

Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing And Resource Guide



Course Title/ Course #: 9th Health Education

Start day: 1

Meetings: 90 days

Course Description

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes, and integrating a variety of health concepts, skills, and behaviors to plan for their personal health goals. This course will include personal and community health; mental, emotional, and social health; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Students will demonstrate confidence in their knowledge and skills. They will see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. Students will engage in promoting health in their community.

Pacing Resources Assessments MP1

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Unit 1 – 2 weeks	9.1 b, d, f, h 9.2 c, b 9.3 a, b, c, e	Unit 1 – A Healthy Foundation Chapter 1, Lesson 1,2,3 Chapter 2, Lesson 2	Glencoe Health Online Learning Center Chapter 1- http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter1/index.html Glencoe Health Textbook p. 2 -24 Glencoe Health Online Book - http://www.glencoe.com/ose/showbook.php?access_code=D1D546BBDD Figure 1.1 The Health Continuum page 5 Figure 1.2 Teen Risk Behaviors Page 8 Chapter 2 - Building Health Skills and Character; Lesson 2 – Making Responsible Decisions and Setting Goals Glencoe Health Textbook p.33-36 Figure 2.3 Steps of the Decision-Making Process Hands – On Health Activity p. 35 Setting a Personal Health Goal	Exit slips Chain notes Class vote Concept Cartoon Dialogue Discuss with a Partner Group Q & A Homework Your Health and Wellness

			Glencoe Health Online Learning Center Chapter 2- http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter2/index.html	One Minute Paper Chapter Review
Unit 2 – 2 weeks	9.1 a, b d, e 9.2 a, c 9.4 b 9.5 b	Unit 2 – Physical Activity and Nutrition Chapter 4, Lesson 1, 2, 3 Chapter 5, Lesson 1, 2, 4 Chapter 6, Lesson 1, 2	Glencoe Health Textbook - p. 72 -167 Chapter 4 - Lesson 1, 2, 3 Physical Activity for Life Hands-On Health Activity – p. 76 Figure 4.1 Approaches to Everyday Activities p. 78 Figure 4.4 The F.I.T.T Formula Real – Life Application – Targeting Cardiovascular Fitness p. 84 Health Skills Activity, Goal Setting: Starting a Physical Activity Program p.89 Glencoe Health Online Book Activities Chapter 4 - http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter4/index.html Chapter 5 – Lesson 1, 2, 4 Nutrition and Your Health Resilient Teens p. 112 Hands on Health Activity p. 118 Reducing Your Intake of Fats Figure 5.1, 5.2, 5.3 Vitamins and Minerals Figure 5.5 Calorie Levels p. 125 Real Life Application p. 127– Smart Snacking Figure 5.7 Nutrition Facts p 131 My Plate - http://www.foodpyramid.com/myplate/ Glencoe Health Online Book Activities Chapter 5 - http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter5/index.html Video – Super Size Me http://www.snagfilms.com/films/title/super_size_me Chapter 6 – Lesson 1, 2 Weight Management and Body Composition Eat Disorders - http://kidshealth.org/teen/food_fitness/problems/eat_disorder.html Resilient Teens – p. 149 Hands on Health Activity p. 153 Health Skills Activity- Decision Making: Helping a Friend get Help p. 155 Glencoe Health Online Book Activities Chapter 6 - http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter6/index.html	Exam Evaluations Flash Cards Flash Card Graphic Organizers Journals Note taking Foldable Chapter Review

Pacing Resources Assessments MP2

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Unit 3- 1 Week	9.1 d, f, g, h, i 9.2 c 9.3 a, c, e 9.5 a, d	Unit 3 – Managing Stress and Anxiety Chapter 8, Lesson 1, 2, 3, 4	Figure 8.1 - The Alarm Response p. 200 Resilient Teens P. 203 Kids Health in the Classroom – Stress http://kidshealth.org/classroom/9to12/problems/emotions/stress.pdf Glencoe Health Online Book Activities Chapter 8 - http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter8/index.html	Chapter Review Vocabulary
Unit 4 – 2 weeks	9.1 b, f, g, i 9.2 a, b, c 9.5 b, c, e	Unit 4 – Healthy Relationships Chapter 10, Lesson 2, 3 Chapter 12, Lesson 1, 2, 3, pter 10, Lesson 2, 3 Chapter 12, Lesson 1, 2, 3, 4	Reading Strategies – Effective Communication p. 254 Figure 10.2 – p. 256 Stating your feelings Effectively Figure 10.3 – Tips for Active Listening Hands on Health – Demonstrating Empathy p. 258 Health Skills Activity –Communication: Expressing Disapproval of Bullying p. 259 Advocates for Youth – Communication (Lesson Plans) http://www.advocatesforyouth.org/communication-lessons Glencoe Online Learning Center 2011 http://glencoe.mheducation.com/sites/0078913284/student_view0/unit3/chapter6/health_podcasts.html Figure 10.4 Common Causes of Conflict p. 263 Figure 10.5 Strategies for Resolving Conflict p.264 Resilient Teens p. 265 Kids Health in the Classroom: Conflict Resolution http://kidshealth.org/classroom/9to12/personal/growing/conflict_resolution.pdf Glencoe Online Learning Center http://glencoe.mheducation.com/sites/0078913284/student_view0/unit3/chapter9/index.html	Exam Evaluations Summarizing Retelling Think-Pair-Share Vocabulary Write Questions Quizzes Alcohol and other drugs Chapter Review

Course Title/ Course #:

<u>Pacing Resources Assessments MP3</u>				
Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Unit 5 – 2 Weeks	9.1 b, d, f 9.2 a, b 9.3 a, c, d 9.5 c, b, e	Unit 5 – Body Systems Chapter 15, Lesson 1, 3, 4 Chapter 16, Lesson 1, 2, 3, 5 Chapter 18, Lesson 2, 3	Figure 15.1 The Skeletal p. 383 Real Life Application – Are You Getting Enough Calcium p.392 Figure 15.2 The Skeletal Muscle p. 396 Hands on Health - Training Safety Checklist p. 397 Figure 15.4 The Nervous System p. 401 Figure 16.1 Pulmonary Circulation p. 418 Figure 16.2 Cardiovascular System p. 420 Figure 16.4 Respiratory System p. 429 Hands on Health - Seeing the Effects of Smoking p. 430 Health Skills Activity Communication: Asthma and Physical Activity p. 434 Figure 18.2 Figure 18.3 Figure 18.4 Menstrual Cycle p.476 Glencoe Health Online Book Activities Chapter 18 http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter18/index.html	Exit Slips Application Eye on the Media Article Authentic Questioning Brainstorm Diagrams Flash Cards Graphic Organizers Exam Evaluations Quizzes Chapter Review

Pacing Resources Assessments MP4

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Unit 6 – 2 weeks	9.1 b, c, d, f, g 9.2 b 9.3 a, c, e 9.5 a, e	Unit 6 – Tobacco Alcohol and Other Drugs Chapter 21, Lesson 1, 2, 3 Chapter 22, Lesson 1, 2, 3 Chapter 23, Lesson 1, 2, 3	RPS - http://web.richmond.k12.va.us/Departments/DepartmentOfInstruction/Health/Programs.aspx Figure 21.1 Health Risks of Tobacco p. 543 Resilient Teens p. 544 Real – Life Application Help a Friend STOP Using Tobacco p.549 Health Skills Activity – Communication: Avoiding Environmental Tobacco Smoke p. 553 Hands-On Health Activity – Smoking Out Underage Tobacco Sales p. 554 Real-Life Application – Seeing Through Alcohol Advertising p. 564 Health Skills Activity – Refusal Skills: Avoiding Alcohol p. 566 Figure 22.1 Short-Term Effects of Alcohol p. 569 Figure 22.2 Comparing Beer, Wine, and Spirit p. 571 Figure 22.3 Long-Term Effects of Alcohol Abuse p. 575 Figure 22.4 Where to get Help Alcohol Abuse p. 579 Real Life Application – Analyzing Trends: Drug – Prevention Programs p. 593 Figure 23.3 The Health Risks of Marijuana p.599 Figure 23.4 Health Risks of Psychoactive Drugs p. 604 Kids Health – Alcohol - http://kidshealth.org/teen/drug_alcohol/alcohol/alcohol.html Foundation for a Drug Free World http://www.drugfreeworld.org/drugfacts/alcohol/understanding-affects-on-body.html Talk about Alcohol - http://www.talkaboutalcohol.com/uploads/teacher_wb.pdf Glencoe Health Online Learning Center Tobacco - http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter21/index.html Glencoe Health Online Learning Center Alcohol - http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter22/index.html Glencoe Health Online Learning Center Medicine and Drugs - http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter23/index.html	Exam Evaluations Graphic Organizers Exit slips Dialogue Note-taking Discuss with a Partner Quizzes Chapter Review Foldable – p. 539

			dex.html	
2Weeks	9.1 b, d, f 9.2 b 9.3 c 9.4 b 9.5 d, b, a	Unit 7 – Diseases Chapter 25, Lesson 1, 2, 3, 4 Chapter 26, Lesson 1, 2, 3	Hands – On Health The Benefits of Abstinence Activity – p.650 Figure 25.1 Estimated Incidence and Prevalence of STDs in the U.S. p.653 Health Skills Activity – Refusal Skills: Lines of Defense p.657 Sexual Transmitted Diseases - http://glencoe.mheducation.com/sites/0078913284/student_view0/unit8/chapter24/index.html Non-Communicable Diseases - http://glencoe.mheducation.com/sites/0078913284/student_view0/unit8/chapter25/index.html CDC - http://www.taconichills.k12.ny.us/webquests/noncomdisease/	Class Presentation Individual/Group Journal Projects Dialogue Chapter 25 Review - http://www.glencoe.com/ose/showbook.php?access_code=D1D546BBDD Diagrams Flash Cards Chapter 26 Review - http://www.glencoe.com/ose/showbook.php?access_code=D1D546BBDD

Course Title/ Course #:

Grade Nine

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Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community.

Knowledge and Skills

- 9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include
 - a) the use of current research and scientific study to interpret nutritional principles;
 - b) a decision-making process for selecting health and wellness products;
 - c) development of personal standards regarding the use of alcohol, tobacco, and other harmful substances;
 - d) maintenance of health habits that promote personal wellness;
 - e) implementation of a fitness and lifelong physical activity plan;
 - f) establishment of personal parameters for appropriate and inappropriate health behaviors;
 - g) utilization of a personal system for coping with distress and stress;
 - h) management of deadlines;
 - i) peaceful resolution of conflicts.
- 9.2 The student will analyze and evaluate the relationships among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include
 - a) participation in activities that improve the cardiovascular system;
 - b) development of a personal plan for remaining free of communicable diseases;
 - c) recognition of the value of proper nutrition, rest, and regular activity.
- 9.3 The student will analyze, synthesize, and evaluate the relationships among positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include
 - a) risky behaviors that may result in permanent disability for self or others;
 - b) the consequences of using weapons in acts of violence;
 - c) identification of situations involving risks;
 - d) use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures;
 - e) the effects of alcohol and other drug use.

Information Access and Use

- 9.4 The student will use various sources of information to evaluate global health issues. Key concepts/skills include
- a) the connections between personal health goals and state or national health issues (e.g., as found in the *Report of the Surgeon General*);
 - b) the benefits of information provided by recognized sources, such as state and local health departments, the United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), the National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).

Community Health and Wellness

- 9.5 The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include
- a) the impact of developing positive relationships among health, wellness, and safety professionals for promotion of healthy communities;
 - b) promotion of community projects;
 - c) development of school and community health programs for citizens of all ages;
 - d) the need for community services;
 - e) the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

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