

9th Grade Health COVER

Content Area: **Health & Physical Education**
Course(s): **Grade 9 Health**
Time Period: **4th Marking Period**
Length: **10 weeks**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

9th GRADE HEALTH

SAYREVILLE WAR MEMORIAL

1.25 CREDITS

1/4 YEAR (1 MARKING PERIOD)

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Unit 10: Adolescence and the Life Cycle

Unit 20: The Male Reproductive System

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Statement of Purpose

The purpose of the 9th Grade Health course is to provide students with opportunities to explore health-related areas such as (effective communication skills, sound decision-making, understanding interpersonal relationships and sexuality) that will enable them to become lifelong successful learners in making good choices about healthy living.

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy lifestyle. Increasing student knowledge and the ability to enact healthy behaviors will enable them to make informed choices about their health now and in the future. The use of critical thinking, decision-making, problem-solving, leadership and communication skills are essential to making informed personal, family and community health decisions. Wellness can be defined as a way of life that emphasizes health promotion measures such as eating healthy, managing stress to reduce one's risk of contracting a disease, and preventing and treating simple injuries, and participating in engaging, supportive interpersonal relationships.

Summary of the Course

Grade 9 Health is a required quarterly course designed for Freshmen. The course provides students with the skills needed to make decisions that will impact life today and in the future. Topics include adolescence, effective communication, conflict resolution, characteristics of healthy interpersonal relationships, sexuality, sexually transmitted diseases, contraceptives, media influences, and understanding the effects of drugs and alcohol

The course will provide the students all necessary knowledge through five instructional units. The units will focus on adolescents and the life cycle, the male and female reproductive systems, prenatal development and birth, and Sexually Transmitted Infections and HIV/AIDS/Contraceptives. Teachers are encouraged to use multiple forms of assessment to ensure students have acquired the necessary skills and benchmarks required by the NJCCCS. Summative assessments should be done at the end of each lesson and unit. They can include lesson and chapter quizzes, portfolios, projects, and any other form of assessment that the teacher sees fit. Formative assessments should also be used throughout each lesson to check for understanding and gauge student skill levels. In order to address a wide variety of student skill levels, teachers should differentiate instruction to appropriately challenge all students in the class. Finally, modifications should be made that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

-In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Unit 1: Endocrine System

Content Area: **Health & Physical Education**
Course(s): **Grade 9 Health**
Time Period: **4th Marking Period**
Length: **2 Weeks**
Status: **Published**

Summary of the Unit

- Students will be able to identify the glands of the endocrine system and explain the function of each
- Students will examine the effects of health behaviors on the endocrine system
- Students will be able to appraise the significance of body changes occurring during adolescence

Enduring Understandings

- Students will know the purpose of the endocrine system
- Students will be able to identify components of the endocrine system
- Students will understand how all components of the endocrine system interact and their functions

Essential Questions

- What is an endocrine gland?
- What are the two parts of the adrenal glands, and what do they do?
- What are the hormones that endocrine glands produce and what significant changes occur during adolescence?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

Formative Assessment

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

Resources

www.health.glencoe.com

Glencoe Health Textbook

Chrome Books

Handouts

<http://www.youtube.com/watch?v=LWUkW4s3XxY>

<https://www.youtube.com/watch?v=EXglEFyELog>

Topic/Selection & Instructional Activities Chart

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Standards
Structure of the Endocrine System 5 Days	<p>Students will be able to identify the glands of the endocrine system and explain the function of each</p> <p>Students will be able to understand the meaning of meaning of all vocabulary words explaining the endocrine system.</p>	<p>Students will work with partners to read, discuss, and respond to the Quick Start: Endo means "within" and crine means "to separate." How does this information help you to understand one of the characteristics of the endocrine system?</p> <p>Divide the class into eight groups. Each group will be assigned one of the vocabulary terms. Students will discuss the glossary definition as well as find the word in the lesson and read the paragraph in which the term is introduced. Each group will then present and explain their term to the rest of the class.</p>	Endocrine System Vocabulary Quiz	<p>HE.9-12.2.1.12.PP.2</p> <p>HE.9-12.2.1.12.PP.3</p> <p>HE.9-12.2.1.12.CHSS.6</p>
Adrenal & Pituitary Glands	Students will be able to understand the	Discuss the importance of the adrenal and	Students will draw a diagram of the endocrine system	

3 Days	importance of the adrenal and pituitary glands	<p>pituitary glands.</p> <p>Have students answer the following questions:</p> <p>1. Why are the adrenal glands essential to good physical health?</p> <p>2. What health conditions might be associated with adrenal problems?</p>	and label all parts	<p>HE.9-12.2.1.12.PP.2</p> <p>HE.9-12.2.1.12.PP.3</p> <p>HE.9-12.2.1.12.CHSS.6</p>
<p>Problems of the Endocrine System</p> <p>2 Days</p>	Students will be able to identify possible problems of the endocrine system	Students will use online and library sources to research growth disorders associated with the endocrine system	End of Unit Quiz on the endocrine system	<p>HE.9-12.2.1.12.PP.2</p> <p>HE.9-12.2.1.12.PP.3</p> <p>HE.9-12.2.1.12.CHSS.6</p>

HE.9-12.2.1.12.PP.3

Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

HE.9-12.2.1.12.PP.2

Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.

HE.9-12.2.1.12.CHSS.6

Evaluate the validity of health information, resources, services, in school, home and in the community.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

Unit 2: The Male Reproductive System

Content Area: **Health & Physical Education**
Course(s): **Health Grade 9**
Time Period: **4th Marking Period**
Length: **2 Weeks**
Status: **Published**

Summary of the Unit

- Students will review, and be able to identify the parts of the male reproductive and explain the function of each part
- Students will relate to the importance of early detection and warning signs that prompt males of all ages to seek health care for the male reproductive system
- Students will be able to identify situations requiring professional health services for preventive care

Enduring Understandings

- Students will identify the parts the male reproductive system
- Students will be able to identify the functions of the male reproductive system.
- Students will be to identify when a male should seek medical attention for the male reproductive problems

Essential Questions

- What is the function of testes?
- Describe the path that sperm follow from the time they form until the time they leave the body?
- What are the symptoms of testicular cancer and what how do you identify situations requiring professional health services for preventive care?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

Resources

www.health.glencoe.com

Glencoe Heath
Textbook Chrome
Books Handouts

<https://www.youtube.com/watch?v=k1aFBOy6dDI>

[Reproductive System, part 2 - Male Reproductive System: Crash Course A&P 41](#)

https://www.youtube.com/watch?v=-XQcnO4iX_U

Topic/Selection & Instructional Activities Chart

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmark s/ Assessment s	Standards
Structure and Function of The Male Reproductive System 5 Days	Explain the path the sperm take before ejaculation Identify the various parts of the male reproductive system.	Recall and discuss how and where sperm travels before ejaculation Differentiate different parts of the male reproductive system Discuss the purpose of each part of the male reproductive system Watch video: https://www.youtube.com/watch?v=k1aFBOy6dDI	Draw a diagram of the Male Reproductive System and label all parts accordingly	HE.9-12.2.1.12.CHSS.4 HE.9-12.2.1.12.EH.1 HE.9-12.2.1.12.PP.1 HE.9-12.2.1.12.PP.3 HE.9-12.2.1.12.SSH.5 HE.9-12.2.1.12.SSH.6 HE.9-12.2.1.12.SSH.7 HE.9-12.2.1.12.SSH.8
Care & Problems of the Male Reproductive System 5 Days	Examine the effects of health behaviors on the reproductive system Analyze the role of individual responsibility for enhancing health	Discuss the importance of regular examinations of the male reproductive system checking especially for testicular abnormalities	Male Reproductive System quiz	HE.9-12.2.1.12.CHSS.4 HE.9-12.2.1.12.EH.1 HE.9-12.2.1.12.PP.1 HE.9-12.2.1.12.PP.3 HE.9-12.2.1.12.SSH.5 HE.9-12.2.1.12.SSH.6 HE.9-12.2.1.12.SSH.7 HE.9-12.2.1.12.SSH.8

HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
HE.9-12.2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
HE.9-12.2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
HE.9-12.2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
HE.9-12.2.1.12.SSH.7	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
HE.9-12.2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
HE.9-12.2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the

	data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

Unit 3: The Female Reproductive System

Content Area: **Health & Physical Education**
Course(s): **Health Grade 9**
Time Period: **4th Marking Period**
Length: **2 Weeks**
Status: **Published**

Summary of the Unit

- Students will be able to identify the parts of the female reproductive system
- Students will be able to use proper terminology when identifying parts of the female reproductive system
- Students will understand the process of creating a baby
- Students will understand the best ways for females to keep their reproductive systems healthy
- Students will be able to explain a females menstrual cycle

Enduring Understandings

- Students will know the different parts of the female reproductive system
- Students will use proper terminology when identifying parts of the female reproductive system
- Students will understand what reproduction and be able to discuss the process
- Students will understand the best ways for females to keep their reproductive systems healthy
- Students will be able to explain a females menstrual cycle

Essential Questions

- How do the structures in the fallopian tubes help move the ovum from the ovaries to the uterus?
- Explain ovulation, fertilization, and menstruation.
- Explain how and where sperm travel through the female reproductive system.
- List three causes of infertility in females.

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

Resources

www.health.glencoe.com

Glencoe Heath
Textbook Chrome
Books Handouts

<http://www.argosymedical.com/Reproductive/samples/animations/Female%20Reproductive/index.html>

http://kidshealth.org/misc/movie/bodybasics/bodybasics_female_repro.html https://www.youtube.com/watch?v=2_owp8kNMus

Topic/Selection & Instructional Activities Chart

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Standards
<p>Structure and Function of The Female Reproductive System</p> <p>5 Days</p>	<p>Define the various components of the female reproductive system.</p> <p>Explain the menstrual cycle and what exactly happens to a females eggs</p>	<p>Recall and discuss various components of the female reproductive system</p> <p>Differentiate different parts of the male reproductive system</p> <p>Discuss the purpose of each part of the male reproductive system</p> <p>Watch video:</p>	<p>Draw a diagram of the Female Reproductive System and label all parts accordingly</p>	<p>HE.9-12.2.1.12.CHSS.4 HE.9-12.2.1.12.EH.1 HE.9-12.2.1.12.PP.1 HE.9-12.2.1.12.PP.3 HE.9-12.2.1.12.SSH.5 HE.9-12.2.1.12.SSH.6 HE.9-12.2.1.12.SSH.7 HE.9-12.2.1.12.SSH.8</p>
<p>Care & Problems of the Female Reproductive System</p> <p>5 Days</p>	<p>Examine the effects of health behaviors on the reproductive system</p> <p>Analyze the role of individual responsibility for enhancing health</p>	<p>Differentiate the proper and improper use of a tampon and the importance of changing it regularly</p> <p>Discuss Toxic Shock Syndrome using proper terminology</p> <p>Discuss the importance of having regular pelvic examines and yearly PAP smears</p>	<p>Female Reproductive System quiz</p>	<p>HE.9-12.2.1.12.CHSS.4 HE.9-12.2.1.12.EH.1 HE.9-12.2.1.12.PP.1 HE.9-12.2.1.12.PP.3 HE.9-12.2.1.12.SSH.5 HE.9-12.2.1.12.SSH.6 HE.9-12.2.1.12.SSH.7 HE.9-12.2.1.12.SSH.8</p>

Suggested Modifications for Special Education, ELL and Gifted Students

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- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

Unit 4: Prenatal Development and Birth

Content Area: **Health & Physical Education**
Course(s): **Grade 9 Health**
Time Period: **4th Marking Period**
Length: **2 Weeks**
Status: **Published**

Summary of the Unit

- Students will be able to explain fetal development from conception through pregnancy and birth
- Students will be able to recognize how nutrients and other substances are transferred from a pregnant female to her fetus
- Students will be able to understand the importance of prenatal care and proper nutrition for pregnant women
- Students will be able to identify and explain the developmental tasks of childhood.

Standards

HE.9-12.2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
HE.9-12.2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
HE.9-12.2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
HE.9-12.2.1.12.PP.8	Assess the skills needed to be an effective parent.
HE.9-12.2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
HE.9-12.2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.

Enduring Understandings

- Students will know the purpose and importance of prenatal care and proper nutrition for pregnant women.
- Students will be able to identify explain fetal development from conception through pregnancy and birth .
- Students will understand and identify developmental tasks of childhood

Essential Questions

- Define fertilization and implantation
- Explain fetal development from conception through pregnancy and birth
- Define developmental tasks and list 3 developmental tasks of infancy and childhood.
- How is a developing fetus nourished?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

Resources

www.health.glencoe.com

Glencoe Heath
Textbook Chrome
Books Handouts

Topic/Selection & Instructional Activities Chart

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Beginning of the Life Cycle 5 Days	<p>Students will be able to explain fetal development from conception through pregnancy and birth</p> <p>Students will recognize how nutrients and other substances are transferred from a pregnant female to her fetus</p>	<p>Students will review the different developmental aspects of a baby</p> <p>Students will be divided into cooperative groups. Groups members will work together to find, read, and discuss the following vocabulary terms: Fertilization Implantation Embryo Fetus Amniotic Sac Umbilical Cord Placenta Labor</p>	<p>Completion of vocabulary terms</p> <p>Beginning of Life Cycle Quiz</p>	<p>HE.9-12.2.1.12.PP.3</p> <p>HE.9-12.2.1.12.PP.4</p> <p>HE.9-12.2.1.12.PP.5</p> <p>HE.9-12.2.1.12.PP.6</p> <p>HE.9-12.2.1.12.PP.7</p> <p>HE.9-12.2.1.12.PP.8</p>

<p>Prenatal Care</p> <p>5 Days</p>	<p>Students will be able to explain the importance of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother</p> <p>Analyze the harmful effects certain substances have on the fetus such as tobacco, alcohol, and other drugs</p>	<p>Students will research the early signs of pregnancy and why it is important to be aware of pregnancy as soon as possible.</p> <p>Identify foods that are good sources of calcium, protein, iron, vitamin A, vitamin B, complex, and folic acid</p>	<p>Using a graphic organizer, have students paste the traits into possibly pregnant or not pregnant</p> <p>Create a list of harmful substances for pregnant women</p> <p>Identify in a chart examples of foods that have the following:</p> <p>calcium</p> <p>protein</p> <p>iron</p> <p>vitamin A</p> <p>vitamin B</p> <p>complex</p> <p>folic acid</p>	<p>HE.9-12.2.1.12.PP.3</p> <p>HE.9-12.2.1.12.PP.4</p> <p>HE.9-12.2.1.12.PP.5</p> <p>HE.9-12.2.1.12.PP.6</p> <p>HE.9-12.2.1.12.PP.7</p> <p>HE.9-12.2.1.12.PP.8</p>
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Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Unit 5: Sexually Transmitted Infections and HIV/AIDS / Contraceptives

Content Area: **Health & Physical Education**
Course(s): **Grade 9 Health**
Time Period: **4th Marking Period**
Length: **2 Weeks**
Status: **Published**

Summary of the Unit

- Students will be able to analyze the importance and benefits of abstinence as it relates to the prevention of STD's
- Students will be able to identify symptoms and treatments for some common STD's
- Students will be able analyze the relationship between unsafe behaviors, refusal skills, and the risk of HIV

Standards

HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
HE.9-12.2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
HE.9-12.2.1.12.PP.2	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.

Enduring Understandings

- Students will know the importance and benefits of abstinence as it relates to STD's
- Students will be able to identify symptoms and treatments for some common STD's
- Students will understand the relationship between unsafe behaviors, refusal skills, and the risk of HIV.

Essential Questions

- How does HIV attack the immune system?
- How are refusal skills related to STD prevention?
- How is HIV transmitted?
- What is the difference between a STD and STI?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

Resources

www.health.glencoe.com

Glencoe Heath
Textbook Chrome books
Handouts

<https://www.youtube.com/watch?v=DH33qVtR4RE>

Topic/Selection & Instructional Activities Chart

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Risks of STI's 5 Days	Students will be able to explain the risks of common STI's	<p>Students will analyze the importance and benefits of abstinence as it relates to the prevention of STI's</p> <p>Discuss as a class how STI's are spread from person to another through sexual contact</p> <p>Discuss ways to prevent their spread</p> <p>Watch video on STI's https://www.youtube.com/watch?v=DH33qVtR4RE</p>	Students will be doing a visual "stand up" activity as a class like whisper down the lane to represent how STI's spread; students will then write a paper on how STI's spread and how they can prevent the spread. The paper will be a graded assignment	<p>HE.9-12.2.1.12.PP.1</p> <p>HE.9-12.2.1.12.PP.2</p> <p>HE.9-12.2.1.12.PP.3</p> <p>HE.9-12.2.1.12.E H.1</p>
Common STI's 5 Days	Students will review the different common types of STI's	Students will identify symptoms and treatments of common STI's	<p>Students will be working in groups to create a PowerPoint on a specific STI assigned to them.</p> <p>Students will present the PowerPoint to the class as a group.</p> <p>Students will take a Quiz on STI's</p>	<p>HE.9-12.2.1.12.PP.1</p> <p>HE.9-12.2.1.12.PP.2</p> <p>HE.9-12.2.1.12.PP.3</p> <p>HE.9-12.2.1.12.E H.1</p>

Suggested Modifications for Special Education, ELL and Gifted Students

Students with individual learning styles can be assisted through:

- Adjustments in assessments standards One-to-one teacher support Additional project time
- Use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP3	Attend to personal health and financial well-being.