

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

HEALTH I

GRADE 9

Date of Board Approval: December 21, 2017

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Health I	SUBJECT:	Health	GRADE LEVEL:	9
COURSE LENGTH:	Year	DURATION:	50 minutes	FREQUENCY:	2 days/week
PREREQUISITES:	Not Applicable	CREDIT:	.6	LEVEL:	N/A

Course Description/Objectives: A quality health education program is designed to help students develop skills and strategies to increase life expectancy and maintain overall wellness throughout one’s lifetime. Adolescence is a critical link between childhood and adulthood and is characterized by significant physical, psychological and social changes. It is also a time when personal choice and sound decision-making play a critical role in maintaining one’s long-term wellness. This course focuses on the physical, mental and social well-being of young adults. Course topics include nutrition and weight management, disease prevention, substance abuse, safe and healthy relationships, mental disorders and responding to health emergencies.

Text: Not applicable

Curriculum Writing Committee: Jason Moyer Brian Waiter Kyle Brengel

COURSE TIMELINE

Unit #1: Decision-Making and Personal Choice

7 days

- Steps of the decision making process
- Personal choice and wellness
- Impact of character on wellness
- Barriers that hinder healthy choice
- Advocacy

Unit #2: Promoting Safe and Healthy Relationships

8 days

- Healthy relationships
- Abusive behaviors and personalities
- Conflict resolution
- Communication skills

Unit #3: Nutrition and Weight Management

17 days

- Nutrients and antioxidant rich foods
- Menu planning
- Portion size
- Reading food labels
- Media and food choice
- Caloric intake versus expenditure
- Toxic impact of sugar
- Exercise and weight management

Unit #4: Disease Prevention

20 days

- Cardiovascular disease
- Cancer
- Diabetes
- Cholesterol
- Obesity
- Sugar and disease
- Stress
- Influenza
- Vector borne disease
- Sexually transmitted infections
- Abstinence
- Contraception

Unit #5: Mental Health Disorders

8 days

- Depression
- Anxiety disorders
- Mood disorders

Unit #6: Substance Use and Abuse

6 days

- Alcohol use and abuse
- Illegal substances and wellness

Unit #7: Responding to Health Emergencies

6 days

- Cardiopulmonary Resuscitation (CPR) techniques
- Automatic External Defibrillator (AED)
- Injury classification and first aid

TOTAL 72 days

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	7 days
UNIT #1:	Decision-Making and Personal Choice	GRADE:	9

STANDARDS:

PA Academic Standards for Health, PE, and Safety Education

- 10.1.9.E** • Analyze how personal choice can impact health maintenance and disease prevention.
- 10.2.9.D** • Analyze and apply a decision-making process to adolescent health and safety issues.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	7 days
UNIT #1:	Decision-Making and Personal Choice	GRADE:	9

UNDERSTANDINGS

The choices and decisions we make in life impact wellness.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Describe the steps in the decision-making process: risk, options, solutions.
- Recognize importance of personal choice on wellness; positive and negative lifestyle factors.
- Recognize barriers that hinder healthy choice: behavior, poverty, environment, culture.
- Define advocacy: to promote and support healthful beliefs.

DO

- Apply a decision-making process to health and safety scenarios.
- Compare and contrast positive and negative lifestyle factors.
- Analyze how barriers impact healthy choices.
- Illustrate examples of advocacy within individuals, families and communities.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	8 days
UNIT #2:	Promoting Safe and Healthy Relationships	GRADE:	9

STANDARDS:

PA Academic Standards for Health, PE, and Safety Education

10.2.9D

- Analyze and apply a decision-making process to adolescent health and safety issues.

10.3.9C

- Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	8 days
UNIT #2:	Promoting Safe and Healthy Relationships	GRADE:	9

UNDERSTANDINGS

Safe and healthy relationships are a key component to a happy and healthy life.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Define healthy relationships: when two people develop a connection based on; mutual respect, trust, honesty, and consideration.
- Identify abusive behaviors and personalities: perfectionism, power and control, interactions, emotional manipulation.
- Discuss conflict resolution: identification, common ground, compromise, and solution.
- Describe positive communication skills.

DO

- Compare and contrast healthy versus unhealthy relationships.
- Analyze behaviors and actions to determine why they are abusive.
- Demonstrate how to resolve conflict.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	17 days
UNIT #3:	Nutrition and Weight Management	GRADE:	9

STANDARDS:

PA Academic Standards for Health, PE, and Safety Education

10.1.9C

- Analyze factors that impact nutritional choices of adolescents.

10.2.9C

- Analyze media health and safety messages and describe their impact on health and safety.

10.4.9B

- Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	17 days
UNIT #3:	Nutrition and Weight Management	GRADE:	9

UNDERSTANDINGS

There are many short-term and long-term health benefits and risks associated with nutritional choices. Healthy weight is influenced by exercise, nutrition and other external sources.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Read and interpret food labels to promote healthy food choices and weight management: daily value, calories, serving size.
- Discuss the toxic impact of sugar: disease, obesity, addiction.
- Recognize the impact of the media on food choices: advertising.
- Identify healthy amounts of nutrients: proteins, carbohydrates, antioxidants.
- Recognize the importance of healthy menu planning: moderation, variety, nutrient dense.
- Recognize the relationship between exercise and healthy weight: calories in versus calories out.

DO

- Demonstrate healthy menu planning and proper portion size.
- Analyze and interpret food labels.
- Compare and contrast caloric intake versus expenditure.
- Evaluate the toxic impact of sugar on the body.
- Calculate sugar intake for one day: Is it less than 50 grams a day?
- Calculate the amount of sugar found in popular food choices: Gatorade, soda, processed foods.
- Establish the role that exercise has on weight management.
- Analyze how personal choice impacts health.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	20 days
UNIT #4:	Disease Prevention	GRADE:	9

STANDARDS:

PA Academic Standards for Health, PE, and Safety Education

10.1.9E

- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	20 days
UNIT #4:	Disease Prevention	GRADE:	9

UNDERSTANDINGS

An individual's health is impacted by an understanding of diseases and how to prevent them.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify the types of cardiovascular disease, cancer and diabetes.
- Describe the role of cholesterol and its impact on the body: HDL, LDL.
- Recognize the impact of obesity on disease.
- Recognize the impact of sugar on disease: obesity, heart disease, and cancer.
- Identify the impact of stress on disease: hierarchy, high blood pressure, stress hormone, aging and DNA damage.
- Describe the types of influenza: type A, type B, vaccines.
- Identify types of vector borne disease: Lyme disease and mosquito.
- Identify types of sexually transmitted disease (STD): bacterial and viral.
- Explain why abstinence is the only 100% safe way of preventing STDs and unwanted pregnancy.
- Identify measures to prevent disease: diet, exercise, sleep, stress management, environmental protection, vaccines, abstinence, and contraception.

DO

- Analyze the risks that are associated with cardiovascular disease.
- Analyze the risks that are associated with cancer.
- Compare and contrast type I and type II diabetes as it relates to cause, percentage of diabetic population, and treatment.
- Compare and contrast HDL and LDL cholesterol as it relates to function, food sources, and impact on the body.
- Analyze the impact of obesity has on disease.
- Perform stress reduction techniques such as meditation and relaxation response.
- Illustrate how viruses mutate from year to year and how that impacts the severity of the disease.
- Analyze how Lyme disease has increased exponentially in the United States.
- Compare and contrast bacterial and viral sexually transmitted diseases as it relates to treatment and life-long consequences.
- Analyze preventative measures that reduce the possibility of contracting the disease.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	8 days
UNIT #5:	Mental Health Disorders	GRADE:	9

STANDARDS:

PA Academic Standards for Health, PE, and Safety Education

No applicable standard

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	8 days
UNIT #5:	Mental Health Disorders	GRADE:	9

UNDERSTANDINGS

Developing an understanding of the warning signs of mental disorders impacts one's quality of life.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Define mental health as psychological and emotional well-being.
- Categorize mental disorders: anxiety disorders and mood disorders.
- Describe anxiety disorders: phobias, post-traumatic stress disorder, obsessive compulsive disorder.
- Describe mood disorders: depression, bipolar disorder.
- Identify the symptoms of depression: depressed mood in the morning, fatigued daily, feelings of worthlessness and guilt, suicidal thoughts, insomnia, and restlessness.
- Identify ways to treat depression: medications, counseling, and support system.

DO

- Analyze the impact of anxiety disorders on wellness.
- Analyze the impact of mood disorders on wellness.
- Compare and contrast bipolar I and bipolar II.
- Compare and contrast major depression with sadness.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	6 days
UNIT #6:	Substance Use and Abuse	GRADE:	9

STANDARDS:

PA Academic Standards for Health, PE, and Safety Education

10.1.9E

- Analyze how personal choice can impact health maintenance and disease prevention.

10.2.9D

- Analyze and apply a decision-making process to adolescent health and safety issues.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	6 days
UNIT #6:	Substance Use and Abuse	GRADE:	9

UNDERSTANDINGS

Research has clearly established that alcohol and other drugs have a variety of harmful effects and consequences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Describe the impact of alcohol on physical, mental, and social well-being: addiction, safety, short-term and long-term consequences.
- Describe the effects of illegal substances on wellness: narcotics, marijuana, and stimulants.
- Recognize the risks involved with the use and abuse of opioid drugs: addiction, overdose, impact on the individual families and communities.

DO

- Analyze the impact that alcohol has on individuals: alcohol related disease, addiction, violence, and accidents.
- Analyze the impact illegal substances have on the individual: addiction, accidental overdose, life expectancy.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	6 days
UNIT #7:	Responding to Health Emergencies	GRADE:	9

STANDARDS:

PA Academic Standards for Health, PE, and Safety Education

10.3.9B

- Describe and apply strategies for emergency and long-term management of injuries.

KNOW, UNDERSTAND, DO

COURSE:	Health I	TIME FRAME:	6 days
UNIT #7:	Responding to Health Emergencies	GRADE:	9

UNDERSTANDINGS

CPR and first aid techniques impact survival rate.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Recall proper techniques required for CPR skills: Check, call, care, hands only chest compressions, abdominal thrusts, locate automated external defibrillator.
- Explain proper use of an automated external defibrillator (AED): Power, pads, plugs.
- Classify types of injuries: bleeding, burns, fractures, dislocation.

DO

- Demonstrate proper CPR techniques.
- Demonstrate proper use of the AED.
- Develop a plan to treat the following injuries: bleeding, burns, fractures, dislocation.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)