



High School Health

Grade 9

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# Hazelwood School District

## Mission Statement

In a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st Century skills for success as global citizens

## Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

## Goals

Goal 1 – Improve Student Achievement

Goal 2 - Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 - Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

## Curriculum Overview

Today, the emphasis on health promotion and health and safety education has never been more important. Educators in the Hazelwood School District have the opportunity to make a positive impact on the lives of students through the promotion of positive health education.

The Health Curriculum describes what students should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through a variety of activities and presentations. By progressing through this health education program, it is expected that students will:

- Develop attitudes and skills to foster a positive self-concept
- Develop skills that foster responsibility and decision-making skills to maintain healthy relationships
- Understand the relationship between nutrition and good health
- Obtain accurate information about critical issues in adolescent growth and development
- Develop an understanding of how lifestyle choices and habits influence their own physical, mental, and emotional fitness

Course Title: High School Health

Grade Level: 9

Content Area: Health and Physical Education

**Course Description:**

The students will gain knowledge about human growth and development, mental health, emotional health, substance abuse, disease prevention, first aid, CPR, safety, and nutrition.

One half unit (0.5) of Health Education is a graduation requirement for both Hazelwood School District and the Missouri Department of Elementary and Secondary Education (DESE). Students in grades 9-12 must enroll in health at some point prior to graduation.

**Course Rationale:**

Health education provides students with experiences and opportunities to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. Comprehensive school health education includes curricula for students in pre-K through grade 12 that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education curricula and instruction should address the National Health Education Standards (NHES) and incorporate the characteristics of an effective health education curriculum. (Retrieved on Feb. 21, 2019, DESE.gov)

**Course Scope and Sequence**

|                                                                    |                                                                            |                                                                                              |
|--------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Unit 1: Health Skills<br>(3 class periods)                         | Unit 2: Mental and Emotional Health<br>(6 class periods)                   | Unit 3: Social Health<br>(5 class periods)                                                   |
| Unit 4: Substance Abuse<br>(7 class periods)                       | Unit 5: Nutrition<br>(includes Digestive System)<br>(5 class periods)      | Unit 6: Sexually Transmitted Diseases<br>(includes Reproductive System)<br>(4 class periods) |
| Unit 7: Infections and noninfectious diseases<br>(6 class periods) | Unit 8: First Aid/Cardiopulmonary Resuscitation (CPR)<br>(3 class periods) |                                                                                              |

## Course Materials and Resources:

Bronson, M.H. (2015). Glencoe Health. Columbus, OH: McGraw-Hill Education.

## Essential Terminology/Vocabulary:

### Unit 1: Health Skills

Abstinence, chronic disease, culture, cumulative risks, environment, health, health disparities, health education, health literacy, healthy people, heredity, lifestyle factors, media, peers, prevention, risk behaviors, spiritual health, technology, and wellness.

### Unit 2: Mental and Emotional Health

Alienation, anxiety, anxiety disorder, apathy, behavior therapy, brain stem, cerebellum, cerebral palsy, cerebrum, character, chronic stress, cluster suicides, cognitive therapy, competence, conduct disorder, constructive criticism, coping, defense mechanisms, depression, drug therapy, emotions, empathy, epilepsy, family therapy, group therapy, hierarchy of needs, hormones, hostility, integrity, mental disorder, mental/emotional health, mood disorder, mourning, neurons, perception, personal identity, personality, psychosomatic response, psychotherapy, relaxation response, resilient, role model, self-actualization, self-esteem, skills, stages of grief, stigma, stress, stress-management skills, stressor, suicide, and traumatic event.

### Unit 3: Social Health

Abstinence, abuse, active listening, affirmation, aggressive, assault, assertive, blended family, body language, bullying, child abuse, citizenship, clique, compromise, confidentiality, conflict, conflict resolution, constructive criticism, cooperation, crisis center, custody, cycle of violence, date rape, divorce, domestic violence, elder abuse, escalate, extended family, foster care, friendship, harassment, hazing, homicide, "I" messages, infatuation, interpersonal communication, interpersonal conflicts, intimacy, manipulation, mediation, neglect, negotiation, nuclear family, passive, peer mediation, peer pressure, peers, personal identity, physical emotional abuse, platonic friendship, prejudice, priorities, random violence, rape, refusal skills, relationship, role, self-control, separation, sexual abuse, sexual assault, sexual violence, sexually transmitted disease (STDs), siblings, spousal abuse, stalking, stereotype, stress, tolerance, values, verbal abuse, and violence.

#### Unit 4: Substance Abuse

Addictive, additive interaction, alcohol abuse, alcohol poisoning, alcoholic, alcoholism, anabolic-androgenic steroids, antagonistic interaction, binge drinking, blood alcohol concentration (BAC), carbon monoxide, carcinogen, depressant, designer drugs, drug overdose, drugs, environmental tobacco smoke, ethanol, euphoria, fermentation, fetal alcohol syndrome, hallucinogens, Inhalants, intoxication, leukoplakia, mainstream smoke, marijuana, medicine abuse, medicine misuse, medicines, narcotics, nicotine, nicotine substitute, nicotine withdrawal, opiates, over-the-counter (OTC) medicines, paranoia, physiological dependence, prescription medicines, psychological dependence, recovery, side effects, sidestream smoke, smokeless tobacco, sobriety, stimulant, stimulants, synergistic effect, tar, tobacco cessation program, and vaccine.

#### Unit 5: Nutrition

Anorexia nervosa, appendicitis, appetite, bile, binge eating disorder, body image, body mass index (BMI), bulimia nervosa, calorie, carbohydrates, cholesterol, cross-contamination, Dietary Guidelines for Americans, dietary supplements, eating disorders, fad diets, fiber, food additives, food allergy, food intolerance, Foodborne illness, gastric juices, herbal supplements, hunger, mastication, megadoses, metabolism, minerals, MyPyramid, nutrient-dense, nutrients, nutrition, obese, osteoporosis, overweight, pasteurization, peptic ulcer, performance enhancers, peristalsis, proteins, underweight, vegetarian, vitamins, and weight cycling.

#### Unit 6: Sexually Transmitted Diseases

Abstinence, acquired immunodeficiency syndrome (AIDS), antibiotics, antibodies, asymptomatic, cervix, eggs, EIA, embryo, epidemic, Fallopian tubes, fertilization, fetal alcohol syndrome, fetus, HPV vaccine, human immunodeficiency virus (HIV), implantation, lymphocytes, menstruation, mucous membranes, ovaries, ovulation, pandemic, penis, prenatal care, rapid test, refusal skills, scrotum, semen, sexually transmitted diseases, sexually transmitted infections, sperm, sterility, testes, testosterone, uterus, vagina, and western blot.

#### Unit 7: Infections and Noninfectious Diseases

Allergy, Americans with Disabilities Act, angina pectoris, antibody, antigens, arrhythmias, arteriosclerosis, arthritis, asthma, atherosclerosis,

autoimmune disease, bacteria, benign, biopsy, cancer, carcinogen, cardiovascular disease, cirrhosis, Communicable disease, diabetes, disability, emerging infections, epidemic, giardia, histamines, hypertension, immune system, immunity, infection, inflammatory response, jaundice, lymphocyte, malignant, mental retardation, metastasis, mucous membrane, non-communicable disease, osteoarthritis, pandemic, pathogens, phagocytosis, pneumonia, profound deafness, remission, respiratory tract, rheumatoid arthritis, stroke, toxins, tumor, vaccine, vector, and virus.

Unit 8: First Aid and Cardiopulmonary Resuscitation (CPR)

Asthma, blood pressure, bronchi, capillaries, chain of survival, CPR, defibrillator, diaphragm, emphysema, first aid, Good Samaritan laws, hemoglobin, lymph, pathogen, plasma, platelets, rescue breathing, shock, trachea, tuberculosis, and universal precautions.

**Unit Objectives:**

Unit 1: Health Skills

- I can predict how healthy behaviors can impact health status.
- I can describe how the aspects of health can be represented by a triangle.
- I can describe the importance of health education and relate wellness to total health.
- I can explain how accepting responsibility for my own health and the health of others is a step toward wellness.
- I can describe heredity, environment, and culture as influences on health over which they have little or no control.
- I can explain how behaviors and the choices and decisions you make affect health.
- I can evaluate the validity of health information, products and services.
- I can utilize resources from home, school, and community that provide valid health information.
- I can access valid & reliable health products and services.
- I can utilize skills for communication effectively with family, peers, and others to enhance health.
- I can demonstrate how to ask for and offer assistance to enhance the health of self and others.



- I can discuss how risk factors can be offset by healthful behaviors.
- I can describe how abstinence from sexual activity before marriage and how avoiding tobacco, alcohol and other drugs can contribute to health.
- I can assess personal health practices and overall health status.
- Formulate an effective long-term personal health plan.
- I can analyze the role of individual responsibility for enhancing health.
- I can demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
- I can utilize accurate peer and societal norms to formulate a health-enhancing message.
- I can demonstrate how to influence and support others to make positive health choices.
- I can work cooperatively as an advocate for improving personal, family and community health.

### Unit 2: Mental and Emotional Health

- I can explain the functions & characteristics of neuron.
- I can describe the central nervous system and the peripheral nervous system.
- I can discuss the functions of the parts of the brain.
- I can explain the reflex action.
- I can discuss care of the nervous system.
- I can identify symptoms, causes, and treatment of various injuries, diseases, and disorders of the nervous system.
- I can recognize that all human beings have basic needs, that can be described by Abraham Maslow's hierarchy of needs pyramid.
- I can state 3 main factors that influence the development of one's personality.
- I can describe how emotions influence overall health, thoughts and actions.
- I can distinguish between distress & eustress.
- I can identify stressors in daily life and how the body responds to them.
- I can distinguish between physical, pathological, and psychological fatigue.
- I can relate excessive stress to disease.
- I can identify common stress-induced illnesses.
- I can describe the signs of stress.
- I can identify the 2 basic ways to deal with stress & provide examples of each.

- I can define organic & functional mental disorders.
- I can describe the 4 main categories of functional mental disorders.
- I can describe how self-esteem is directly related to an individual's general level of wellness.
- I can identify sources of support.
- I can describe the stages one goes through in accepting a major loss, such as the death of a loved one.
- I can discuss ways to cope with a major loss.
- I can explain the roles of stress tolerance & personality in determining a person's level of stress.
- I can give examples of positive & negative ways of handling emotions.
- I can discuss ways to achieve and maintain emotional health
- I can explain how mental health means much more than not being mentally ill.
- I can discuss the varying levels of mental health.
- I can identify the suicide risk factors.
- I can describe signs of suicidal behavior.
- I can identify signs of mental health problems.
- I can contrast the various types of care providers for mental health.
- I can discuss ways to help prevent suicide.

### Unit 3: Social Health

- I can define the terms relationship and role and identify the needs that relationships fill.
- I can identify the traits that are present in a healthy relationship.
- I can describe the characteristics of speech
- I can state the techniques used by active listeners.
- I can give examples of nonverbal communication
- I can describe barriers to effective communication.
- I can explain the role of constructive criticism.

### Unit 4: Substance Abuse

- I can explain how tobacco use is directly linked to respiratory & circulatory diseases.
- I can describe the health hazards of 2nd hand smoke.
- I can describe the 3 stages of alcoholism.
- I can discuss the costs of alcohol use to the family and society.
- I can explain the effects of over-the-counter and pharmaceutical drugs and the risk of misuse or abuse.
- I can state reasons that some teens smoke.

- I can list reasons young people choose to drink.
- I can describe some factors that affect teen alcohol use.
- I can discuss the challenge of quitting smoking and positive steps that can be taken by smokers who want to quit.
- I can explain the effects of marijuana and hashish on the body.
- I can explain the effect of alcohol on the body.
- I can describe the effects of drinking & driving.
- I can identify the consequences of DWI.
- I can describe problems when alcohol is mixed with other drugs, or used during pregnancy.
- I can relate alcohol poisoning to blood alcohol level.
- I can explain the effects of stimulants & the risks of misuse or abuse.
- I can compare designer and look-alike drugs.
- I can describe the dangers of anabolic steroids.
- I can describe the effect of methamphetamine and cocaine on the body.
- I can explain the effects of heroin and other narcotics on the human body.
- I can discuss the rights of a non-smoker.

#### Unit 5: Nutrition

- I can describe digestion.
- I can identify and explain the function of each organ of the digestive system.
- I can identify symptoms of foodborne illness.
- I can describe ways to select and handle food safety.
- I can differentiate food allergy from food intolerance.
- I can describe factors that influence one's food choices.
- I can explain how food choices reflect one's culture, ethnic background, and perhaps, one's religious beliefs.
- I can identify ways that family members and friends may affect one's food decisions and preferences.
- I can explain how time and money influence food choices.
- I can explain the meaning and role of Recommended Dietary Allowances.
- I can name the five food groups and recommended servings for each.
- I can describe the guidelines for maintaining body weight.
- I can list the information required on a nutritional label.
- I can interpret open-dating information on food labels.
- I can evaluate popular diets and diet gimmicks.

- I can define carbohydrates, proteins, & fats and their roles in maintaining good health.
- I can identify food sources for carbohydrates, proteins and fats.
- I can contrast complete and incomplete proteins.
- I can define cholesterol and explain its relationship to overall health.
- I can define vitamins and minerals and describe their roles in maintaining good health.
- I can discuss the properties of water-soluble vitamins and fat-soluble vitamins.
- I can describe the role of water in maintaining good health.
- I can compare food prices by using unit pricing.
- I can explain calories, their role as a body's fuel, and how they affect body weight.
- I can identify health conditions or stages of life when nutrient supplements may be beneficial and potential risks of some supplements.
- I can describe tips to control fats, sugars and sodium in foods.
- I can explain the use of food groups to develop healthy eating patterns.
- I can discuss special problems related to athletics and nutrition.
- I can identify and explain sports nutrition myths.
- I can discuss the possible benefits & risks of a vegetarian diet to one's health.
- I can explain the preventative measures for digestive disorders.
- I can describe problems associated with the digestive system.
- I can name reasons why additives are used in food.
- I can explain the differences between enriched and fortified foods.
- I can contrast overweight & obesity and identify the impact of obesity on overall health.
- I can describe the health risks related to being underweight.
- I can discuss healthful weight-loss & weight-gain strategies.
- I can contrast anorexia nervosa & bulimia nervosa.

#### Unit 6: Sexually Transmitted Diseases

- I can describe the structure and function of the male and female reproduction system.
- I can describe ways to care for the male and female reproduction system.
- I can identify some disorders of the male and female reproductive system.
- I can describe fetal development from conception to birth.

- I can define AIDS.
- I can explain the factors that determine a diagnosis of AIDS.
- I can identify reasons why teens as a group are at particularly high risk for infection of STDs.
- I can identify myths regarding HIV transmission.
- I can describe how contracting an STD can change the course of one's life.
- I can identify any problems that can occur during fetal development.
- I can identify abstinence as the only 100% effective way to avoid contracting an STD.
- I can define the term sexually transmitted disease.
- I can identify the symptoms and treatments for some of the common STDs.
- I can discuss the importance of seeking medical attention for any sign of an STD and notifying any past sexual partners.
- I can list body fluids through which HIV is known to be transmitted.
- I can list behaviors known to transmit HIV.
- I can describe the two tests that detect the presence of HIV antibodies.
- I can identify ways to protect against HIV transmission.

### Unit 7: Infection and Noninfectious Diseases

- I can describe the types of pathogens that cause disease.
- I can discuss the spread of bacterial infection through cell division.
- I can explain how viruses differ from other pathogens.
- I can identify the major routes for the spread of infectious diseases and give examples of diseases spread through each route.
- I can describe the two main types of defenses used by the immune system.
- I can differentiate between active and passive immunity.
- I can describe five major types of vaccines.
- I can describe hypertension and identify factors related to it.
- I can define and describe arteriosclerosis.
- I can describe diseases of the heart.
- I can explain the means of treating cardiovascular diseases.
- I can explain how cancer develops.
- I can describe the types of cancer.
- I can discuss the basic approaches to treating cancer.
- I can describe diabetes and its progression.
- I can identify the types of diabetes.

- I can describe the two most common types of arthritis.
- I can identify the most common types of physical and mental disabilities.
- I can cite specific ways to avoid contracting or spreading pathogens.
- I can describe the cause, means of transmission, symptoms, and treatment for common infectious diseases.
- I can identify the risk factors of cardiovascular disease.
- I can identify the signs of stroke.
- I can identify known carcinogens.
- I can identify the warning signs of cancer.
- I can identify and recognize the challenges of individuals with disabilities.
- I can discuss health-related social issues, and determine ways in which progress has been made to better integrate individuals with disabilities into society.

#### Unit 8: First Aid/Cardiopulmonary Resuscitation (CPR)

- I can describe the pathways of pulmonary, coronary, and systemic circulation.
- I can explain the purpose of arteries, capillaries, and veins.
- I can define high and low blood pressure.
- I can explain the different types of blood and the Rhesus factor of blood.
- I can explain the function of respiration.
- I can describe the exchange of oxygen and carbon dioxide.
- I can identify ways to care for the respiratory system.
- I can describe problems of the respiratory system.
- I can identify risk factors related to the circulatory system.
- I can describe problems that affect the cardiovascular system.
- I can demonstrate opening an airway and giving rescue breaths.
- I can demonstrate how to provide aid to a choking victim.
- I can demonstrate cardiopulmonary resuscitation (CPR).
- I can demonstrate how to utilize an automated external defibrillator (AED).