student Activity Workbook pp. 81-83

Glencoe Health Teacher’s Edition McGraw-Hill
Chapter 9
- Lesson 1
  - Teacher’s Edition pp. 220-223
  - Fast File Unit 3 pp. 87-90

Suggested Sequence

- Lessons 1, 2, 3 Chapter 6 combine into two lessons.
Materials
- Glencoe Health Kit
- DVDs

Lesson 2
- Student Activity Workbook pp. 111-113
- Teacher’s Edition pp. 224-228
- Fast Files Unit 3 pp. 91-95
- Student Activity Workbook pp. 114-116

Additional Resources
- Guest Speakers

Instructional Considerations

Key Vocabulary

<table>
<thead>
<tr>
<th>active listening</th>
<th>aggressive</th>
<th>assertive</th>
</tr>
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<tbody>
<tr>
<td>body language</td>
<td>bullying</td>
<td>citizenship</td>
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<tr>
<td>compromise</td>
<td>confidentiality</td>
<td>conflict</td>
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<tr>
<td>cooperation</td>
<td>escalate</td>
<td>friendship</td>
</tr>
<tr>
<td>hazing</td>
<td>interpersonal conflicts</td>
<td>mediation</td>
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<td>passive</td>
<td>peer mediation</td>
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<td>role</td>
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<tr>
<td>stereotype</td>
<td>tolerance</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Strategies

Glencoe Research-Based Instructional Strategies:
- Practicing important tasks and skills.
- Using prior knowledge.
- Using visuals to communicate, organize, and reinforce.
- Balancing explicit and implicit instruction.
- Authentic instruction and achievement.
- Developing reading comprehension and writing skills.
- Learning by using study strategies.
- Cooperative learning opportunities.
Characteristics of an Effective Health Education Curriculum (CDC):

- Focuses on clear health goals and related behavioral outcomes.
- Is research-based and theory-driven.
- Addresses individual values, attitudes, and beliefs.
- Addresses individual and group norms that support health-enhancing behaviors.
- Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
- Addresses social pressures and influences.
- Builds personal competence, social competence, and self-efficacy by addressing skills.
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
- Uses strategies designed to personalize information and engage students.
- Provides age-appropriate information, learning strategies, teaching methods, and materials.
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
- Provides adequate time for instruction and learning.
- Provides opportunities to reinforce skills and positive health behaviors.
- Provides opportunities to make positive connections with influential others.
- Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.

Additional Teaching Strategies:

- Brainstorming
- Word wall
- Journaling
- Discussions
- Role playing
- Demonstrations
- Uses concepts of differentiated instruction

Assessed Curriculum

Formative Assessments

- Fast File Chapter 6 Quizzes pp. 11, 15, 20
- Fast File Chapter 9 Quizzes pp. 90, 95
- Journal Entry
- Teacher Designed Assessment
- Exit Slip

Summative Assessments

- Chapter 6 Unit Test pp. 160-161
- Chapter 9 Unit Test pp. 244-245
- Alternative Assessment Strategies pp. 32TM-33TM
- Teacher Designed Assessment
Grade 9 Health Education, Unit 5 of 5

Nutrition Education: Nutrition

Overview

Overall Days: 5-6 days (1 day = 52-56 minutes)

Content to be learned
- Understand how making healthy food choices will keep them healthy throughout their life.
- Explain how each nutrient in your diet plays a unique and essential role in keeping you healthy.
- Describe how the food plate can help you choose healthful foods for all your meals and snacks.
- Understand how to read a food label.

21st Century Learning Expectations
- Read widely and critically understand a variety of texts.
- Write and speak effectively with clarity and purpose.
- Utilize a variety of methods and resources to reason and think critically.
- Creatively solve problems by acquiring and applying new knowledge.
- Demonstrate how to be a respectful, knowledgeable, healthy, and ethical member of the school and community.

Essential questions students should be able to answer by the end of the unit
- Why is it important to read a food label?
- How can healthful food choices keep you healthy throughout your life?
- How can the food plate help choose healthful foods for all your meals and snacks?
- How does the food you eat affect your health and quality of life?
- What are the six essential nutrients and what are their specific jobs?
Written Curriculum

Rhode Island State Standards/Instructional Outcomes

Nutrition Education Instructional Outcomes

Standard 1
1.1. analyze how nutrition behaviors can impact health maintenance and disease prevention. **REQUIRED TOPICS:** weight management/fad diets; principal dietary factors associated with heart disease.
1.2. describe the interrelationships of mental, emotional, social and physical health through young adulthood. **REQUIRED TOPIC:** changing nutritional needs.
1.3. analyze the impact of personal nutrition behaviors on the functioning of body systems. **REQUIRED TOPIC:** specific dietary needs of athletes.
1.4. analyze how the family, peers, community and environment influence the nutritional health of individuals.

Standard 2
2.1. evaluate the validity of nutrition information, products and services. **REQUIRED TOPICS:** sound sources of nutrition information.
2.2. analyze resources from home, school and community that provide valid nutrition information. **REQUIRED TOPIC:** sound sources of information.
2.3. evaluate media influences on the selection of nutrition information and food products. **REQUIRED TOPIC:** nutrition issues published through the media can confuse/overwhelm consumers.
2.4. analyze the cost and availability of health care products and services.
2.5. analyze situations requiring professional health services. **REQUIRED TOPIC:** eating disorders.
2.6. explain requirements for entering and pursuing health careers in nutrition.

Standard 3
3.1. analyze the role of individual responsibility for healthy nutrition behaviors.
3.2. evaluate personal nutrition/eating habits to determine strategies for enhancing health and reducing risk.
3.3. analyze the short-term and long-term consequences of proper and poor nutrition habits.
3.4. demonstrate strategies to improve or maintain personal, family and community health with regard to nutrition.

Standard 4
4.1. analyze how cultural diversity enriches and challenges nutrition behaviors.
4.2. evaluate the effect of media and other factors on personal, family and community nutrition practices.
4.3. evaluate the impact of technology on personal, family and community nutrition practices.
4.4. analyze how information from the community influences nutrition behaviors.

Standard 5
5.1. use skills for communicating effectively about nutrition issues with the family, peers and others.

Standard 6
6.1. analyze different strategies when making decision related to nutrition. **REQUIRED TOPICS:** dietary analysis; tracking food intake.
6.2. analyze nutrition concerns that require individuals to work together. **REQUIRED TOPICS:** nutrition advocacy; eating disorders.
6.3. predict immediate and long-term impact of nutrition-related decision on the individual, family and community.
6.4. describe how personal nutrition goals are influenced by changes in information, abilities, priorities, and
responsibilities. **REQUIRED TOPIC:** application of U.S. Dietary Guidelines.
6.5. compare and contrast a variety of nutrition plans that address personal strengths, needs and risks.

**Standard 7**
7.1. discuss accurate nutrition information and express opinions about health issues.
7.2. design methods for accurately expressing nutrition information and ideas.
7.3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about nutrition issues.
7.4. influence and support others in making positive nutrition choices.
7.5. work cooperatively when advocating for healthy communities.

**Notes**
Review key concepts from grade 8.

**Taught Curriculum**

**Learning Objectives**

*Students will be able to:*
- Distinguish between healthy and unhealthy food choices.
- List the six essential nutrients.
- Analyze a food label.
- Identify how each nutrient plays a role in keeping you healthy.
- Understand how using the food plate can help you make healthier food choices.

**Key Concepts**
- Do Now (Quick Start)
- Importance of Nutrition
- Nutrients
- Healthy Food Guidelines
- My Plate
- Nutrition Labels
- Food Safety

**Resources**
Glencoe Health Teacher’s Edition McGraw-Hill
Chapter 10
  - Lesson 1
    o Teacher’s Edition pp. 254-257
    o Fast File Unit 4 pp. 7-11
    o Student Activity Workbook pp. 127-129
    o Hands-On Health pp. 26-32
  - Lesson 2
    o Teacher’s Edition pp. 258-265
    o Fast File Unit 4 pp. 12-15
    o Student Activity Workbook pp. 130-132
    o Hands-On Health pp. 26-32
  - Lesson 3
    o Teacher’s Edition pp. 266-273

**Materials**
- Glencoe Health Kit
- DVDs
Fast Files Unit 4  pp. 16-20
o Student Activity Workbook  pp. 133-135
o Hands-On Health  pp. 26-32

Lesson 4
o Teacher’s Edition  pp. 274-281
o Fast File Unit 4  pp. 22-23
o Student Activity Workbook  pp. 136-138
o Hands-On Health pp. 26-30

Glencoe Health Teacher’s Edition McGraw-Hill
Nutrition Handbook  pp. xviii-xvi

Additional Resources
• My Plate.gov
• URI SNAP ED Program
• Guest Speakers

Instructional Considerations

Key Vocabulary

calorie  carbohydrates  cholesterol
dietary guidelines  fats/fads  fiber
food additives  food allergy  minerals
My Plate  nutrients  nutrition
proteins  vitamins

Teaching Strategies

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- Journaling
- Discussions
- Role playing
- Demonstrations
- Uses concepts of differentiated instruction

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**Assessed Curriculum**

**Formative Assessments**

- Fast File Chapter 10 Quizzes pp. 11, 15, 20, 25
- Journal Entry
- Teacher Designed Assessment
- Exit Slip

**Summative Assessments**

- Chapter 10 Unit Test pp. 284-286
- Alternative Assessment Strategies pp. 32TM-33TM
- Teacher Designed Assessment