

**GRADE NINE: HEALTH EDUCATION**  
**8/15/03**

**COURSE DESCRIPTION:**

This ten week course will create an opportunity to explore a variety of health related areas with the intent of promoting health-enhancing life skills.

The progression of this course will be as follows. The course will open with understanding your health and wellness, how to structure a healthy lifestyle. The unit on Physical Fitness will incorporate how to maintain a target heart-rate, promote an active lifestyle, how to keep a healthy balance between caloric intake and expenditure, and the difference between aerobic vs. anaerobic activity. Nutrition will consist of a well balanced diet using the food guide pyramid, how to maintain weight according to standards, fad diets, eating disorders. Family and social health will include building healthy peer and family relationships, as well as strategies for conflict resolution and preventing violence. The focus of Growth and development will be on the beginning of the life cycle, the changes that occur during adolescence, and the continuance of the life cycle. Human sexuality will include the reproductive systems, sexually transmitted diseases and AIDS. The course will conclude with chemical dependency/drugs and alcohol, developing an understanding of over the counter medicines, tobacco, alcohol, illegal drugs, and recovering from addiction and codependency.

**CORE CURRICULUM CONTENT STANDARDS**

- 2.1:** All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2:** All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.
- 2.3:** All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.
- 2.4:** All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**CUMULATIVE PROGRESS INDICATORS:**

**STANDARD 2.1 (Wellness)**

**A. Personal Health**

1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.

2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.
4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.

### **B. Growth and Development**

1. Recommend behaviors to enhance and support the optimal functioning of body systems.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Predict the impact of heredity and genetics on human growth and development.

### **C. Nutrition**

1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.
3. Recommend healthy ways to lose, gain, or maintain weight.
4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

### **D. Diseases and Health Conditions**

1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.
2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.
4. Investigate and assess local, state, national, and international public health efforts.

## **F. Social and Emotional Health**

2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.

## **STANDARD 2.2 (Integrated Skills)**

### **A. Communication**

1. Use appropriate research methodology to investigate a health problem or issue.
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

### **B. Decision Making**

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.
5. Critique significant health decisions and debate the choices made.

### **C. Planning and Goal Setting**

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers and the community support or hinder the achievement of a wellness plan.

#### **D. Character Development**

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.
3. Analyze the impact of community or public service on individual and community core ethical values.

#### **E. Leadership, Advocacy, and Service**

1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
2. Evaluate personal participation as both a leader and follower.
3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
5. Develop and articulate the group's goals, shared values, vision, and work plan.
6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.
7. Assess community awareness and understanding about a local, state, national, or international health issue.

#### **F. Health Services and Careers**

2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.

#### **STANDARD 2.3 (Drugs and Medicines)**

##### **A. Medicines**

1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.

3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.

### **B. Alcohol, Tobacco, and Other Drugs**

1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.

2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.

3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.

4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.

5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.

6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.

7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.

8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.

### **C. Dependency/Addiction and Treatment**

1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.

2. Compare and contrast the physical and psychological stages of dependency.

3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.

4. Evaluate factors that support an individual to quit using substances.

5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.

### **STANDARD 2.4 (Human Relationships and Sexuality)**

## **B. Sexuality**

2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.

### **SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

- Anti-smoking poster
- School survey on smokers vs. non-smokers
- Week long journal of dietary intake
- Balancing meals according to the food guide pyramid
- Understanding food labels by completion of a worksheet
- Skits on drugs and alcohol
- Label male and female reproductive organs
- Research treatment options for addiction and codependency
- Check differences in heart rate while involved in different activities
- Critique family TV shows on conflict; how family responded and what should have happened.

### **INSTRUCTIONAL STRATEGIES:**

- KWL
- Think-pair-share
- Cooperative learning activities
- Individual Work
- Teacher Presentations
- Team Games
- Assessments
- Research Projects
- Role Play
- Interviews
- Presentations
- Problem Solving
- Brainstorming
- Reflective Thinking

### **EVALUATION/ASSESSMENT OF STUDENTS:**

- Exams
- Quizzes
- Projects
- Presentations
- Reports
- Class participation

- Homework
- Notebook

**EVALUATION/ASSESSMENT OF CURRICULUM:**

**This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).**

**RESOURCES/BIBLIOGRAPHY:**

New Jersey Comprehensive health education and physical education curriculum frameworks.