



# FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Last Updated Summer 2013

Subject Content: Health Education Grade 9



Indicates the Curriculum Map

Weeks 1 – 3			Weeks 4 – 6		
Personal Wellness			Personal Wellness		
<p><b>PL-HS-1.1.1</b></p> <p>Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p> <p><b>PL-HS-1.1.2</b></p> <p>Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>			<p><b>PL-HS-1.1.6</b></p> <p>Students will analyze the effect of individual behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, and other drug use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).</p> <p><b>PL-HS-1.1.8</b></p> <p>Students will explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).</p>		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
I can explain the importance of effective social interaction skills	I can justify effective strategies for responding to stress,	I can apply effective strategies for responding to stress,	I can identify and explain various body systems (e.g.,	I can analyze the effect of individual behavior choices and habits	I can explain risks associated with unhealthy habits and

<p>(e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p>	<p>conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>	<p>conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>	<p>circulatory, respiratory, nervous, digestive).</p>	<p>relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, and other drug use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).</p>	<p>behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).</p>
<p><b>Critical Vocabulary</b></p> <p>Respect self-advocacy cooperation communication perspectives points of view empathy commitment</p>	<p><b>Critical Vocabulary</b></p> <p>Stress Conflict peer pressure bullying harassment</p>	<p><b>Critical Vocabulary</b></p> <p>Communication conflict resolution anger management time management refusal skills self-advocacy</p>	<p><b>Critical Vocabulary</b></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Circulatory</li> <li>• Respiratory</li> <li>• Nervous</li> <li>• Digestive</li> </ul>	<p><b>Critical Vocabulary</b></p> <p>Behaviors</p> <p>Habits Diet Rest Exercise Tobacco Alcohol Drug Use</p>	<p><b>Critical Vocabulary</b></p> <p>Physical Activity Steroids Substance Abuse Sexual Activity Violent Behavior Aggressive Behavior</p>
<p><b>Strategies/Activities</b></p>	<p><b>Strategies/Activities</b></p>	<p><b>Strategies/Activities</b></p>	<p><b>Strategies/Activities</b></p>	<p><b>Strategies/Activities</b></p>	<p><b>Strategies/Activities</b></p>
<p><b>Balanced Assessment: Formative</b></p>	<p><b>Balanced Assessment: Formative</b></p>	<p><b>Balanced Assessment: Formative</b></p>	<p><b>Balanced Assessment: Formative</b></p>	<p><b>Balanced Assessment: Formative</b></p>	<p><b>Balanced Assessment: Formative</b></p>

<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>
<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>

<b>Weeks 7-9</b>	<b>Weeks 10-12</b>
<b>Personal Wellness</b>	<b>Personal Wellness</b>
<b>PL-HS-1.1.7</b> <b>Students will describe symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (hepatitis, tuberculosis,</b>	<b>PL-HS-1.1.9</b> <b>Students will compare causes, symptoms, consequences and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse,</b>

<p>STD/HIV/AIDS) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).</p>	<p>addictions, eating disorders, aggressive behaviors) for individuals and families.</p> <p>PL-HS-1.1.11</p> <p>Students will recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.</p>
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CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
I can describe symptoms and causes, of communicable diseases (hepatitis, tuberculosis, STD/HIV/AIDS)	I can describe patterns of transmission, prevention and treatments of communicable diseases (hepatitis, tuberculosis, STD/HIV/AIDS)	I can describe symptoms, causes, prevention and treatments of non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).	I can compare causes, symptoms, consequences and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors) for individuals and families.	I can recommend effective coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.	I can justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Symptoms Cause Communicable Diseases	Prevention Transmission	Non-Communicable Diseases <ul style="list-style-type: none"> <li>• cancer</li> <li>• diabetes</li> </ul>	Mental / Emotional Health Mental / Emotional Problems	Coping Strategy Setting realistic goals Time Management Task Management	Coping Strategy Setting realistic goals Time Management Task Management Stress



<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>

Weeks 13-15			Weeks 16-18		
<b>Nutrition</b>			<b>Safety</b>		
<p><b>PL-HS-1.2.2</b></p> <p>Students will explain key recommendations made in the <i>Dietary Guidelines for Americans</i>, including recommendations for specific population groups and how these recommendations contribute to good health.</p>			<p><b>PL-HS-1.3.2</b></p> <p>Students will explain how proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives.</p>		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
I can explain key recommendations made in the Dietary Guidelines for Americans	I can explain key recommendations made in the Dietary Guidelines for Americans, including recommendations for specific population groups and how these recommendations contribute to good health.	I can explain key recommendations made in the Dietary Guidelines for Americans, including recommendations for specific population groups and how these recommendations contribute to good health.	I can explain how proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock) can help reduce the severity of injuries	I can explain how proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (poisons, burns, temperature-related emergencies, allergic reactions,) can help reduce the severity of	I can explain how proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (broken bones, overdose, heart attacks, seizures) can help reduce the severity of











<p><b>Balanced Assessment: Formative</b></p> <p><b>Summative</b></p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Summative</b></p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Summative</b></p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Summative</b></p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Summative</b></p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Summative</b></p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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<b>Weeks 31-33</b>	<b>Weeks 34-36</b>
<b>Topic</b>	<b>Topic</b>

Skills to be Taught (Learning Targets - I can statements)			Skills to be Taught (Learning Targets - I can statements)		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Core Content 4.1 Identify Common Core Standards	Identify Core Content 4.1 Identify Common Core Standards	Identify Core Content 4.1 Identify Common Core Standards	Identify Core Content 4.1 Identify Common Core Standards	Identify Core Content 4.1 Identify Common Core Standards	Identify Core Content 4.1 Identify Common Core Standards
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative  Summative	Balanced Assessment: Formative  Summative	Balanced Assessment: Formative  Summative

<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;"><b>Resources Needed</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p>