

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!" Last Updated Summer 2013

Subject Content: Health Ed	<u>ucation</u>	Grade	9	
	Indicates the Curriculum Map			

	Weeks 1 – 3		Weeks 4 – 6		
	Personal Wellness		Personal Wellness		
PL-HS-1.1.1			PL-HS-1.1.6		
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). PL-HS-1.1.2 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).		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). PL-HS-1.1.8 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).			
CURRICULUM				CURRICULUM	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
I am a manufatta Alam	I can justify effective	I can apply effective	I can identify and	I can analyze the effect	I can explain risks
I can explain the	i can justify effective	real apply checkive	i dan iadiidii y and		r carr exprain mono
importance of effective	strategies for	strategies for	explain various body	of individual behavior	associated with

(e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).	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).	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).	circulatory, respiratory, nervous, digestive).	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).	behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).
Respect self-advocacy cooperation communication perspectives points of view empathy commitment	Critical Vocabulary Stress Conflict peer pressure bullying harassment	Critical Vocabulary Communication conflict resolution anger management time management refusal skills self-advocacy	Critical Vocabulary Body Systems Circulatory Respiratory Nervous Digestive	Critical Vocabulary Behaviors Habits Diet Rest Exercise Tobacco Alcohol Drug Use	Critical Vocabulary Physical Activity Steroids Substance Abuse Sexual Activity Violent Behavior Aggressive Behavior
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative

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

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

STD/HIV/AIDS) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).			addictions, eating disorder families. PL-HS-1.1.11 Students will recommend coping strategies (e.g., see management, decision maintaining mental a	d and justify effective sel etting realistic goals, time aking, learning style pre nd emotional health.	f-management and e, task and stress
	CURRICULUM			CURRICULUM	
Week 7 I can describe symptoms and causes, of communicable diseases (hepatitis, tuberculosis, STD/HIV/AIDS)	Week 8 I can describe patterns of transmission, prevention and treatments of communicable diseases (hepatitis, tuberculosis, STD/HIV/AIDS)	Week 9 I can describe symptoms, causes, prevention and treatments of noncommunicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).	Week 10 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.	Week 11 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.	Week 12 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.
Critical Vocabulary Symptoms Cause Communicable Diseases	Critical Vocabulary Prevention Transmission	Critical Vocabulary Non-Communicable Diseases cancer diabetes	Critical Vocabulary Mental / Emotional Health Mental / Emotional Problems	Critical Vocabulary Coping Strategy Setting realistic goals Time Management Task Management	Critical Vocabulary Coping Strategy Setting realistic goals Time Management Task Management Stress

 hepatitis tuberculosis STD HIV AIDS 		 obesity cardiovascular disease arthritis osteoporosis 	 Depression Anxiety drug abuse addictions eating disorders 	Stress Management Decision Making Learning Style Preference, Perseverance	Management Decision Making Learning Style Preference, Perseverance
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
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| Resources Needed |
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Weeks 13-15			Weeks 16-18		
	Nutrition			Safety	
PL-HS-1.2.2 Students will explain key recommendations made in the <i>Dietary Guidelines</i> for Americans, including recommendations for specific population groups and how these recommendations contribute to good health.		PL-HS-1.3.2 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.			
	CURRICULUM		CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
I can explain key	I can explain key	I can explain key	I can explain how	I can explain how	I can explain how
recommendations	recommendations made	recommendations made	proper first-aid	proper first-aid	proper first-aid
made in the Dietary	in the Dietary Guidelines	in the Dietary Guidelines	procedures (e.g.,	procedures (e.g.,	procedures (e.g.,
Guidelines for	for Americans, including	for Americans, including	CPR/rescue breathing)	CPR/rescue breathing)	CPR/rescue breathing)
Americans	recommendations for	recommendations for	for responding to	for responding to	for responding to
	specific population	specific population	emergency situations	emergency situations	emergency situations
	groups and how these	groups and how these	(falls, drowning,	(poisons, burns,	(broken bones,
	recommendations	recommendations	choking, bleeding,	temperature-related	overdose, heart attacks,
	contribute to good	contribute to good	shock) can help reduce	emergencies, allergic	seizures) can help
	health.	health.	the severity of injuries	reactions,) can help	reduce the severity of
				reduce the severity of	

			and save lives.	injuries and save lives.	injuries and save lives.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Dietary Guidelines for Americans recommendation	Dietary Guidelines for Americans recommendation specific population groups	Dietary Guidelines for Americans recommendation specific population groups	first-aid CPR Procedures • Falls • Drowning • Choking • Bleeding • Shock	first-aid CPR Procedures Poisons Burns temperature- related emergencies allergic reactions	first-aid CPR Procedures
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
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Resources Needed	Resources Needed				

Weeks 19-21			Weeks 22-24		
	Topic			Topic	
Skills to be Taught (Learning Targets - I can statements)			Skills to be Taught (Learning Targets - I can statements)		
	CURRICULUM		CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
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
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| Resources Needed |
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Weeks 25-27			Weeks 28-30			
	Topic			Topic		
134.3			·			
	Skills to be Taught			Skills to be Taught		
(Lear	ning Targets - I can statem	ents)	(Learning Targets - I can statements)			
• •-	CURRICULUM		CURRICULUM			
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	
Identify Core Content	Identify Core Content	Identify Core Content	Identify Core Content	Identify Core Content	Identify Core Content	
4.1 Identify Common Core	4.1 Identify Common Core	4.1 Identify Common	4.1 Identify Common Core	4.1 Identify Common Core	4.1 Identify Common Core	
Standards	Standards	Core Standards	Standards	Standards	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 |
|--|--|--|--|--|--|
| Summative | Summative | Summative | Summative | Summative | Summative |
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| Resources Needed |

Weeks 31-33	Weeks 34-36
Торіс	Торіс

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 Core Content 4.1					
Identify Common Core Standards	Identify Common Core Standards	Identify Common Core Standards	Identify Common Core Standards	Identify Common Core Standards	Identify Common Core Standards	
Critical Vocabulary						
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	
Balanced Assessment: Formative						
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