

COURSE NAME: 9<sup>th</sup> GRADE HEALTH

**Unit: Stress**  
**Essential Questions: How does stress impact your health? How can you deal with stress? How can time management skills improve your overall wellness?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body and managing stress.	Explain stress. Construct a list of stressors. Create strategies to deal with stress. Describe how stress can impact the chemicals in the brain. Design a schedule incorporating time management skills.	<u>Glencoe</u> Ch. 4  YRBS data  <a href="http://www.samaritans.org">www.samaritans.org</a>	Brainstorm Lecture Discussion Graphic Organizer Demonstration of techniques	Teacher observation  Type 2 writing  Quiz (common)

**Unit: Bullying**  
**Essential Questions: How does bullying impact the student and the school community? What do you in the event of a bullying situation? How do you create an assertive response to bullying? Why would someone resort to violence?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
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<p>Identify the mental health and legal consequences of harassment/bullying.</p>	<p>Summarize the historical events resulting in school violence.          Outline the school policy and laws relating to bullying.          Explain cyber bullying and the impact on students.          Breakdown and analyze the definition of bullying to understand its full meaning.          Explain the different forms of bullying.          Explain how bullying can lead to depression and suicide.          Explain how bullying can lead to school violence.</p>	<p>Infoplease.com          School handbook          PowerPoint          YRBS data          MARC          CDC.gov          Starwars kid          Stopbullying.org</p>	<p>Brainstorming          Think/pair/share          Lecture          Discussion          Research</p>	<p>Bullying project          Quiz          Teacher observation          Worksheet          Case studies</p>
<p>Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work and community relationships.</p>	<p>Create assertive response to bullying.          Practice using assertive responses.          Demonstrate how to deal with different types of bullying situations.</p>	<p>Michigan Model: managing conflicts and preventing violence (lesson 1, 2, 3 and 5)          MARC          Real-Life curriculum</p>	<p>Role-playing          Demonstration          Peer teaching          Video          Discussion</p>	<p>Role-playing          Teacher observation          Bullying project</p>
<p>Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness and empathy.</p>	<p>Analyze a quote from historical figure or pop icon regarding bullying.          Explain student responsibility in regards to violence.</p>	<p>Real-life curriculum          Stopbullying.org          MARC</p>	<p>Video: An Insider's look at bullying and violence          Research</p>	<p>Bullying Project          Teacher observation</p>

**Unit: Sexual Harassment**

**Essential Questions: How does sexual harassment impact a student in the school community? What is acceptable behavior when you are attracted to another person? How do you create an assertive response if involved in a sexual harassment situation? How would you handle a situation if you or someone you know is being sexually harassed?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)	Breakdown and analyze the definition of sexual harassment to understand its full meaning. Explain the different forms of sexual harassment. Explain Title 9 and the importance for students. Compare and contrast flirting versus sexual harassment behaviors. Explain the school policy on sexual harassment. Explain the subjective nature of sexual harassment.	Student handbook Video: "In Real Life: sexual harassment in schools"  No Excuses – sexual harassment curriculum  Sexualharass.com	Lecture  Student led discussion  Brainstorming  Pair/share	Teacher observation  Worksheet  Quiz (common)
Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work and community relationships.	Practice using assertiveness skills  Demonstrate skills to deal with sexual harassment  Analyze video on sexual harassment	Michigan Model: managing conflicts and preventing violence (lesson 12)    Video: In Real Life:	Demonstration  Role-playing  Peer partner learning  Real-Life Scenario's	Teacher observation  Worksheets

		sexual harassment in schools	Video	
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**Unit: Reproductive Systems**  
**Essential Questions: Why is it important to understand the male and female reproductive systems? How does the process of fertilization occur? What behaviors are essential for the health of the reproductive systems?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Identify the stages of the male and female reproductive systems over the life cycle.	Describe the male reproductive system Describe the female reproductive system Explain the function of all major parts of the reproductive system Explain hormones involved in reproductive system Explain ovulation, fertilization and menstruation Point out key components of fetal development Summarize the process of fertilization Outline the pathway of sperm	<u>Systems of the Body</u>  FLASH lessons  CDC: FAS Life's Greatest Miracles  PBS: Nova  March of Dimes  <i>Human reproduction and Childbirth</i> – Human Relations Media	Lecture  Discussion  Explicit teaching  Cooperative learning  Video	Quiz (common) Test  Type 2: Explain the steps of fertilization  Teacher observation  Last word

<p>List the signs of pregnancy</p>	<p>Outline various signs of pregnancy based on fetal development throughout trimesters          Specify significant changes in each trimester</p>	<p>FLASH Lessons  <i>Human reproduction and Childbirth</i> – Human Relations Media</p>	<p>Lecture          Peer Partner learning          Video</p>	<p>Last word          Teacher observation          Quiz (common)</p>
<p>Describe proper prenatal care and identify types of birth defects.</p>	<p>Describe proper prenatal care          Describe the effects of drugs and alcohol on the developing fetus          Explain birth defects and common causes</p>	<p>FLASH: lessons          March of Dimes          DCD: Life’s greatest miracles</p>	<p>Lecture          Peer partner learning          Diagrams          Discussion</p>	<p>Worksheet          Teacher Observation          Test (common)</p>
<p>Describe the harmful effects of tobacco, alcohol and other substances on pregnant women and their unborn children</p>	<p>Describe Fetal Alcohol Syndrome and Fetal Alcohol Effects          Hypothesize potential outcomes based on fetal development within each trimester          Summarize effects of FAS/FAE          Diagram pathway of drugs from mother to fetus</p>	<p>FLASH: lessons          March of Dimes          DCD: Life’s greatest miracles</p>	<p>Lecture          Peer partner learning          Diagrams          Discussion</p>	<p>Worksheet          Teacher Observation          Test (common)          2 truth’s and 1 lie</p>

**Unit: Sexually Transmitted Infections**  
**Essential Questions: How can STI's impact your overall health? What is the social impact of contracting an STI? Why is it important to learn about the reasons STI's go undiagnosed and untreated?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STIs, including HIV/AIDS)	<p>Explain the difference between a virus and bacteria.</p> <p>Describe common symptoms of STIs.</p> <p>Explain the modes of transmission</p> <p>Explain prevention strategies – focus on abstinence</p> <p>Explain why SYIs are dangerous for teenagers.</p> <p>Reflect on the ripple effect of engaging in risky behaviors.</p>	<p><u>Glencoe</u> Ch. 24</p> <p>NIH.gov</p> <p>ASASTD.org</p> <p><i>Safe Choices Curriculum</i></p> <p><i>Flash</i> lessons</p> <p>Weymouth Teen Clinic</p>	<p>Lecture</p> <p>Research</p> <p>Access prior knowledge</p> <p>Computer Lab-cooperative learning</p> <p>Student Presentations</p> <p>Debriefing</p> <p>Sorting cards</p>	<p>Student Presentations</p> <p>Worksheet</p> <p>Quiz (common)</p> <p>Teacher observation</p>

**Unit: Abstinence**  
**Essential Questions: What are the benefits for a teenager of remaining abstinent? What are the potential consequences of not abstaining from sex? When in a relationship, how do you communicate sexual boundaries?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
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<p>Describe the effectiveness and consequences of various pregnancy, HIV and STI prevention methods, including abstinence.</p>	<p>Define and explain the benefits of abstinence.          Discuss potential consequences of not abstaining.          Create a definition of abstinence.          Create assertive responses to verbalize boundaries.</p>	<p><i>FLASH</i> curriculum  <i>Safer Choices Curriculum</i>  <u>Glencoe Health</u> Ch. 24          Healthy Teen Network:  <a href="http://www.healthyteenetwork.org">www.healthyteenetwork.org</a>          Association of Reproductive Health Professionals:  <a href="http://www.arhp.org">www.arhp.org</a></p>	<p>Brainstorming          Peer partner learning          Reflective discussion          Cooperative learning groups          Role-playing</p>	<p>Teacher observation          Quiz          Real-life TV series (role-play)          Parent worksheet</p>
<p>Explain the importance of communication and setting limits in a sexual relationship.</p>	<p>Create boundaries and limitations within relationships.          Explain the different reasons why boys &amp; girls have sex.          Compare and contrast healthy versus unhealthy relationships.</p>	<p><i>FLASH</i> curriculum  <i>Safer Choices Curriculum</i>  <u>Glencoe Health</u> Ch. 24          Healthy Teen Network:  <a href="http://www.healthyteenetwork.org">www.healthyteenetwork.org</a>          Association of Reproductive Health Professionals:  <a href="http://www.arhp.org">www.arhp.org</a></p>	<p>Brainstorming          Peer partner learning          Reflective discussion          Cooperative learning groups          Role-playing          Case Studies</p>	<p>Teacher observation          Quiz          Real-life TV series (role-play)          Parent worksheet</p>

**Unit: Teen Dating Violence**

**Essential Questions: What makes a relationship healthy? What would you do if you or someone you knew were in an unhealthy relationship? How would you effectively communicate in a relationship? How do you create health boundaries in a relationship?**



Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
<p>Contrast the emotional impact on long-term relationships of positive communication with negative communication.</p>	<p>Summarize how you communicate effectively in a relationship.            Explain the reasons why people would stay in a healthy relationship.            Explain the reason why people would stay in an unhealthy relationship.            Explain power and control in a healthy versus unhealthy relationship.            Diagram the “Cycle of Violence”.            Compare and contrast the characteristics of a healthy versus unhealthy relationship.</p>	<p>Video: “Heart on a Chain”            Marshfield Police            District Attorney’s office  <a href="http://www.acadv.org">www.acadv.org</a>  <a href="http://www.loveisrespect.org">www.loveisrespect.org</a></p>	<p>Lecture            Brainstorm            Case Studies            Reflective discussion            Story telling            Marshfield Police presentation</p>	<p>Relationship Contract (common)            Unit Test (common)            Students notes            Teacher Observation</p>
<p>Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness and forgiveness in committed relationships.</p>	<p>Identify/describe the signs of a healthy relationship.            Describe the characteristics of a healthy and unhealthy relationship.            Explain your expectations in a relationship.            Summarize important characteristics of a healthy relationship.</p>	<p>Video: “Heart on a Chain”            Marshfield Police            District Attorney’s office  <a href="http://www.acadv.org">www.acadv.org</a>  <a href="http://www.loveisrespect.org">www.loveisrespect.org</a></p>	<p>Lecture            Brainstorm            Case Studies            Reflective discussion            Story telling            Marshfield Police presentation            Compare/contrast            Dating Game</p>	<p>Relationship Contract (common)            Unit Test (common)            Students notes            Teacher Observation</p>

**Unit: Sexual Assaults**  
**Essential Questions: How do you create strategies to reduce your chances of becoming a victim of sexual assault? What information should you keep private while on-line? What are the emotional and legal ramifications of being a victim of sexual assaults or the perpetrator of an assault?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Identify the mental health and legal consequences of harassment.	Summarize the laws associated with sexual abuse. Define each law regarding rape, statutory rape, indecent assault and battery, restraining orders and how it affects the Sex Offender's Registry. Explain which laws apply to various types of sexual crimes. Explain legal and social consequences of sexual assaults. Devise a plan of safety against sexual assault. Create strategies to protect personal information and identity on-line.	Marshfield Police District Attorney's office <a href="http://www.woemnshealth.gov">www.woemnshealth.gov</a> <a href="http://www.ncvc.org">www.ncvc.org</a> <a href="http://www.janedoe.org">www.janedoe.org</a> FLASH lessons	Lecture Discussion Structured overview Organizer to create strategies	Quiz (common) Worksheet (parent and student) Teacher observations

**Unit: Mental illness, depression and suicide prevention**  
**Essential Questions: What are some reason that teens might feel anxiety and depression? What are the sources of help for people with mental health disorders? Why is there a stigma attached to mental illness? What are the struggles a person with learning disabilities**

**might have socially and academically?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
<p>Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention.</p>	<p>Explain the difference between a learning disability and mental illness.            Explain/describe the signs of depression and suicide.            Describe behavior changes with depression and other mental illnesses.            Describe behavior symptoms of someone with a mental illness.            Practice the ACT skill to be used doe students in crisis or when a student may be considering suicide.</p>	<p>ACT video            School Adjustment Counselor            Guidance Counselors  <a href="http://www.anmi.org">www.anmi.org</a>    <a href="http://www.mayoclinic.com">www.mayoclinic.com</a>    <a href="http://www.healthyminds.org">www.healthyminds.org</a>              PowerPoint</p>	<p>Lecture – explicit teaching              Brainstorm              Reflective discussion              Video              Case Study              Pair/share              Acronym              Role-play</p>	<p>Case Studies              Teacher observation              Quiz (common)              Role-plays</p>
<p>Identify common mental health disorders (for example, anxiety, schizophrenic and mood, including depression and bipolar) and treatments (for example, psychological, biomedical).</p>	<p>Identify school, community and professional resources for treatment.            Create strategies to deal with other students that may exhibit signs of mental illness.            Describe different mental illnesses and strategies for prevention (if any).            Explain the stigma associated with mental illness.            Explain causes of mental illness.</p>	<p>ACT video            School Adjustment Counselor            Guidance Counselors    <a href="http://www.anmi.org">www.anmi.org</a>    <a href="http://www.mayoclinic.com">www.mayoclinic.com</a>    <a href="http://www.healthyminds.org">www.healthyminds.org</a></p>	<p>Lecture – explicit teaching              Brainstorm              Reflective discussion              Video              Case Study              Pair/share</p>	<p>Case Studies              Teacher observation              Quiz (common)              Role-plays</p>

	Describe incidence rates for mental illness.	PowerPoint	Acronym  Role-play	
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**Unit: Substance Abuse**

**Essential Questions: What are the social and legal ramifications of substance abuse? How does drug/alcohol abuse impact the family and community? Why do drugs affect people differently? What goals could you create to help support a drug-free life-style? How can the misuse or abuse of prescription drugs affect my physical and mental health?**

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdoses.	<p>Explain how alcohol and marijuana use can lead to the abuse of other substances.</p> <p>Explain how alcohol and marijuana impact your body.</p> <p>Explain Blood Alcohol Concentration (BAC).</p> <p>Explain how alcohol is broken down in the body.</p> <p>Compare the short term and long term effects of abusing drugs.</p> <p>Describe the consequences of marijuana use in respect to education and relationships.</p> <p>Explain how prescription drug abuse can impact the family, student and community.</p>	<p>Marshfield YRBS</p> <p>Cdc.gov</p> <p>Teens Voice Solutions to alcohol, tobacco and other drugs – <u>Michigan Model curriculum</u></p>	<p>Lecture</p> <p>Demonstration (Beaker Family)</p> <p>Cooperative groups</p> <p>Research – assigned questions</p> <p>Student Presentations</p>	<p>Student Presentations (common)</p> <p>Quiz (common)</p> <p>Final Exam (common)</p> <p>Teacher observation</p> <p>Worksheet</p>