

COURSE	HEALTH			GRADE:	9 TH GRADE
STATE STANDARD:	10.1.9 CONCEPTS OF HEALTH			TIME FRAME:	12 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. ANALYZE FACTORS THAT IMPACT GROWTH AND DEVELOPMENT BETWEEN ADOLESCENCE AND ADULTHOOD.</p> <ul style="list-style-type: none"> • RELATIONSHIPS (E.G., DATING, FRIENDSHIPS, PEER PRESSURE) • INTERPERSONAL COMMUNICATION • RISK FACTORS (E.G., PHYSICAL INACTIVITY, SUBSTANCE ABUSE, INTENTIONAL/UNINTENTIONAL INJURIES, DIETARY PATTERNS) • ABSTINENCE • STD AND HIV PREVENTION • COMMUNITY 	<ul style="list-style-type: none"> ▪ RELATIONSHIP ▪ INTERPERSONAL COMMUNICATION ▪ ABSTINENCE ▪ RISK FACTORS ▪ STD/HIV PREVENTION ▪ BIRTH CONTROL 	<ul style="list-style-type: none"> ▪ WHAT STRATEGIES HELP MAINTAIN A HEALTHY RELATIONSHIP? ▪ WHAT IS A DIFFERENCE BETWEEN A HEALTHY AND UNHEALTHY RELATIONSHIP? ▪ WHAT ARE SOME POSSIBLE NEGATIVE BEHAVIORS IN RELATIONSHIPS? ▪ WHAT ARE DATE RAPE DRUGS? ▪ WHAT ARE THE MOST EFFECTIVE STD/HIV PREVENTION STRATEGIES? ▪ WHAT IS BIRTH CONTROL? ▪ WHAT IS CONCEPTION? ▪ WHAT ARE METHODS OF BIRTH CONTROL? 	<ul style="list-style-type: none"> ▪ STRATEGIES FOR MAINTAINING A HEALTHY RELATIONSHIP ARE: <ul style="list-style-type: none"> ○ AVOIDANCE ○ REFUSAL ○ NEGOTIATION ○ EMPATHY ○ COLLABORATION ▪ HEALTHY RELATIONSHIP: <ul style="list-style-type: none"> ○ CARING, RESPECT, HONEST, COMMUNICATION, LOVING AND ASSERTIVE ▪ UNHEALTHY RELATIONSHIP: <ul style="list-style-type: none"> ○ DEGRADING, ABUSIVE (PHYSICAL, MENTAL, EMOTIONAL), AGGRESSIVE, VIOLENT, CONTROLLING AND MANIPULATIVE ▪ SEXUAL HARASSMENT: <ul style="list-style-type: none"> ○ INVOLVES UNWANTED VERBAL OR PHYSICAL SEXUAL ADVANCES AND REQUESTS FOR SEXUAL FAVORS ▪ SEDUCTION: <ul style="list-style-type: none"> ○ OCCURS WHEN SOMEONE IS MANIPULATED INTO <u>AGREEING</u> TO HAVE SEX. ▪ RAPE: <ul style="list-style-type: none"> ○ ORAL, ANAL, OR VAGINAL PENETRATION THAT OCCURS WITHOUT CONSENT THROUGH FORCE , INTIMIDATION, COERCION, OR DECEPTION ▪ ACQUAINTANCE RAPE: <ul style="list-style-type: none"> ○ OFTEN OCCURS WHEN SEDUCTION FAILS AND THE PERSON GOES AHEAD AND HAS SEX WITH THE PERSON ANYWAY WITHOUT THEIR AGREEMENT ▪ ROHYPNOL (ROOFIES) "THE DATE RAPE DRUG" <ul style="list-style-type: none"> ○ TASTELESS AND ODORLESS AND DISSOLVES EASILY IN CARBONATED BEVERAGES 	<p>GROWTH AND DEVELOPMENT BENCHMARK</p>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p> <p>PERSONAL ADOLESCENT HEALTH RISK ASSESSMENT</p>

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STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
			<p>METHYLENEDIOXYMETHAMPHETAMINE (MDMA/ECTASY)</p> <ul style="list-style-type: none"> ○ HEIGHTENS SEXUAL DESIRE <p>GAMMA HYDROXYBUTYRATE (GHB)</p> <ul style="list-style-type: none"> ○ CAUSES IMPAIRED JUDGMENT, INTOXICATION AND MAY ENHANCE SEXUAL FEELINGS <ul style="list-style-type: none"> ▪ KETAMINE (SPECIAL K) <ul style="list-style-type: none"> ○ VICTIMS SUFFER FROM AMNESIA AND HALLUCINATIONS THAT MAKE RECOLLECTION IMPOSSIBLE ▪ MATHAMPHETAMINE (SPEED, ICE, CRANK) <ul style="list-style-type: none"> ○ HEIGHTENS SEXUAL DESIRE ▪ ALCOHOL <ul style="list-style-type: none"> ○ AFFECTS DECISION MAKING ○ LIKELIEST DATE-RAPE DRUG ▪ IDENTIFY THE METHODS TO AVOID STD'S AND HIV AND THE EFFECTIVENESS OF EACH. <ul style="list-style-type: none"> ○ ABSTAINING FROM ALCOHOL AND DRUG USE AND NOT PARTICIPATING IN BLOOD SHARING ACTIVITIES. ▪ BIRTH CONTROL: <ul style="list-style-type: none"> ○ BIRTH CONTROL IS DESIGNED TO ALTER THE CONDITIONS NECESSARY FOR CONCEPTION AND/OR PREGNANCY TO OCCUR. ○ CONTRACEPTION INTERFERES WITH SUCCESSFUL FERTILIZATION OF AN OVUM BY CHEMICAL OR PHYSICAL MEANS. ○ CONSIDERATIONS FOR CHOOSING BIRTH CONTROL <ul style="list-style-type: none"> ● PREGNANCY CAN OCCUR WITHOUT PENETRATION. ● ABSTINENCE IS A NORMAL/ACCEPTABLE CHOICE. ● ANY METHOD IS BETTER THAN NONE. ● THE METHOD SHOULD BE MUTUALLY ACCEPTABLE. 	GROWTH AND DEVELOPMENT BENCHMARK	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>

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			<ul style="list-style-type: none"> • BOTH PARTNERS SHOULD BE MUTUALLY RESPONSIBLE. • ANY METHOD THAT WILL BEST AVOID USER FAILURE MUST BE USED PRIOR TO THE ACT OF INTERCOURSE. • HALF OF ALL OF THE PREGNANCIES IN THE U.S. ARE UNINTENDED, RESULTING IN 1.4 MILLION ABORTIONS AND 1.1 MILLION BIRTHS. ▪ METHODS OF BIRTH CONTROL <ul style="list-style-type: none"> ○ ABSTINENCE: <ul style="list-style-type: none"> • IS CHOOSING NOT TO HAVE SEXUAL INTERCOURSE. ○ OUTERCOURSE: <ul style="list-style-type: none"> • IS THE EXPRESSION OF SEXUAL INTIMACY WITHOUT GENITAL CONTACT, I.E., KISSING, PETTING, AND FONDLING. • REASONS TO ABSTAIN ○ ORAL CONTRACEPTIVES: <ul style="list-style-type: none"> • <i>THE COMBINATION PILL:</i> INTRODUCED IN THE 60'S IS THE MOST WIDELY USED. IT CONTAINS BOTH SYNTHETIC ESTROGEN AND PROGESTIN, WHICH TOGETHER PREVENT OVULATION. IT IS 99% TO 100% EFFECTIVE. • <i>THE PROGESTIN-ONLY PILL (MINI PILL)</i> CONTAINS SYNTHETIC PROGESTERONE THAT AFFECTS THE LINING OF THE UTERUS MAKING IMPLANTATION DIFFICULT. IT ALSO CAUSES THICK CERVICAL MUCUS THAT BLOCKS SPERM FROM THE UTERUS 		

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E. ANALYZE HOW PERSONAL CHOICE, DISEASE AND GENETICS CAN IMPACT HEALTH MAINTENANCE AND DISEASE.	<ul style="list-style-type: none"> ▪ HEALTH MAINTENANCE ▪ DISEASE PREVENTION 	<ul style="list-style-type: none"> ▪ <i>WHAT IS THE DIFFERENCE BETWEEN HEALTH MAINTENANCE AND DISEASE PREVENTION?</i> ▪ <i>WHAT IS THE INTER-RELATIONSHIP OF PERSONAL CHOICE, DISEASE AND GENETICS IN RELATION TO HEALTH MAINTENANCE AND DISEASE PREVENTION?</i> 	<ul style="list-style-type: none"> ○ INJECTABLE CONTRACEPTIVES (PROGESTIN) ○ SUBDERMAL IMPLANTS (NORPLANT) <ul style="list-style-type: none"> ● BARRIER METHODS ● INTRAUTERINE DEVICES (IUD) ○ INVASIVE <ul style="list-style-type: none"> ● TUBAL LIGATION ● VASECTOMY ○ NATURAL FAMILY PLANNING ○ WITHDRAWAL ○ MISCELLANEOUS <ul style="list-style-type: none"> ● EMERGENCY CONTRACEPTION ● TWO TYPES: PLAN B AND PREVENT <ul style="list-style-type: none"> ▪ HEALTH MAINTENANCE: <ul style="list-style-type: none"> ○ WAYS TO REDUCE THE RISK OF DEVELOPING A DISEASE INCLUDING HEART DISEASE, STROKE AND HIGH BLOOD PRESSURE ▪ DISEASE PREVENTION: <ul style="list-style-type: none"> ○ ACTIONS TAKEN TO STOP A DISEASE FROM DEVELOPING OR TO STOP THE DISEASE FROM SPREADING. ▪ THERE IS A DIRECT RELATIONSHIP BETWEEN PERSONAL CHOICES ONE MAKES AND GENETIC BACKGROUND AND THE IMPACT ON ONE HEALTH MAINTENANCE AND PREVENTION OF DISEASE. 		
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET BASED RESEARCH, WEBQUESTS ETC.				
REMIEDIATION:	SMALL GROUPS, PEER ASSISTANCE, GRAPHIC ORGANIZERS, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, RE-TEST, RE-TEACH, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , WWW. COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , HTTP://KIDSHHEALTH.ORG/TEEN/ VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				

COURSE	HEALTH	GRADE:	9 TH GRADE
STATE STANDARD:	10.2.9 HEALTHFUL LIVING	TIME FRAME:	4 LESSONS

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
C. ANALYZE MEDIA HEALTH AND SAFETY MESSAGES AND DESCRIBE THEIR IMPACT ON PERSONAL HEALTH AND SAFETY.	<ul style="list-style-type: none"> ▪ ADVERTISING TECHNIQUES 	<ul style="list-style-type: none"> ▪ <i>WHAT TECHNIQUES ARE USED BY MEDIA TO IMPACT HEALTH AND SAFETY MESSAGES?</i> ▪ <i>HOW CAN YOU DETERMINE THE VALIDITY OF HEALTH INFORMATION?</i> 	<ul style="list-style-type: none"> ▪ ADVERTISING TECHNIQUES: <ul style="list-style-type: none"> ○ BANDWAGON ○ TESTIMONIALS ○ SNOB APPEAL ○ FUN AND FRIENDS ○ JUST PLAIN FOLKS ○ HUMOR ○ EMOTION ○ STATISTICS ○ ROMANCE ○ SEX APPEAL ○ CULTURAL GROUP PRIDE ○ FEAR APPEAL ○ EXAGGERATION ○ PROBLEM SOLVERS AND REPETITION ▪ CRITERIA FOR EVALUATING INFORMATION ABOUT HEALTH AND SAFETY SERVICES: <ul style="list-style-type: none"> ○ WHO DEVELOPED THE INFORMATION? ○ WHO OWNS THE INFORMATION? ○ WHO PRODUCES THE INFORMATION? ○ HOW CURRENT IS THE INFORMATION? 	<ul style="list-style-type: none"> ▪ GROWTH & DEVELOPMENT BENCHMARK 	QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER) RUBRICS PERFORMANCE TASKS TEACHER DESIGNED ASSESSMENTS TEACHER OBSERVATION
D. ANALYZE AND APPLY THE DECISION MAKING PROCESS TO ADOLESCENT HEALTH AND SAFETY ISSUES.	<ul style="list-style-type: none"> ▪ DECISION MAKING 	<ul style="list-style-type: none"> ▪ <i>WHAT IS THE DIFFERENCE BETWEEN A MAJOR AND MINOR DECISION?</i> 	<ul style="list-style-type: none"> ▪ MINOR DECISIONS DO NOT REQUIRE MUCH THOUGHT...THEY DEAL WITH MINOR THINGS/ISSUES. ▪ MAJOR DECISIONS INVOLVE OTHERS IN WAYS WHICH COULD HAVE LIFE CHANGING CONSEQUENCES. 	<ul style="list-style-type: none"> ▪ GROWTH & DEVELOPMENT BENCHMARK 	

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REMEDICATION:	SMALL GROUPS, PEER ASSISTANCE, GRAPHIC ORGANIZERS, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, RE-TEST, RE-TEACH, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , www. Comprehensive school health education/Meeks Heit , http://kidshealth.org/TEEN/ Variety of internet sources and reference books, PA Standards aligned system, National & State Health Education Standards and skills, Pocono mountain curriculum				

COURSE	HEALTH	GRADE:	9 TH GRADE
STATE STANDARD:	10.3.9 SAFETY AND INJURY PREVENTION	TIME FRAME:	2 LESSONS

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>C. ANALYZE AND APPLY STRATEGIES TO AVOID OR MANAGE CONFLICT AND VIOLENCE DURING ADOLESCENCE</p> <ul style="list-style-type: none"> • NEGOTIATION • ASSERTIVE BEHAVIOR 	<ul style="list-style-type: none"> ▪ NEGOTIATION ▪ ASSERTIVE BEHAVIOR 	<ul style="list-style-type: none"> ▪ <i>HOW WILL ASSERTIVE BEHAVIOR AND NEGOTIATION MANAGE CONFLICT AND AVOID VIOLENCE?</i> ▪ <i>WHAT ARE THE STEPS I N CONFLICT NEGOTIATION</i> ▪ <i>WHAT ARE THE KEYS TO CONFLICT RESOLUTION</i> 	<ul style="list-style-type: none"> ▪ BEHAVIOR THAT IS SELF-CONFIDENT AND ASSERTIVE SHOWS OTHERS THAT YOU ARE IN CONTROL OF YOURSELF. ▪ USING NEGOTIATION STEPS HELPS SETTLE A DISAGREEMENT IN A RESPONSIBLE WAY. YOU LISTEN TO THE OTHER PERSON'S SIDE OF THE STORY AND WORK FOR A WIN-WIN SOLUTION. ▪ KNOW AND APPLY THE STEPS OF CONFLICT RESOLUTION EXAMPLES USED ARE RELEVANT TO BULLYING, ABUSIVE RELATIONSHIPS. 	<ul style="list-style-type: none"> ▪ MENTAL, EMOTIONAL & SOCIAL HEALTH ▪ DECISION MAKING <p style="color: red;">BENCHMARK</p>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>

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