

# Cumberland County Schools Healthful Living 9th Grade Health Education

## Unit Analysis

The Cumberland County Schools Unit Analyses is intended to guide instruction and ensure that all concepts and skills from the North Carolina Standard Course of Study are taught and implemented during the instructional year. It is expected that the Unit Analyses are followed in order of the general timeline. In order to fully teach the North Carolina Standard Course of Study, it is expected that teachers plan for and implement daily use of the new curriculum documents developed by teachers in their field with the guidance from the Cumberland County Curriculum Specialists. These standards identify areas of proficiency that all students should achieve throughout the year.

## Acknowledgement

A committee of classroom teachers in collaborations with Curriculum Specialists for each course devoted many hours deliberating and consulting with colleagues in order to create the best Unit Analyses. Cumberland County Schools expresses its gratitude to the following team members who willingly sacrificed time and effort in order to improve instruction and experiences for all of our students in Cumberland County Schools.

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**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Order of Instruction**

**WEEKS 1 – 3**

<b>Nutrition and Physical Activity</b>	<b>Alcohol, Tobacco, and Other Drugs</b>	<b>Mental and Emotional Health</b>	<b>Interpersonal Communication and Relationships</b>	<b>Personal and Consumer Health</b>
<p>9.NPA.1.1 Attribute the prevention of chronic diseases to healthy nutrition and physical activity.</p> <p>9.NPA.1.2 Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics and those experiencing allergies.</p> <p>9.NPA.1.3 Recognize the benefits of folic acid and other vitamins.</p> <p>9.NPA.2.1 Plan vegetarian diets that are balanced and nutrient dense.</p> <p>9.NPA.2.2 Recall the number of servings recommended from each food group and the need for balanced nutrition.</p> <p>9.NPA.2.3 Summarize the effects of hydration and dehydration and preventive measures for dehydration.</p> <p>9.NPA.3.1 Differentiate between healthy and unhealthy plans for weight gain, maintenance &amp; loss.</p> <p>9.NPA.3.2 Classify the effects of eating disorders as short-term or long term.</p> <p>9.NPA.3.3 Recall resources for seeking help for people with eating disorders.</p> <p>9.NPA.4.1 Execute exercise programs with safety and effectiveness.</p> <p>9.NPA.4.2 Use appropriate methods for avoiding and responding to climate-related physical conditions during physical activity.</p> <p>9.NPA.4.3 Implement a personal plan to improve current habits to achieve balanced nutrition and fitness.</p>		<p>9.MEH.1.1 Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.</p> <p>9.MEH.1.2 Plan effective methods to deal with anxiety.</p> <p>9.MEH.2.1 Identify causes and symptoms of depression and mental disorders.</p> <p>9.MEH.2.2 Design useful help-seeking strategies for depression and mental disorders.</p>		

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Order of Instruction**

**WEEKS 4 – 6**

<b>Nutrition and Physical Activity</b>	<b>Alcohol, Tobacco, and Other Drugs</b>	<b>Mental and Emotional Health</b>	<b>Interpersonal Communication and Relationships</b>	<b>Personal and Consumer Health</b>
	<p>9.ATOD.1.1 Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility.</p> <p>9.ATOD.1.2 Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p>9.ATOD.1.3 Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p> <p>9.ATOD.1.4 Summarize the risks of IV drug use, including blood borne diseases.</p> <p>9.ATOD.1.5 Predict the effects of substance abuse on other people as well as society as a whole.</p> <p>9.ATOD.1.6 Summarize the consequences of alcohol or tobacco use during pregnancy.</p> <p>9.ATOD.2.1 Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.</p> <p>9.ATOD.2.2 Use strategies for avoiding binge drinking.</p> <p>NOTE: Red Ribbon Week is the last full week in October</p>		<p><b><u>Healthy Youth Act:</u></b> <b><u>There is a 10 day requirement for this unit.</u></b></p> <p>9.ICR.1.1 Illustrate the ability to respond to others with empathy.</p> <p>9.ICR.1.2 Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p> <p>9.ICR.1.3 Illustrate strategies for resolving interpersonal conflict with harming self or others.</p> <p>9.ICR.1.4 Summarize principles of healthy dating.</p> <p>9.ICR.1.5 Explain how power and control in relationships can contribute to aggression and violence.</p> <p>9.ICR.2.1 Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness.</p> <p>9.ICR.2.2 Explain the consequences of early and unprotected sexual behaviors.</p> <p>9.ICR.3.1 Contrast the myths, misconceptions, and stereotypes pertaining to sexual assault and sexual abuse with what is known based on law and research.</p> <p>9.ICR.3.2 Design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills.</p> <p>9.ICR.3.3 Illustrate skills related to safe and effective use of methods to prevent STD's as well as access resources for testing and treatment.</p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Order of Instruction**

**WEEKS 7 – 9**

<b>Nutrition and Physical Activity</b>	<b>Alcohol, Tobacco, and Other Drugs</b>	<b>Mental and Emotional Health</b>	<b>Interpersonal Communication and Relationships</b>	<b>Personal and Consumer Health</b>
				<p>9.PCH.1.1 Recognize that individuals have some control over risks for communicable and chronic diseases.</p> <p>9.PCH.1.2 Summarize the procedures for organ donation, local and state resources, and benefits.</p> <p>9.PCH.1.3 Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.</p> <p>9.PCH.1.4 Design strategies for reducing risks for chronic diseases.</p> <p>9.PCH.1.5 Select measures to get adequate rest and sleep.</p> <p>9.PCH.1.6 Recognize the early warning signs of skin cancer and the importance of early detection.</p> <p>9.PCH.1.7 Differentiate between the lifelong effects of positive and negative health behaviors.</p> <p>9.PCH.2.1 Critique the potential health and social consequences of body art (tattooing and Piercing).</p> <p>9.PCH.2.2 Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.</p> <p>9.PCH.3.1 Summarize the risks associated with operating ATVs and motorcycles.</p> <p>9. PCH. 3.2 Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken.</p>

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Nutrition and Physical Activity**

**Essential Standard: 9.NPA.1 Analyze strategies using tools to plan healthy nutrition and fitness. (MyPlate, Dietary Guidelines, Food Facts Label)**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
<b>9.NPA.1.1</b> Attribute the prevention of chronic diseases to healthy nutrition and physical activity.	1. How does nutrition and physical activity help prevent chronic diseases? 2. How does using MyPlate, Dietary Guidelines, and the Food Facts label influence healthy eating and fitness?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>Identify chronic diseases.</li> <li>Attribute the prevention of chronic diseases to healthy nutrition and physical activity.</li> </ul>	chronic diseases communicable diseases inactivity consumption monounsaturated atherosclerosis obesity hypertension affliction vaccination physical activity food facts label dietary guidelines	diabetes coronary stroke embolism congenital genetic moderate prevention non-communicable nutrition MyPlate heart disease

**Assessment Prompts**

[Ratios and Proportions rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<a href="#">Top 10 Causes of Death in US</a> <i>Primary Nutrition</i> by Betty Wedman 363.8 WED 2006	<b>Mathematics Connection:</b> Calculate the ratio of a healthy diet and chronic disease in relation to an unhealthy diets and chronic disease.
<b>Suggested Activities:</b> Design a chronic disease prevention chart. Students can work out as a closure rather than a diary. Create a poster on how proper nutrition and physical activity can help prevent chronic diseases.	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Nutrition and Physical Activity**

**Clarifying Objective 9.NPA.1.1  
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<b>Sample Lessons:</b>	
<p><i>Successfully Teaching HS Health IV</i> Lesson 4.01 Delineate how healthy eating and physical activity can reduce the risk for chronic diseases (e.g., obesity, heart disease, cancer, diabetes, hypertension, and osteoporosis). Appendix: 1 &amp; 2</p> <p>Lesson 4.06 Evaluate specific exercise routines/ programs and consumer issues found in popular magazines, books, Internet sites and infomercials for health benefits and consequences. Appendix: 1a, 2 &amp; 3</p> <p><a href="#">Disease Prevention</a></p> <p><a href="#">Non-communicable and Communicable Diseases</a></p>	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Nutrition and Physical Activity**

**Essential Standard: 9.NPA.1 Analyze strategies using tools to plan healthy nutrition and fitness. (MyPyramid, Dietary Guidelines, Food Facts Label)**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
<p><b>9.NPA.1.2</b> Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics and those experiencing allergies.</p>	<ol style="list-style-type: none"> <li>1. What is the proper diet for people with dietary needs such as athletes, pregnant women, diabetics, and those with allergies?</li> <li>2. Why may someone have special dietary needs?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary		
<ul style="list-style-type: none"> <li>• Name special dietary needs for athletes, diabetics, pregnant women, and those with allergies</li> <li>• Explain the reasons for certain dietary needs</li> <li>• Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics and those experiencing allergies.</li> </ul>	allergies dietary needs organize modify recommendations carbohydrate lactose-intolerant minerals fat-soluble water-soluble	anemia inactivity nitrogen consume amplified deficiencies proteins fats oils power endurance	insufficient prenatal supplements glucose insulin anaphylaxis fiber starches water hydration

**Assessment Prompts**

[Mathematics Problem Solving Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Meal Plans for Different Type of Sports</a>  <a href="#">Diabetic Meal Plan</a>  <a href="#">Vitamins and Minerals Table</a>  <i>The most complete food counter</i> by Annette B. Natow and Jo-Ann Heslin 641.1 NAT 1999</p>	<p><b>Mathematics Connection:</b> Calculate the total of number of calories ingested and compare the recommended daily allowance. Make recommendations for dietary improvement.</p>
<p><b>Suggested Activities:</b></p>	
<p>Wordle: Create word art using words associated with different types of food allergies and how it might affect someone. <a href="#">Wordle.net</a>            Create a meal plan for an individual who has "special" dietary needs.</p>	
<p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV</i> Lesson 4.03            Develop specific eating plans to meet nutritional requirements for special dietary needs (e.g., athletic training, pregnancy, food allergies, and diabetes).  <a href="#">Food-What's In It For You?</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Nutrition and Physical Activity**

**Essential Standard: 9.NPA.1 Analyze strategies using tools to plan healthy nutrition and fitness. (MyPyramid, Dietary Guidelines, Food Facts Label)**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
<b>9.NPA.1.3</b> Recognize the benefits of folic acid and other vitamins and minerals.	1. What are the benefits of vitamins, minerals, and folic acid in one's diet?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary		
<ul style="list-style-type: none"> <li>Define vitamins, minerals, and folic acid.</li> <li>Recognize examples of each nutrient.</li> <li>Recognize the benefits of folic acid and other vitamins and minerals.</li> </ul>	folic acid minerals vitamins nutrients macronutrients micronutrients meal plan enzymes stunted chlorotic cretinism anemia mental retardation multivitamin supplement	calcium fat soluble essential fitness deficiency metabolism function impaired fortification A vitamins zinc blindness morbidity water soluble	dietitians calcium estrogen testosterone malnutrition public health iodine B vitamins iron manganese boron interventions physical retardation

**Assessment Prompts**

[Journal Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Vitamin and Mineral Table</a>  <a href="#">Nutrient Charts</a>  <i>The most complete food counter</i> by Annette B. Natow and Jo-Ann Heslin 641.1 NAT 1999</p> <p><b>Suggested Activities:</b></p> <p>Write an essay on the role that folic acid, vitamins, and minerals play on the human body.  <a href="#">Nutritional Budgeting</a></p> <p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV</i> Lesson 4.04 Analyze the benefits of nutrients such as Folic Acid. Appendix: 3 and 6  <a href="#">Life Does not Live by Bread Alone: A Lesson in Micronutrient Deficiencies</a></p>	<p><b>Literacy Connection:</b> Log in a journal the types of foods they consumed and the different types of minerals and vitamins those foods contain. Students will design a project to promote folic acid awareness. Brainstorm a list of possible ways to promote the importance of folic acid in the community. After the list is generated, allow students to select a method for their projects.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1) Brochure</li> <li>2) Multimedia presentation</li> <li>3) Newspaper article</li> <li>4) Radio commercial</li> <li>5) Television commercial</li> </ol>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Nutrition and Physical Activity**

**Essential Standard: 9.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
<b>9.NPA.2.1</b> Plan vegetarian diets that are balanced and nutrient dense.	1. What is a balanced diet for vegetarians? 2. Which types of foods are considered vegetables? 3. What are food alternatives for vegetarians?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary		
<ul style="list-style-type: none"> <li>State vegetarian diet options.</li> <li>Explain the importance of a balanced and nutrient dense diet for vegetarians.</li> <li>Point out the differences in a vegetarian diet and a "regular" diet.</li> <li>Plan vegetarian diets that are balanced and nutrient dense.</li> </ul>	vegetables complementary deficiency amino acid disordered eating nutrient dense dietary pattern body image optimal health ingredients calories	proteins vitamins minerals consuming nutrient balanced variety protein calcium	vegetarian vegan lato ovo lato-ovo pollo pesca protein meal plan vegan energy guideline

**Assessment Prompts**

[Comparison and Contrast Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">CDC Food Groups</a>  <a href="#">Vegetarian Meal Plan</a>  <i>Food options: following special diets by Kristin Petrie 613.2 PET 2012</i></p> <p><b>Suggested Activities:</b>            Plan a well-balanced vegetarian meal for breakfast, lunch, and dinner.</p> <p><b>Sample Lesson:</b>  <i>Successfully Teaching HS Health IV Lesson 4.09</i>            Demonstrate how to develop a healthy vegetarian-eating plan. Appendix: 1a, 1b, 2, and 3  <a href="#">Vegetarian Meal Planning Documents</a></p>	<p><b>Mathematics Connection:</b> Compare the "MyPyramid for Vegetarian Meal Planning" to other MyPyramid recommendations for teens who are not vegetarians. Discuss differences and dietary concerns for vegetarians.  <a href="#">Tips for Vegetarians</a></p> <p><b>Language Arts Connection:</b> Research the differences in a vegetarian diet, vegan diet and "regular" diet.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Nutrition and Physical Activity**

**Essential Standard: 9.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.NPA.2.2 Recall the number of servings recommended from each food group and the need for balanced nutrition.	<ol style="list-style-type: none"> <li>How many servings are recommended from each food group daily?</li> <li>What strategies are helpful in obtaining recommended servings?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary		
<ul style="list-style-type: none"> <li>List the number of servings from each food group.</li> </ul>	moderately nutrient density lactose-intolerance physically active calcium-rich consumer portion size benefits	servings food groups vegetarian calories RDA variety balanced MyPlate	trans fats nutrient obesity lifestyle water oils milk

**Assessment Prompts**

[Generic Math Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<a href="http://ChooseMyPlate.gov">ChooseMyPlate.gov</a> <a href="#">CDC: Nutrition for Everyone-Food Groups</a> <a href="#">Nutrition and Physical Activity Lesson Resources</a> <a href="#">Helping Youth Make Healthy Decisions</a> <i>Eat this, not that! The best (&amp; worst!) foods in America!</i> By David Zinczenko 613.2 ZIN 2009	<b>Mathematics Connection:</b> Have students add up all the calories, fat grams, etc. for their intakes in an entire day and compare it to the daily recommended value.
<b>Suggested Activities:</b>	
Using personal recommendations from <i>Choose My Plate</i> , the student will accurately plan three days of food intake (2 weekdays / 1 weekend day). Take the Portion Distortion Quiz from the sample lesson.	
<b>Sample Lessons:</b>	
<i>Successfully Teaching HS Health IV</i> Lesson 4.02 Identify the number of servings of food and beverages from each food group a person needs each day and explain the value of each and relationships between the groups to provide balanced nutrition. Appendix: 1 and 3 <a href="#">Understanding Portion Sizes</a>	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Nutrition and Physical Activity**

**Essential Standard: 9.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
<p><b>9.NPA.2.3</b> Summarize the effects of hydration and dehydration and preventive measures for dehydration.</p>	<ol style="list-style-type: none"> <li>1. What are the effects and preventative measures of hydration and dehydration?</li> <li>2. What can happen if the body is not hydrated when participating in activities?</li> <li>3. What causes dehydration?</li> <li>4. How is dehydration diagnosed?</li> <li>5. How is dehydration treated?</li> <li>6. What are the benefits of sports drinks vs. water?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary		
<ul style="list-style-type: none"> <li>• Tell the effects of dehydration on the body.</li> <li>• Compare the importance of hydration to dehydration.</li> </ul>	preventive hydration dehydration fluids low-fat milk water sugar	adequate respiration symptoms sports drinks sweat heat illness thirst	urinary retention differentiate electrolytes sodium USDA

**Assessment Prompts**

[Associated data worksheet: Cafeteria Drinks](#)

[Associated Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Dehydration</a>  <i>Water, for health, for healing, for life: you're not sick, you're thirsty!</i> by F. Batmanghelidj 615.8 BAT</p>	<p><b>Mathematics/Language Arts Connections:</b>            Graph the sugar, sodium, and caloric contents in 5 types of juices, soda, and sports drinks.</p>
<p><b>Suggested Activities:</b></p> <p>Create a list of possible foods that will help keep a person hydrated. Create a scenario that would cause a person to become dehydrated.  <a href="#">Hydration Game Plan</a></p>	
<p><b>Sample Lesson Plan:</b></p> <p><i>Successfully Teaching HS Health IV</i> Lesson 4.11 Summarize the effects of hydration and dehydration on physical and mental performance, the risk of dehydration and how to maintain hydration. Appendix: 2  <a href="#">Hydration Lesson Plan</a>  <a href="#">Choosing Healthy Beverages</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Nutrition and Physical Activity**

**Essential Standard: 9.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.**

**Pacing: Weeks 1-3**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.NPA.3.1</b> Differentiate between healthy and unhealthy plans for weight gain, maintenance and loss.	<ol style="list-style-type: none"> <li>1. What are the differences between unhealthy and healthy plans for weight gain, maintenance, and loss?</li> <li>2. What are the key components of a healthy plan for weight loss?</li> <li>3. What is the importance of exercise in relation to body composition?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify a healthy weight.</li> <li>• Compare the importance of a healthy plan versus an unhealthy plan.</li> <li>• Differentiate between healthy and unhealthy plans for weight gain, maintenance and loss.</li> <li>• Compare and contrast healthy and unhealthy strategies for weight loss, gain, or maintenance.</li> <li>• Utilize a positive and negative strategy checklist and advertising literature from weight loss plans (Nutrisystem, South Beach, Weight Watchers, Jenny Craig, Alli, Slimfast, diet pills, others) the student will rate a product's potential for success.</li> <li>• Aggregate characteristics of successful weight maintenance participants.</li> <li>• Create a healthy weight management plan.</li> </ul>	<p>weight gain weight loss maintenance loss obesity epidemic metabolism genetic body mass index (BMI) hydrostatic weighing</p>

**Assessment Prompts**

[Rubric for Informative Paper](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Health Body Image</a></p> <p><b>Suggested Activities:</b> Have the students create a class mural of healthy food. Encourage them to consider food they might not normally think was healthy. Have them look at how it is prepared and what condiments have been added to it Create a Wordle of unhealthy activities for weight gain, maintenance and loss.</p>	<p><b>Literacy Connection:</b> Research the harmful effects of an unhealthy dietary plan, then write an informative paper discussing the consequences of unhealthy diet plans</p>

**Cumberland County Schools Healthful Living  
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Nutrition and Physical Activity**

**Clarifying Objective 9.NPA.3.1**

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<b>Sample Lessons:</b>	
<p><i>Successfully Teaching HS Health IV</i> Lesson 4.05 Evaluate specific diet plans found in popular magazines, books, internet sites, and infomercials for health benefit and consequence. Appendix: 4, 5a, and 5b <a href="#">Nutrition Exploration</a> <a href="#">Fast Food Junkie</a></p>	

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**Essential Standard: 9.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.NPA.3.2 Classify the effects of eating disorders as short-term or long-term.	<ol style="list-style-type: none"> <li>1. What is an eating disorder?</li> <li>2. What are the long-term and short-term effects of eating disorders?</li> <li>3. Can eating disorders cause irreversible damage to the body?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>• Explain the short-term and long-term effects of eating disorders</li> </ul> Classify the effects of eating disorders as short-term or long-term <ul style="list-style-type: none"> <li>• Differentiate among the three types of eating disorders.</li> <li>• Profile warning signs and symptoms.</li> <li>• Self-monitor and self-refer concerns about an eating disorder in a friend, family member, or counselor.</li> </ul>	long term short term binge anorexia bulimia depression	bi-polar purge anxiety disorder dehydration self-starvation

**Assessment Prompts**

[Bar Graph Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<a href="#">ANAD: Eating Disorders</a>	<b>Mathematics Connection:</b> Create a bar graph of the types of eating disorders and their relation to male and female ratios.
<b>Suggested Activities:</b>	
Have students create a movie poster that depicts eating disorders and the dangers associated with them. Create a flyer of the short-term and long-term effects of eating disorders.	
<b>Sample Lessons:</b>	
<i>Successfully Teaching HS Health IV</i> Lesson 4.10 Predict the short and long-term effects of eating disorders on healthy growth and development, and identify resources for seeking help for people with eating disorders. <a href="#">When Food Becomes An Enemy: Eating Disorders</a>	

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**Essential Standard: 9.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.**

**Pacing: Weeks 1-3**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.NPA.3.3</b> Recall resources for seeking help for people with eating disorders.	1. What are the three most common eating disorders? 2. What are some resources used to help people with eating disorders?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Recall resources for seeking help for people with eating disorders.</li> <li>• Summarize approaches to treatment of eating disorders.</li> <li>• Examine and rate websites for usefulness in information, resources, linkages, and help for disordered eating.</li> <li>• Avoid web sites that foster disordered eating.</li> <li>• Create a guide to help a friend who has an eating disorder or in danger of developing one.</li> </ul>	nutrition psychological research eating disorders exacerbate resources linkages

**Assessment Prompts**

[Rubric for Fodey](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="#">Video: Help for Eating Disorders</a> <a href="#">Video: Eating Disorders? Self-help online program</a> <a href="#">Video: There is hope. I am FREE!</a> <a href="#">ANAD: Eating Disorders</a> <a href="#">National Eating Disorders</a>	<b>Literacy Connection:</b> Create a newspaper article (fodey) on the resources available for people with eating disorders
<b>Suggested Activities:</b> Create a Wordle using ideas that relate to eating disorders. <a href="#">Eating Disorders</a>	
<b>Sample Lessons:</b> <a href="#">Nutrition Issues and Adolescents</a> <a href="#">Overcoming Eating Disorders</a>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Nutrition and Physical Activity**

**Essential Standard: 9.NPA.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.**

**Pacing: Weeks 1-3**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.NPA.4.1</b> Execute exercise programs with safety and effectiveness.	1. What is an effective and safe exercise program? 2. How do cardio and strength training facilitate weight loss?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify safe and effective exercise practices.</li> <li>• Give examples of a safe and effective exercise program.</li> <li>• Execute exercise programs with safety and effectiveness.</li> <li>• Explain the ways cardio and strength training facilitate weight loss.</li> <li>• Define and give examples of frequency, intensity, and duration by planning a week of cardiovascular activity using the components.</li> <li>• List principles of applying overload in strength training.</li> <li>• Document physical activity participation most days in a week.</li> </ul>	exercise aerobics strength training frequency duration intensity overload repetitions set

**Assessment Prompts**

[Exercise Brochure Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="#">Sports and Exercise Safety</a> <b>Suggested Activities:</b> Create an exercise programs to teach to the class. <a href="#">Pump it Up!</a> <b>Sample Lessons:</b> <i>Successfully Teaching HS Health IV</i> Lesson 4.06 Evaluate specific exercise routines/programs and consumer issues found in popular magazines, books, internet sites, and infomercials for health benefit and consequences.	<b>Literacy Connection:</b> Research and create an informative aerobic exercise brochure

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Nutrition and Physical Activity**

**Essential Standard: 9.NPA.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.NPA.4.2 Use appropriate methods for avoiding and responding to climate-related physical conditions during physical activity.	<ol style="list-style-type: none"> <li>1. What are appropriate ways to respond to climate conditions during activity?</li> <li>2. How can you exercise safely in hot/cold weather?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary
<ul style="list-style-type: none"> <li>• Describe ways to exercise safely during heat, cold weather, etc.</li> <li>• Illustrate a climate condition, proper attire, and methods used for exercise</li> <li>• Use appropriate methods for avoiding and responding to climate-related physical conditions during physical activity.</li> <li>• Characterize health risks associated with activity in adverse hot and cold microclimates.</li> <li>• Summarize precautions to take or alternative options in dealing with adverse climates.</li> <li>• Evaluate risks for adverse climates in chosen activities.</li> <li>• Demonstrate appropriate measures to apply first aid to climate-related conditions.</li> </ul>	climate humidity adverse weather heat cramps heat exhaustion heat stroke hydration frostbite frost nip hypothermia discoloration

**Assessment Prompts**

[Rubric for Research Paper](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Food, Fitness and Exercise Log</a></p> <p><b>Suggested Activities:</b></p> <p>List the proper clothing attire for the different physical activities and weather.            Create a poster that depicts how climate affects fitness.            Create pamphlet describing weather related safety exercises.</p> <p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV Lesson 4.12</i>            Determine appropriate methods for avoiding and responding to climate and related physical conditions during physical activity.</p> <p><a href="#">Safety Lesson</a></p>	<p><b>Literacy Connection:</b> Research and write a paper on how climate affects exercise and the human body.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Nutrition and Physical Activity**

**Essential Standard: 9.NPA.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.**

**Pacing: Weeks 1-3**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.NPA.4.3</b> Implement a personal plan to improve current habits to achieve balanced nutrition and fitness.	<ol style="list-style-type: none"> <li>How can you improve your eating habits to achieve balanced nutrition and improve fitness?</li> <li>How can good nutrition and fitness improve your health?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Identify healthy eating and exercise habits</li> <li>Express how balanced nutrition and fitness improve your health</li> <li>Implement a personal plan to improve current habits to achieve balanced nutrition and fitness</li> <li>Examine a personal three-day diet and exercise recall or typical eating/exercise pattern against principles learned in the unit.</li> <li>Select one or two changes to make in diet or activity over an eight-week period.</li> <li>Develop a behavior change plan and give to a classmate, friend, and parent for feedback.</li> <li>Submit a revised agreement for behavior change in diet or exercise, and sign the agreement with a supportive friend or family member.</li> <li>Create a personal eating plan and exercise plan.</li> <li>Keep a journal of eating habits for a week. Reflect on how you feel at the end of day based on food consumed.</li> </ul>	nutrition fitness diet portion size recommendations cardiovascular strength building overload

**Assessment Prompts**

[Journal Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="#">Food, Fitness and Exercise Log</a> <a href="#">Food, Fitness and Dieting: BMI</a>	<b>Literacy Connection:</b> Journal reflection on your weekly eating habits. <b>Mathematics Connection:</b> Calculate your daily caloric intake and graph on USDA daily averages
<b>Suggested Activities:</b> Have student design a menu for an individual who is weight training for competition.	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Nutrition and Physical Activity**

**Clarifying Objective 9.NPA.4.3**

**Page 2**

<b>Sample Lessons:</b>	
<i>Successfully Teaching HS Health IV Lesson 4.07</i> Design a personal weight management (healthy eating and physical activity) plan based on personal health and nutrient needs. <a href="#">Nutrition Exploration</a>	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Alcohol, Tobacco, and Other Drugs**

**Essential Standard: 9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ATOD.1.1</b> Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports.	<ol style="list-style-type: none"> <li>1. What are the effects of using performance enhancing drugs on health and eligibility to play sports?</li> <li>2. What are some ways that drugs can be taken into the body?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify the effects of using performance enhancing drugs.</li> <li>• Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports.</li> <li>• Summarize the potential short- and long-term risks associated with performance-enhancing drug use.</li> <li>• Analyze the legal sanctions for using performance-enhancing drugs by sports organizations.</li> </ul>	performance-enhancing drugs doping potential side effects enhancing prostate gland long term short term stunt growth legal sanctions tendons

**Assessment Prompts**

[Venn Diagram Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Video: Marion Jones admits to steroid use</a>  <a href="#">Video: Marion Jones "Drug Cheat" Wins Gold</a>  <a href="#">Above the Influence: Drug Facts</a>  <a href="#">Alcoholic Beverages &amp; Controlled Substances</a></p> <p><b>Suggested Activities:</b></p> <p>List effects of performance enhancing drugs.            List ways drug can be taken into the body.            Eligibility requirements for sports in NC.  <a href="#">Sobriety Testing Stations</a>            Assemble students into 5 groups. Give each student an index card. Have each group write down and perform a skit that relates to the things they did in the four stations or what they learned from the stations and the fifteen minute video. These skits and index cards will be used to check for understanding. <a href="#">Tendon Damage from Steroids</a></p>	<p><b>Science/Mathematics Connections:</b> Venn diagram: Compare and contrast the short term and long term effects of performance enhancing drugs and steroid abuse.</p> <p><b>Literacy Connection:</b> Research high school eligibility requirements versus college eligibility requirements as it relates to performance enhancing drugs.</p>

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Alcohol, Tobacco, and Other Drugs**

**Clarifying Objective 9.ATOD.1.1**

**Page 2**

<b>Sample Lessons:</b>	
<p><i>Successfully Teaching HS Health IV Disc: Lesson 5.01 Analyze the dangers and legal and ethical issues related to using performance-enhancing drugs (including anabolic steroids).</i></p> <p><a href="#">Hard Core/Hard Ball</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Alcohol, Tobacco, and Other Drugs**

**Essential Standard: 9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.	<ol style="list-style-type: none"> <li>1. What role does family, community, and culture play in the decision to use alcohol, tobacco, and other drugs?</li> <li>2. What are some reasons people chose to use alcohol, tobacco and other drugs?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify the role of family, community, and culture on someone's decision to use alcohol, tobacco, and other drugs. Explain the reasons why someone may choose to use drugs, tobacco, and/or alcohol</li> <li>• Judge the reasons why people chose to use alcohol, tobacco, and other drugs and the influence family, community, and culture plays in the decision.</li> <li>• Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</li> </ul>	<p>family community cultural risk factors misuse abuse supportive expectations motivated peer pressure social expectations resisting</p>

**Assessment Prompts**

[Persuasive Letter Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">To Drink or Not to Drink?</a> <a href="#">Above the Influence: Drug Facts</a> <i>Teen Smoking</i> by Eleanor Ayer 362.29 BJO 1999 <i>Smoking: Everything you and your family need to know</i> by John Mernit VCR 613.8 SMO 1989 [videorecording]</p>	<p><b>Literacy Connection:</b> Write a letter to a friend or loved one explaining why he or she could choose not to use alcohol, tobacco, and other drugs. <b>Mathematics Connection:</b> Figure the yearly cost of smoking when a person smokes one pack a day for a year; two packs a day for a year. <a href="#">Tobacco Math</a></p>
<p><b>Suggested Activities:</b></p>	
<p>Wordle: Create word art using words associated with smoking and the effects it has on the body. <a href="#">Wordle.net</a> Create a movie poster that depicts the effects that tobacco products have on the body systems.</p>	
<p><b>Sample Lessons:</b></p> <p><a href="#">Decision-Making Scenarios</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Alcohol, Tobacco, and Other Drugs**

**Essential Standard: 9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.**

**Pacing: Weeks 4-6**

**Content: Health Education**

Clarifying Objective	Essential Questions
<b>9.ATOD.1.3</b> Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.	1. How are prescription medicines, nonprescription medicine, and illegal substances abused?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>Identify the usage and abuse of prescription medicines, nonprescription medicines, and illegal substances.</li> <li>Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</li> </ul>	prescription medicines non-prescription medicines intended purpose illegal OTC misuse experimental psychological development	impaired chronic alleviate addiction steroid use abuse

**Assessment Prompts**

[Science Diagram Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<a href="#">Prescription Drugs: Abuse and Addiction</a> <a href="#">Above the Influence: Drug Facts</a> <i>Teen Smoking</i> by Eleanor Ayer 362.29 BJO 1999 <i>Smoking: Everything you and your family need to know</i> by John Mernit VCR 613.8 SMO1989 [videorecording]	<b>Science Connection:</b> Create a diagram of the different systems and show the effects of steroids on the body's organs. Create a chart labeling prescription drugs and illegal drugs and their harmful effects on the body.
<b>Suggested Activities:</b>	
<a href="#">Tendon Damage from Steroids</a>	
<b>Sample Lessons:</b>	
<a href="#">In the Mix</a>	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Alcohol, Tobacco, and Other Drugs**

**Essential Standard: 9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.**

**Pacing: Weeks 4-6**

**Content: Health Education**

Clarifying Objective	Essential Questions
<b>9.ATOD.1.4</b> Summarize the risks of IV drug use, including blood borne diseases.	1. What are the risks of using IV drugs? 2. What drugs can be used intravenously?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>• Describe the risks of intravenous (IV) drug and blood borne diseases.</li> <li>• Summarize the risks of intravenous (IV) drug use, including blood borne diseases.</li> <li>• Determine the risks associated with intravenous drug use.</li> <li>• Avoid touching body fluids.</li> </ul>	intravenous (IV) drug use heroin opiates cocaine amphetamines anabolic steroids unsterile needles injected	blood borne disease bacterial infections addiction peripheral intravenous illicit toxins

**Assessment Prompts**

[Research Paper Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">AIDS and IV Use</a>  <a href="#">Above the Influence: Drug Facts</a>  <i>Steroids</i> by Scott Lukas 362.29 LUK 1994</p> <p><b>Suggested Activities:</b></p> <p>List ways of transmission and how drugs travel through the bloodstream (Pie Chart)  <a href="#">Alternative Party Games</a>            List affects of intravenous drug use on the human body: Tendon Damage from Steroids</p> <p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV Lesson</i>            5.03 Evaluate the relationship between intravenous drug use and transmission of blood borne diseases (HIV, tuberculosis and hepatitis). Appendix: 1a, 1b, 2a, 2b, and 4            PowerPoint: Intravenous Drug Use and Blood Borne Diseases.  <a href="#">AIDS: Who's At Risk?</a></p>	<p><b>Literacy Connection:</b> Assign students a body system and have them research and write a paper on the effects on that intravenous (IV) drug use has on the body system.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Alcohol, Tobacco, and Other Drugs**

**Essential Standard: 9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ATOD.1.5</b> Predict the effects of substance abuse on other people as well as society as a whole.	1. What are the effects of substance abuse on others and society? 2. How can family and friends influence substance abuse?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• State the effects of substance abuse on others and society.</li> <li>• Predict the effects of substance abuse on other people as well as society as a whole.</li> <li>• Summarize the potential impact of one person's substance abuse on family and friends.</li> <li>• Predict the effects of substance abuse on the larger community.</li> </ul>	predict unintentional potential violence injuries ripple effect

**Assessment Prompts**

- The teacher can establish a scoring rubric for the group presentations, while also collecting the papers each group used to outline possible scenarios. The teacher should also assess the quality of answers given to questions from the class following the presentation. [Journal Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="#">Above the Influence: Drug Facts</a> <i>War against tobacco</i> [videocassette]	<b>Literacy Connection:</b> Create a journal and record decisions vs. consequences of an individual's substance abuse.
<b>Suggested Activities:</b>	
Wordle: Create word art using words associated with the effects of substance abuse on society. <a href="#">Wordle.net</a>	
<b>Sample Lessons:</b>	
<i>Successfully Teaching HS Health IV</i> Lesson 5.05 Predict potential effects of an individual's substance abuse on others. Appendix: 1 and 2 <a href="#">Decision-Making Scenarios</a>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Alcohol, Tobacco, and Other Drugs**

**Essential Standard: 9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.**

**Pacing: Weeks 4-6**

**Content: Health Education**

Clarifying Objective	Essential Questions
<b>9.ATOD.1.6</b> Summarize the consequences of alcohol or tobacco use during pregnancy.	1. What are the consequences of using alcohol and drugs during pregnancy? 2. How much alcohol is safe for a pregnant woman to drink?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>Describe the consequences of alcohol or tobacco use during pregnancy.</li> <li>Summarize the consequences of alcohol or tobacco use during pregnancy.</li> </ul>	consequences pregnancy placental membranes Fetal Alcohol Syndrome (FAS) central nervous system facial characteristics	retardation side effects development fetus growth complications

**Assessment Prompts**

[The Effects of Alcohol on the Body](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Video: Fetal Alcohol Syndrome-Biological Basis</a>  <a href="#">Drinking Alcohol in Pregnancy</a>  <a href="#">Alcohol Effects on a Fetus</a>  <i>Drugs and birth defects</i> by Nancy Shniderman &amp; Sue Hurwitz 618.3 SHN 1998  <i>Last Call!</i> The sobering truth about drinking during pregnancy by Advantage Source VCR 618.3 LAS</p>	<p><b>Literacy Connection:</b> Read and summarize 3 articles related to drinking and pregnancy.  <b>Science Connection:</b> Create a brochure of the effects of alcohol on body and damages that can occur.</p>
<p><b>Suggested Activities:</b></p> <p>Group discussion: What are the harmful effects of alcohol and drug use during pregnancy? Define Fetal Alcohol Syndrome (FAS) explain its effects, and describe how it is prevented. Create a public service announcement describing the effects of drinking and pregnancy.            Students will need the list of Fetal Alcohol Syndrome (FAS) characteristics for a child.            Blackout Lesson</p>	
<p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV</i> Lesson 5.06 Define Fetal Alcohol Syndrome, explain its effects, and describe how it is prevented.            5.07 Infer the effects of tobacco and other drugs on unborn children.  <a href="#">Alcohol In The Body: Not A Winning Combination</a></p>	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Alcohol, Tobacco, and Other Drugs**

**Essential Standard: 9.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ATOD.2.1</b> Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.	<ol style="list-style-type: none"> <li>1. Why is it important to avoid riding in a car with someone who is under the influence?</li> <li>2. What are the consequences of riding in a car with someone who is under the influence?</li> <li>3. What are some strategies to use to avoid riding with someone under the influence?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.</li> <li>• Identify safe methods for transportation in order to avoid riding in the car with an impaired driver.</li> <li>• Will make a plan for accessing transportation in order to avoid riding in the car with an impaired driver.</li> <li>• Recognize additional risk taking associated with alcohol such as violence and failure to protect personal safety.</li> <li>• Avoid a person who is under the influence who is aggressive, abusive, or providing negative pressure</li> </ul>	<ul style="list-style-type: none"> <li>options</li> <li>destination</li> <li>transportation</li> <li>death</li> <li>violent conflicts</li> <li>law</li> <li>impaired</li> <li>invincibility</li> <li>assertively</li> <li>resist</li> <li>engage</li> <li>reduce stress</li> <li>alternatives</li> <li>aggressive</li> <li>abusive</li> </ul>

**Assessment Prompts**

[Persuasive Letter Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Drunk Driving Prevention Tools</a> <a href="#">Drinking &amp; Driving</a>  <i>Driving High: the hazards of driving, drinking, and drugs</i> by LB Taylor 363.1 TAY 1983</p> <p><b>Suggested Activities:</b></p> <p>Discuss the poem "<i>Death of an Innocent.</i>" Also discuss if you would ride with a drunk driver?            Create an anti-drunk driving poster.</p> <p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV</i> Lesson 5.02 Analyze the risks associated with using alcohol or other drugs and driving (motor vehicle, ATV, water recreational vehicle) or riding with someone under the influence. Appendix: 1a &amp; 1b  <a href="#">Alcohol Ball</a> <a href="#">Safe Driving</a> <a href="#">Letter to a Drunk Driver</a></p>	<p><b>Science/Literacy Connection:</b> Venn diagram compares and contrast consequences of driving drunk.</p> <p><b>Literacy Connection:</b> Write a letter to a drunk driver explaining why he/she should not drive under the influence</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Alcohol, Tobacco, and Other Drugs**

**Essential Standard: 9.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ATOD.2.2</b> Use strategies for avoiding binge drinking.	<ol style="list-style-type: none"> <li>1. What are the dangers of binge drinking?</li> <li>2. What are some reasons people binge drink?</li> <li>3. What are some strategies to use to avoid binge drinking?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Define binge drinking.</li> <li>• Explain why binge drinking is harmful and why it should be avoided</li> <li>• Use strategies for avoiding binge drinking.</li> <li>• Summarize strategies that may be employed to avoid binge drinking.</li> <li>• Advocate to others to avoid the harmful effects of binge drinking.</li> </ul>	binge drinking impulsive behavior consequences underage intelligence personal limits deadly effects depressants

**Assessment Prompts**

[Diagram Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="http://Wikipedia.org: Binge Drinking">Wikipedia.org: Binge Drinking</a>  <a href="#">Fact Sheet: Binge Drinking</a>  <i>Dying to drink: confronting binge drinking on college campuses</i> by Henry Wechsler</p>	<p><b>Science Connection:</b> Research and diagram the body systems that are effected by alcohol.</p>
<p><b>Suggested Activities:</b></p>	
<p>Wordle: Create word art using words describing signs of binge drinking and the effects it has on the body. <a href="http://Wordle.net">Wordle.net</a>  <a href="#">Impaired Perform Tasks Game</a></p>	
<p><b>Sample Lessons:</b></p>	
<p><i>Successfully Teaching HS Health IV</i> Lesson 5.04            Advocate to others harmful effects of binge drinking.  <a href="#">Binge Drinking</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Mental and Emotional Health**

**Essential Standard: 9.MEH.1 Create positive stress management strategies.**

**Pacing: Weeks 1-3**

**Content: Health Education**

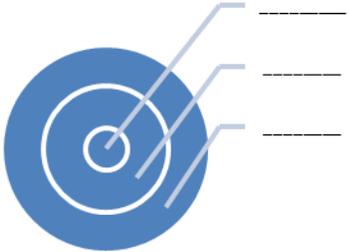
Clarifying Objective	Essential Questions
<p><b>9.MEH.1.1</b> Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.</p>	<ol style="list-style-type: none"> <li>1. What are some stressful situations that high school students experience?</li> <li>2. What are the positive coping methods for managing stressful situations?</li> <li>3. How can positive coping mechanisms help with the body's physical and psychological responses to stress?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>• Recognize my own physical, psychological and emotional responses to stress.</li> <li>• Distinguish between stressors that are within one's control and those that are not.</li> <li>• Practice positive coping mechanisms in dealing with stress &amp; avoid those behaviors, which will adversely affect physical &amp; emotional health.</li> </ul>	General Adaptation Syndrome (GAS) "fight or flight" response stress-related diseases alarm stage resistance stage exhaustion stage consequence wheel coping mechanisms psychological	stress cope physical support adverse control demand physical adrenaline

**Assessment Prompts**

- Use the web resource creating a rubric; tutorial to develop a rubric to evaluate the cross curricular connection. [Rubric Tutorial](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Signs of Stress</a> <a href="#">Article: Good Coping Mechanisms</a></p>	<p><b>Language Arts Connection:</b> Create a consequences wheel and circle of control worksheet. Explain that there are a lot of things people worry about, but we do not always have control over what happens to us. In pairs, students will take their character, fill in their worries and stresses in the circle. Students should explore possible reactions and consequences to each stressor.</p> <div style="text-align: right;">  </div>
<p><b>Suggested Activities:</b></p> <p>List examples of stressful situations that teenagers face. Explain which coping mechanisms are appropriate for the stressful situations you listed. Summarize how the positive coping mechanisms discussed help lower stress.</p>	
<p><b>Sample Lessons:</b></p> <p><a href="#">Stress Management &amp; Problem Solving</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Mental and Emotional Health**

**Essential Standard: 9.MEH.1 Create positive stress management strategies.**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
<p><b>9.MEH.1.2</b> Plan effective methods to deal with anxiety.</p>	<ol style="list-style-type: none"> <li>1. What are some stressful situations that high school students experience?</li> <li>2. What are the positive coping methods for managing stressful situations?</li> <li>3. How can positive coping mechanisms help with the body's physical and psychological responses to stress?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>• Recognize the symptoms of depression.</li> <li>• Identify the symptoms of other common mental disorders, such as anxiety disorders, attention-deficit and hyperactivity.</li> <li>• Explain the causes of mental disorders and there can be more than one cause.</li> </ul>	psychological mechanisms stress cope physical emotion positive attitude control depression	anxiety anxiety disorders hyperactivity attention-deficit procrastinate preparation elimination relaxation strategy

**Assessment Prompts**

[Scoring Rubric: Description](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Anxiety Test</a> <a href="#">Article: High (School) Anxiety</a></p>	<p><b>Writing Connection:</b> Design a book that identifies common causes of anxiety for high school students, positive techniques for dealing with anxiety, physical and psychological responses the body may experience due to anxiety and community mental health resources.</p>
<p><b>Suggested Activities:</b></p> <p><a href="#">My De-Stress Plan</a> Students will create a recipe for cooking up anxiety. Students may create a mask of how anxiety looks. Each individual can evaluate the process of participating in the activity and offer suggestions in a feedback session.</p>	
<p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV</i> Lesson 1.04 Analyze the causes, symptoms, and effects of anxiety. <a href="#">Addressing Test Anxiety</a> <a href="#">Identify Some Causes of Stress</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Mental and Emotional Health**

**Essential Standard: 9.MEH.2 Create help-seeking strategies for depression and mental disorders.**

**Pacing: Weeks 1-3**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.MEH.2.1 Identify causes and symptoms of depression and mental disorders.	1. What are the causes and symptoms of depression and mental disorders?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>Recognize the symptoms of depression.</li> <li>Identify the symptoms of other common mental disorders, such as anxiety disorders, attention-deficit and hyperactivity.</li> <li>Explain the causes of mental disorders and there can be more than one cause.</li> </ul>	obsessive compulsive disorder (OCD) psychiatric social worker contributors treatments personality disorder panic disorder mental disorders post traumatic disorder mood disorder neurochemicals neurotransmitter dementia symptoms	psychiatrists psychologist neurologist denial drug abuse depression suicide obsession hallucinations schizophrenia stigma delusion phobia causes

**Assessment Prompts**

[9th Grade Writing Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">CDC: Depression Data</a>  <i>Dare to live</i>: a guide to the understanding and prevention of teenage suicide and depression by Michael Miller 155.5 MIL 1989</p>	<p><b>Literacy Connection:</b> Assign students an independent project to explore and write a report about a medical and scientific career that specializes in mental health research and treatments. They should include at least one interview of a local health professional or an organizational profile.</p>
<p><b>Suggested Activities:</b>  <a href="#">Mental Health Scenarios</a>            Role play situation where a student is showing signs of depression and another student(s) offer sound advice on ways to help them. Teacher prepares flash cards on the different mental disorders covered. Students mix and pair with a partner. Tallest student is "A." "A" quizzes "B" by asking the question on the card. "B" answers the question. If correct, "A" celebrates "B". "B" paraphrases the answer to "A," then "A" celebrates. Students switch roles; b quizzes "A". Students trade cards and find another partner. .</p>	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Mental and Emotional Health**

**Clarifying Objective 9.MEH.2.1**

**Page 2**

<b>Sample Lessons:</b>	
<p><i>Successfully Teaching HS Health IV</i> Lesson 1.01 Analyze the various factors contributing to depression and identify various treatment options. Depict the body's physical and psychological responses to stressful situations and identify positive coping strategies. Analyze the causes, symptoms, and effects of anxiety. <a href="#">Making Sense of Mental Health: Past and Present</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Mental and Emotional Health**

**Essential Standard: 9.MEH.2 Create help-seeking strategies for depression and mental disorders.**

**Pacing: Weeks 1-3**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.MEH.2.2</b> Design useful help-seeking strategies for depression and mental disorders.	<ol style="list-style-type: none"> <li>1. What strategies are effective when seeking help for depression and mental disorders?</li> <li>2. What are some resources for finding help with depression and mental disorders?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Collect strategies to help with depression and mental disorders</li> <li>• Give examples of ways to seek help for depression and mental disorders</li> <li>• Categorize the help strategies into 2 groups (depression and mental disorders)</li> <li>• Design useful help-seeking strategies for depression and mental disorders</li> </ul>	depression mental disorders psychologist social worker psychotherapy social withdrawal concentration	mental health counselor bipolar disorder manic depression neurotransmitter strategy mental health facility

**Assessment Prompts**

[Math Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Kids Health: Teen Depression Article: Understanding Depression Overcoming Depression</a></p> <p><b>Suggested Activities:</b></p> <p>Write a letter to help a friend who is struggling with depression and/or mental disorders. Students will be assessed on their ability to use strategies learned during instruction. <a href="#">Mental Health Scenarios</a></p> <p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV</i> Lesson 1.02 Identify symptoms of mental disorders and resources for seeking professional assistance. Lesson Appendix 5a &amp; 3 <a href="#">Depression Lesson Plan</a></p>	<p><b>Mathematics Connection:</b> Graph the number of high school students that have been clinically diagnosed with depression/mental disorders. Delineate by gender, county, state, and nationwide statistics.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.1 Understand healthy and effective interpersonal communication and relationships.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ICR.1.1</b> Illustrate the ability to respond to others with empathy.	<ol style="list-style-type: none"> <li>1. How can you illustrate how to respond to others with empathy?</li> <li>2. What does it mean to put yourself in someone else's shoes?</li> <li>3. How empathetic am I?</li> <li>4. How can I better show empathy toward others?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Identify strategies to respond to others with empathy.</li> <li>• Illustrate the ability how to respond to others with empathy.</li> <li>• Predict the importance of empathy in a healthy relationship.</li> <li>• Explain what it means to empathize with another.</li> <li>• Seek to show empathy toward others.</li> </ul>	empathy interpersonal communication relationship companion empathy	unavoidable emotions duration  problem / solution agreement / disagreement

**Assessment Prompts**

[Art Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Assessing Your Emotional Empathy</a>  <i>Discovering &amp; exploring habits of mind</i> by Arthur L. Costa and Bena Kallick 155.4 COS 2000</p> <p><b>Suggested Activities:</b>            Students will explore the ways people with a critical health condition or disease might feel, as well as various ways they can support and show compassion toward those who are living with an illness. <a href="#">Treating People with Dignity</a></p> <p><b>Sample Lessons:</b>  <i>Successfully Teaching HS Health IV</i> Lesson 3.01 Demonstrate the ability to respond to others with empathy. Appendix: 3, 4, 5a, and 7a  <a href="#">Developing Empathy High School PowerPoint: Empathy</a></p>	<p><b>Art Connection:</b> Show students a video about children with disabilities, then following that with an art project where students try to create a poster only one hand or blindfolded. The art lesson is then followed by a discussion of how it feels to create art in those ways, and how to have empathy for others with disabilities.</p> <p><b>Literacy Connection:</b> Show students a news report about a recent natural disaster and discuss the needs that people in the disaster zone now have: food, clean water, clothes, shelter. Then give them the homework assignment of making lists of ways that they as a class can help. Have the children share these ideas the next day, and discuss them; let the class vote on their favorites, and implement the winning idea.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.1 Understand healthy and effective interpersonal communication and relationships.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ICR.1.2</b> Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.	1. How can a person avoid conflict? 2. What ways can you help resolve a conflict?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Illustrate how to resolve conflicts peacefully.</li> <li>• Differentiate between helpful and harmful resolution tips.</li> <li>• Classify various methods of resolving conflict as either healthy or unhealthy.</li> <li>• State the importance of using effective methods of resolving conflict in his or her own life.</li> </ul>	negotiation interpersonal conflict resolve collaboration

**Assessment Prompts**

[Rubric for Role Play](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="#">Ten Conflict Resolution Activities for Peace of Mind</a> <a href="#">PowerPoint: Conflict &amp; Conflict Resolution</a> <a href="#">Role-Play Rubric</a>	<b>Literacy/Writing Connection:</b> Students create a skit role playing a conflict with an intended outcome. Use rubric to grade When creating the skit, did students use proper grammar, spelling and punctuation. Have students write another skit for homework on a conflict they see happening in their school.
<b>Sample Lessons:</b> <i>Successfully Teaching HS Health IV</i> Lesson 3.02 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations. <a href="#">Conflict and Win, Win Solutions</a>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

<b>Essential Standard: 9.ICR.1 Understand healthy and effective interpersonal communication and relationships.</b>	
Pacing: Weeks 4-6	
Content: Health Education	
Clarifying Objective	Essential Questions
<b>9.ICR.1.3</b> Illustrate strategies for resolving interpersonal conflict without harming self or others.	<ol style="list-style-type: none"> <li>1. What ways can you solve a conflict peacefully?</li> <li>2. How can you help others in solving personal conflicts?</li> </ol>
Teaching Support	
Instructional Task Analysis (I can...)	Vocabulary
<ul style="list-style-type: none"> <li>• Work on solving conflicts within myself while causing no harm.</li> <li>• Develop strategies that work for me when resolving conflicts within myself or with others</li> <li>• Conclude that when conflict results in violence, harm to self and others is possible.</li> <li>• Recognize several effective strategies in handling conflict without violence.</li> </ul>	<p style="text-align: center;">conflict resolve harm interpersonal</p>
Assessment Prompts	
<a href="#">Role Play Rubric</a>	
Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<a href="#">PowerPoint: Conflict and Negotiation</a> <a href="#">PowerPoint: Conflict Management</a>	<b>Arts Connection:</b> Using role play have a few students come up and act out a potential personal conflict and how they would resolve it themselves. Conflicts have to depict real life events.
<b>Suggested Activities:</b> Students will discuss ways to resolve their conflicts with others before someone is hurt. <a href="#">5 Ways to (Respectfully) Disagree</a>	
<b>Sample Lesson:</b> <i>Successfully Teaching HS Health IV</i> Lesson 3.03 Demonstrate strategies for solving interpersonal conflict without harming self or others.	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.1 Understand healthy and effective interpersonal communication and relationships.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ICR.1.4</b> Summarize principles of healthy dating.	<ol style="list-style-type: none"> <li>1. What are appropriate principles of healthy dating? Is jealousy an acceptable part of a dating relationship?</li> <li>2. Is it a sign that someone cares or a sign that someone doesn't trust you?</li> <li>3. Can it be a sign of both?</li> <li>4. Are there limits to jealousy? Is there an acceptable amount of jealousy?</li> <li>5. At what point do we draw the line of acceptability?</li> <li>6. How important is trust in a relationship?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• List principles of healthy dating.</li> <li>• Define principles of healthy dating.</li> <li>• Summarize principles of healthy dating.</li> <li>• List several rights and responsibilities that are part of a healthy dating relationship.</li> <li>• Identify whether a relationship is based on healthy principles or not.</li> <li>• Seek adult assistance to leave an unhealthy relationship.</li> </ul>	principles healthy dating unhealthy dating communication relationships romantic	convey qualities abuse terminate jealous

**Assessment Prompts**

[Writing Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="#">Twisted Love: Dating Violence Exposed</a> <a href="#">No Safe Place: Violence Against Women</a> <a href="#">Dating Violence: Early Warning Signs</a> <a href="#">Domestic Violence Shelter Tour &amp; Information Site</a> <a href="#">Warning Signs of Teen Dating Violence</a> <a href="#">Dept. of Justice Violence Against Women Office</a> <a href="#">Domestic Violence Hotlines &amp; Resources</a> <a href="#">Healthy and Unhealthy Relationships</a>	<b>Literacy/Technology Connections:</b> Give each team a website from the list to reference and conduct further research. Emphasize that these sites are just a starting point and that students are expected to research beyond the list. Each team is responsible for researching their topic, writing their own informational content, locating graphics and background images, and coding the material into HTML. Depending on how many students are in a team, the tasks can be broken down so that each student is in charge of one or more. Score student work as a combination of group and individual assessment.

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Interpersonal Communication and Relationships**

**Clarifying Objective 9.ICR.1.4**

**Page 2**

<b>Suggested Activities:</b>	<b>Sample Lessons:</b>
<p>Stir the Class: Students stand in teams of 4. Teacher announces a question about healthy dating. Students think of the answer for 5-7 seconds. Students huddle and discuss the answer. Students break huddle when everyone on the team knows the answer, teacher calls a number. The student on each team with the number steps forward, rotates to the appropriate team (based on the number of teams the teacher announced in the rotation), and shares the team's response. Teacher checks response. Teams discuss the correct answer.</p>	<p>Have students role play using appropriate dating etiquette and then also role play with misuse of etiquette so students can see and explain the differences.</p> <p><a href="#">PowerPoint: Etiquette</a></p> <p><i>Making Proud Choices: Module 1</i></p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.1 Understand healthy and effective interpersonal communication and relationships.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<p><b>9.ICR.1.5</b> Explain how power and control in relationships can contribute to aggression and violence.</p>	<ol style="list-style-type: none"> <li>1. How can power and control in relationships contribute to aggression and violence?</li> <li>2. What are some common characteristics of a healthy relationship and characteristics of an unhealthy relationship?</li> <li>3. What are the benefits of a healthy relationship?</li> <li>4. What controllable and uncontrollable factors affect relationships?</li> <li>5. What are the components of effective communication in a healthy relationship?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Define power and control in relationships.</li> <li>• Give examples of power and control in relationships.</li> <li>• Distinguish the difference between aggression and violence.</li> <li>• Explain how power and control in relationships can contribute to aggression and violence.</li> <li>• Recognize that power and control are not components of a healthy relationship.</li> <li>• Describe the cycle of violence in relationships.</li> <li>• Recognize the signs of abuse in a dating relationship.</li> <li>• Seek help if he or she knows someone in a relationship of power, control &amp; violence.</li> </ul>	<p>aggression contribute control relationships unhealthy healthy power social media violence isolate tension flattered rage</p>

**Assessment Prompts**

[Rubric for Article Summary](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Healthy Relationships: Involve Respect &amp; Trust</a> <a href="#">Student Health &amp; Development: Healthy Relationships</a> <a href="#">Bullying Prevention, Lessons &amp; Information</a></p>	<p><b>Literacy Connection:</b> Students will read and discuss <i>Power control and individuality issues in relationships</i>. In small groups they will discuss the resources available and individually write a summary of what they have learned.</p> <p><a href="#">Power Control in Relationships</a></p>
<p><b>Sample Lessons:</b></p>	
<p><a href="#">Cruel Schools</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.2 Evaluate abstinence from sexual intercourse as a positive choice for young people.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ICR.2.1</b> Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness.	1. What is abstinence? 2. What are the benefits of choosing abstinence over sexual activity?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Define abstinence.</li> <li>• Indicate reasons to remain abstinent.</li> <li>• Explain the risks of sexual activity.</li> <li>• Compare the effectiveness of abstinence and sexual activity.</li> <li>• Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness.</li> <li>• List skills and strategies needed to become or remain abstinent.</li> <li>• Analyze influences (positive and negative) for early sexual activity.</li> <li>• Apply knowledge about the possible consequences of early sexual involvement to goal-setting and decision-making models.</li> <li>• Demonstrate assertive refusal in role-play scenarios involving pressure to have sexual intercourse.</li> </ul>	abstinence sexual activity choice effectiveness risks

**Assessment Prompts**

[Graph Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="#">Birth Control: Abstinence</a> <a href="#">AmericanPregnancy.org: Abstinence</a>	<b>Literacy Connection:</b> Students will write two paragraphs to describe goals and ambitions the hope to achieve during their life. <b>Mathematics Connection:</b> Graph the number of documented pregnancies in NC for teenagers since 2005. Graph each age from ages 13-18. Calculate the average yearly cost of raising a child.
<b>Suggested Activities:</b> Using these online self-help quizzes students can critique their own skills & knowledge about sexual activity. <a href="#">How ANTI-Abstinent are you?</a> <a href="#">Safe Sex &amp; Teens Quiz: How Much Do You Know?</a>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Clarifying Objective 9.ICR.2.1**

**Page 2**

<b>Sample Lessons:</b>	
<p><a href="#">Top 10 Reasons For Choosing Abstinence</a> <i>Making Proud Choices</i>: Module 2: Activity A; Module 3: Activities A, B; Module 4: Activities A, C <i>Successfully Teaching HS Health IV</i> Lesson 3.06 Demonstrate and refine skills and strategies for remaining or becoming abstinent from sexual activity, which is the most certain means of avoiding unintended pregnancy and sexually transmitted diseases, including HIV/AIDS. Appendix: 1 &amp; 2. PowerPoint: FAQs Abstinence</p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.2 Evaluate abstinence from sexual intercourse as a positive choice for young people.**

**Pacing: Weeks 4-6**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.ICR.2.2 Explain the consequences of early and unprotected sexual behaviors.	1. What are the consequences of unprotected sexual behaviors?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary
<ul style="list-style-type: none"> <li>• Identify risks of having unprotected sex.</li> <li>• Explain the consequences of early and unprotected sexual behaviors.</li> <li>• List consequences of early and unprotected sexual intercourse.</li> <li>• Describe how one's life would be altered by an unintended pregnancy.</li> <li>• Identify the effects of sexually transmitted diseases, including those that cannot be cured.</li> <li>• Explain how his or her future may be altered based on unintended consequences of sexual risk taking.</li> </ul>	unprotected protected sexual consequences intercourse life-altering responsibilities postpone self-esteem intimate committed financial

**Assessment Prompts**

[Graphing Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<i>Kids still having Kids: talking about teen pregnancy</i> by Janet Bode 1999	<p><b>Mathematics Connection:</b> By using charts and graphs students will show what influences cause young people to engage in sexual behaviors.  <a href="#">CDC Sexual Behaviors</a></p> <p><b>Literacy Connection:</b> Students will research and then write two paragraphs about the possible consequences unprotected sex.</p>
<p><b>Suggested Activities:</b></p> Using the online survey students can gain skills & knowledge about the consequences associated with sexual activity. <a href="#">Abstinence Survey</a>	
<p><b>Sample Lessons:</b></p> <i>Making Proud Choices: Module 2: Activity A; Module 3: Activities A, B, and C; Module 4: Activities A, B, and C</i> <i>Successfully Teaching HS Health IV Lesson 3.08</i> Analyze causes, consequences, and prevention of major health risk behaviors for own age group, including transmission of HIV/AIDS. PowerPoint: Skills for Avoiding Sexual Risk Taking <a href="#">Family &amp; Social Health</a> <a href="#">Birth Control Acronym</a>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.3 Create strategies that develop and maintain reproductive and sexual health.**

**Pacing: Weeks 4-6**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.ICR.3.1 Contrast the myths, misconceptions, and stereotypes pertaining to sexual assault and sexual abuse with what is known based on law and research.	1. What are the myths, misconceptions, and stereotypes related to sexual abuse and assault?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary
<ul style="list-style-type: none"> <li>• Identify myths, misconceptions, and stereotypes related to sexual abuse and assault.</li> <li>• Explain the various types of sexual abuse and assault.</li> <li>• Show how sexual assault and abuse is documented by law and research.</li> <li>• Contrast the myths, misconceptions, and stereotypes pertaining to sexual assault and sexual abuse with what is known based on law and research.</li> <li>• Define sexual assault and sexual abuse.</li> <li>• Identify and correct misconceptions about types of sexual assault.</li> <li>• Conclude that sexual assault and abuse is always the fault of the perpetrator.</li> </ul>	<p style="text-align: center;">myths misconceptions stereotypes sexual abuse assault acquaintances misinterpret prosecuted law accusations perpetrator contrast sexual health</p>

**Assessment Prompts**

[Circular Story Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Sexual Assault Statistics</a>      <a href="#">NCVC.org</a></p>	<p><b>Literacy Connection:</b> Write a one page circular story about an individual who has possibly put themselves in a compromising situation.</p>
<p><b>Suggested Activities:</b></p> <p><a href="#">Sexual Assault: Myth or Fact Quiz</a> Review in class the myths or facts about sexual assault. Class discussion: How and to whom should you report an assault?</p>	
<p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV</i> Lesson 3.05 Formulate principles for healthy dating. Appendix: 1 <a href="#">Sexual Abuse Prevention</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.3 Create strategies that develop and maintain reproductive and sexual health.**

**Pacing: Weeks 4-6**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.ICR.3.2</b> Design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills.	1. What are effective resources and skills needed to prevent sexual assault and abuse?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Describe resources and skills needed to prevent sexual assault and abuse.</li> <li>• Distinguish the differences between sexual assault and sexual abuse.</li> <li>• Show a relationship between sexual assault and sexual abuse.</li> <li>• Classify prevention strategies for sexual assault and abuse.</li> <li>• Recognize strategies to avoid the risks of sexual assault and sexual abuse.</li> <li>• Avoid situations that are risky.</li> <li>• Advocate to others how to get assistance for assault or abuse.</li> </ul>	sexual assault sexual abuse prevention surroundings destination arrange resources suggestions emergency isolated victims pressured buddy system

**Assessment Prompts**

[Flyer Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Sexual Assault Statistics</a></p> <p><b>Suggested Activities:</b> Design a plan for prevention of sexual assault and abuse. <a href="#">Video: Sexual Assault Awareness</a> Show all three parts of the video and then discuss in class.</p> <p><b>Sample Lessons:</b> <i>Successfully Teaching HS Health IV</i> Lesson 3.09 Predict situations that could lead to pressures for sex and create alternatives or ways to avoid these situations, including feedback from parents/ caregivers or trusted adults. Mental and physical effects of sexual assault.</p>	<p><b>Mathematics/Literacy Connection:</b> Research the number of reported sexual assault cases and sexual abuse cases each year. Create an informational flyer of different types of resources one can seek out in case of sexual assault and abuse.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

**Essential Standard: 9.ICR.3 Create strategies that develop and maintain reproductive and sexual health.**

**Pacing: Weeks 4-6**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.ICR.3.3 Illustrate skills related to safe and effective use of methods to prevent STDs as well as access resources for testing and treatment.	1. What are some ways to prevent STD's when sexually active?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>• Identify ways to prevent STDs.</li> <li>• Identify testing and treatment resources for STDs.</li> <li>• Illustrate skills related to safe and effective use of methods to prevent STDs as well as.</li> <li>• Access resources for testing and treatment.</li> <li>• Demonstrate skills for accessing assistance for preventing, testing for, or treating STDs.</li> <li>• List resources for testing and treatment for STDs</li> <li>• Describe the transmission, symptoms, effects, and methods for testing for HIV/AIDS.</li> <li>• Describe effective preventive measures for sexually transmitted diseases.</li> </ul>	prevention testing treatment STDs risks abstinence asymptomatic symptoms epidemic intimacy	engaged casual HIV weight loss transmission injection infected vigilant

**Assessment Prompts**

- Create a poster that illustrates STD prevention, treatment, and testing.

[Poster Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<a href="http://DiscoveryEducation.com">DiscoveryEducation.com</a>	<p><b>Mathematics Connection:</b> Pie graph the methods of safe sex and show the percentages of effectiveness.</p> <p><b>Literacy Connection:</b> Write a one page story based on a female that developed an incurable STD while having unsafe sex.</p>
<b>Suggested Activities:</b>	
Make a brochure/pamphlet on early signs and symptoms of a STD. Demonstrate and refine skills and strategies for remaining or becoming abstinent from sexual activity, which is the most certain means of avoiding unintended pregnancy and sexually transmitted diseases, including HIV/AIDS.	
<b>Sample Lessons:</b>	
<i>Making Proud Choices:</i> Module 6: Activity A; Module 3: Activities B,C, and D <a href="#">Deadly Desires</a>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Interpersonal Communication and Relationships**

<b>Essential Standard: 9.ICR.3 Create strategies that develop and maintain reproductive and sexual health.</b>				
Content: Health Education				
<b>Clarifying Objective</b>		<b>Essential Questions</b>		
9.ICR.3.4 Exemplify decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.		1. What measures should be taken to reduce possibly of becoming pregnant?		
<b>Teaching Support</b>				
<b>Instructional Task Analysis (I can...)</b>		<b>Vocabulary</b>		
<ul style="list-style-type: none"> <li>Identify safe and effective methods to prevent pregnancy.</li> <li>Identify decision-making skills and problem solving to help prevent pregnancy.</li> <li>Exemplify decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">unintended safe effective decision making reproductive pregnant</td> <td style="text-align: center;">impulsively potential availability correctly failure rate anticipate</td> </tr> </table>	unintended safe effective decision making reproductive pregnant	impulsively potential availability correctly failure rate anticipate
unintended safe effective decision making reproductive pregnant	impulsively potential availability correctly failure rate anticipate			
<b>Assessment Prompts</b>				
<a href="#">Writing Rubric</a> <a href="#">Birth Control</a>				
<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>		<b>Cross Curricular Connections</b>		
<a href="#">Prevent Teen Pregnancy &amp; Unwanted Pregnancy</a> <a href="#">NC State Center for Health Statistics</a> <a href="#">SexedLibrary.org</a>		<b>Writing Connection:</b> Group discussion on safe and effective uses of birth control. Write an essay explaining why decision-making skills are vital for preventing unplanned pregnancy.		
<b>Sample Lessons:</b>				
<a href="#">Baby Project: Cost Analysis-1st Year of Life</a>				

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.**

**Pacing: Weeks 7-9**

**Content: Health Education**

Clarifying Objective	Essential Questions
<b>9.PCH.1.1</b> Recognize that individuals have some control over risks for communicable and chronic diseases.	5. What control does an individual have over his/her risk for disease? 6. What could an individual do to prevent from catching a communicable disease?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary
<ul style="list-style-type: none"> <li>• Relate the effects an individual has on his/her risk for disease.</li> <li>• Identify the communicable &amp; chronic diseases.</li> <li>• Discuss the causes of communicable &amp; chronic diseases.</li> <li>• Recognize that individuals have some control over risks for communicable &amp; chronic diseases.</li> <li>• Create a Family History Health Tree and attach a Getting Healthier Action Plan with recommendations for improvement.</li> </ul>	communicable diseases chronic diseases risks precautions undiagnosed saturated fat delineate decisions

**Assessment Prompts**

[Brochure Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<a href="#">K-12 Communicable Preventing Disease &amp; Infection</a>	<b>Mathematics Connection:</b> Graph the total number of chronic diseases, male/female ratio, countywide, statewide and nationwide that affect teenagers. <b>Literacy Connection:</b> Create a brochure on communicable and chronic diseases to include treatment options, cost, relationship implications, and health care facilities that specialize in treatment:
<b>Suggested Activities:</b> Class Discussion: Compare and contrast the differences between chronic and communicable diseases. <a href="#">CDC Scavenger Hunt</a> <a href="#">Non-Communicable &amp; Communicable Diseases</a>	
<b>Sample Lessons:</b> <a href="#">Communicable &amp; Chronic Diseases</a>	
Successfully Teaching HS Health IV Disc: Lesson 2.01 Determine individual control over health risks. Analyze behavioral and environmental factors that contribute to chronic disease.	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Personal and Consumer Health**

**Essential Standard: 9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.**

**Pacing: Weeks 7-9**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.PCH.1.2 Summarize the procedures for organ donation, local and state resources, and benefits.	<ol style="list-style-type: none"> <li>1. How do you become an organ donor and what are the resources and benefits?</li> <li>2. How can you help others by donating organs?</li> <li>3. What are some of the ethical concerns surrounding organ donation?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary	
<ul style="list-style-type: none"> <li>• Identify organ donation.</li> <li>• Identify procedures and benefits of organ donation.</li> <li>• Assess the positive benefits of organ donation locally and state.</li> <li>• Summarize the procedures for organ donation, local and state resources, and benefits.</li> </ul>	organ organ donor organ recipient harvest painful ethics	protocol life support dialysis casket imminent

**Assessment Prompts**

- Students will create a survey that assesses attitudes, knowledge and beliefs about organ donation. They will generate a report inclusive of graphs and charts to reflect findings.

[Survey Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">Video: Ray of Hope: Jason Ray DonateLifeNC.org</a></p> <p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV Lesson 2.02</i>            Describe the procedures for organ donation, local and state resources, and benefits to society. Ethical concerns behind organ donation  <a href="#">Organ Donation</a></p>	<p><b>Mathematics Connection:</b> How many people in NC and USA are organ donors? Calculate the percentages of male versus female donors in relation to each other.</p> <p><b>Cultural Arts Connection:</b> The class will create a play that dispels the myths about organ donation. The play should be inclusive of the role of the emergency room doctor, facts about organ donation that lead to informed decisions and the OPO (organ procurement organization). The students should also identify sources to access the website to register to be a donor or that a person can register at the DMV. A public service announcement should also be a part of the presentation. <a href="#">PBS: Activity Endlessly</a></p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.**

**Pacing: Weeks 7-9**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.PCH.1.3</b> Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.	1. Why are health screenings, checkups, and early detection important procedures in maintaining health benefits?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify health screening, checkups, and early detection procedures.</li> <li>• Assess the importance of checkup and early detection.</li> <li>• Discuss the importance of continuing health screenings, checkups and early detection methods throughout life.</li> <li>• Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.</li> </ul>	early detection screening symptoms check up sports physicals blood pressure mammogram prostate tertiary

**Assessment Prompts**

- Create an information brochure that discusses the various types of health screenings, checkups, and early detection methods. [Evaluation Tools & Brochure Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="#">Early Detection of Cancer</a> <a href="#">Preventive Background Part 1</a> <a href="#">Early Detection of Tuberculosis</a> <a href="#">Mammography: The Importance of Early Detection</a>	<b>Mathematics Connection:</b> Chart the percentages of women diagnosed with breast cancer between ages of 20-29, 30-39, 40-49, etc. Include risk factors and preventive measures for each age group. (use the CDC website for information)
<b>Suggested Activities:</b>	
Create a comic strip that depicts why individuals need regular checkups.	
<b>Sample Lessons:</b>	
<a href="#">NOVA Science NOW: 1918 Flu</a>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.**

**Pacing: Weeks 7-9**

**Content: Health Education**

Clarifying Objective	Essential Questions
<b>9.PCH.1.4</b> Design strategies for reducing risks for chronic diseases.	1. What are chronic diseases? 2. How can you help reduce your risk for developing a chronic disease? 3. How might your choices impact your likelihood to develop a chronic disease?

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary
<ul style="list-style-type: none"> <li>• Identify chronic diseases and risks.</li> <li>• Summarize strategies for reducing risks of chronic diseases.</li> <li>• Design strategies for reducing risks for chronic diseases.</li> <li>• Acknowledge that personal choices have a large impact on one's likelihood to develop a chronic disease.</li> <li>• Manage my behavior to reduce risks for chronic diseases.</li> </ul>	wellness chronic prevention symptoms chronic disease asthma diabetes hypertension cardiovascular eliminate

**Assessment Prompts**

[Opinion Essay Rubric](#)

[Presentation Rubric](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<p><a href="#">NRDC: Air Indoor</a>  <a href="#">NRDC: Asthma</a></p> <p><b>Suggested Activities:</b>            Create newspaper article on a chronic disease using:  <a href="#">Newspaper Clip Generator</a></p> <p><b>Sample Lessons:</b>  <i>Successfully Teaching HS Health IV</i> Lesson 2.04 Analyze behavioral and environmental factors that contribute to chronic diseases.            Information pamphlet on chronic disease that affect youth of today.  <a href="#">Air Pollution &amp; Asthma</a></p>	<p><b>Literacy Connection:</b> Students research existing community policies that address air quality issues and standards. Write a paper choosing to agree or disagree with the current polices.</p> <p><b>Mathematics Connections:</b> Have students develop a presentation that utilizes the Air Quality Index in evaluating and reporting data, such as comparing levels of five major air pollutants or the number of bad air days in given cities.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.**

**Pacing: Weeks 7-9**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.PCH.1.5</b> Select measures to get adequate rest and sleep.	<ol style="list-style-type: none"> <li>1. What measures are needed to get adequate rest and sleep each night?</li> <li>2. How many hours of sleep should teens get compared to adults?</li> <li>3. What are the benefits of getting adequate sleep?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Describe adequate rest and sleep.</li> <li>• Explain the importance of adequate sleep and rest.</li> <li>• Select measures to get adequate rest &amp; sleep.</li> <li>• Describe the impact that adequate sleep and rest has on his or her health.</li> <li>• Practice habits that will improve sleep and rest.</li> </ul>	rest sleep adequate accidents	healing diabetes caffeine sleep-deprived

**Assessment Prompts**

[Rubric for Bar Graph](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">How Many Hours of Sleep are Enough Adolescents, Sleep &amp; Learning Article: Teen Sleep</a></p> <p><b>Suggested Activities:</b></p> <p>Summarize the benefits of rest and sleep for personal health. Have students create a journal documenting their sleep patterns for one week. Use material to generate a class discussion</p> <p><b>Sample Lessons:</b></p> <p><a href="#">No Rest for the Weary</a>  <a href="#">REM &amp; Non-REM Sleep</a>  <a href="#">What Is Sleep?</a></p>	<p><b>Literacy Connection:</b> Write a short paragraph summarizing their other observations and the patterns that emerge from their data, like whether there is a relationship between the amount of time they slept and how easy or difficult it was to wake up in the morning. Using data from the sample lesson.</p> <p><b>Mathematics Connection:</b> Create a bar graph showing their average amount of sleep during the week. Create another bar graph showing their average amount of sleep on the weekend. Use the data in your graphs to write risks or benefits associated with varied amounts of sleep. Make recommendations for improvement.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.**

**Pacing: Weeks 7-9**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.PCH.1.6</b> Recognize the early warning signs of skin cancer and the importance of early detection.	1. What are the warning signs and importance of early detection of skin cancer? 2. How might someone get skin cancer?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>		
<ul style="list-style-type: none"> <li>Give examples of warning signs of skin cancer.</li> <li>State how early detection may prevent skin cancer.</li> </ul>	sunbed suntan sun block asymmetry	early detection color size diameter	mole scab freckle ultraviolet

**Assessment Prompts**

[Rubric for presentation](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">American Cancer Society</a>  <a href="#">Skin Cancer - Melanoma</a>  <a href="#">Common Symptoms &amp; Signs of Cancer</a>  <a href="#">Article: Under 18 should not use a sunbed</a></p> <p><b>Suggested Activities:</b>  <a href="#">Exposing Healthy Skin to the Sun</a>            Read story in lesson: Analyze the benefits of health screening, checkups, and early detection (including medical examination and self-examination) and explain the procedures used for early detection. Appendix 2c and write a summary paragraph. Make sure you mention the things Brian did or did not do for early detection. Write a second paragraph stating what Brian should have done if he followed the early detection guidelines</p> <p><b>Sample Lessons:</b>  <a href="#">Melanoma Educ. Skin Cancer</a>  <a href="#">Skin Cancer Prevention</a>  <i>Successfully Teaching HS Health IV</i> Lesson 2.03 Analyze the benefits of health screening, checkups, and early detection (including medical examination and self-examination) and explain the procedures used for early detection.</p>	<p><b>Literacy Connection:</b> Research a type of skin cancer. Create a brief presentation of methods to prevent from getting this type of skin cancer.  <b>Civic Connection:</b> Killer Sunbeds. Decide whether you will be Student A or Student B. All "A" students will get together and write down reasons "why" governments should ban the use of killer sunbeds. All "B" students will write down reasons why sunbed use is a personal choice, like smoking. Role-play a court case, where students will debate sunbed regulations.</p>

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.**

**Pacing: Weeks 7-9**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.	1. What are the lifelong effects of positive and negative health behaviors?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Recognize positive and negative health behaviors.</li> <li>• Interpret the lifelong effects of health behaviors.</li> <li>• Differentiate between the lifelong effects of positive and negative health behaviors.</li> </ul>	health behaviors lifelong long term short term	differentiate tobacco abusing adverse

**Assessment Prompts**

- *Successfully Teaching High School Health IV Disc: Appendix 7 Scoring Rubrics*

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Describe 7 negative &amp; 7 positive health behaviors?</a></p> <p><b>Suggested Activities:</b></p> <p><a href="#">Graphing My Diet</a> <a href="#">Personal Health - Evaluation</a></p> <p><b>Sample Lessons:</b></p> <p><i>Successfully Teaching HS Health IV Lesson 2.08</i> Compare and contrast how positive and negative health behaviors can have lifelong effects. <a href="#">Factors that influence life activities</a></p>	<p><b>Technology/Literature Connection:</b> Distribute 2.08 Appendix: 4, including the list of websites that they could use to research their health topic. The project will include a written paper and PowerPoint to be presented to the class. Students need to address the following:</p> <ol style="list-style-type: none"> <li>1. Definition or explanation of their topic.</li> <li>2. How it might affect them, short-term and long-term.</li> <li>3. For diseases: AIDS, diabetes, heart disease, etc. What behaviors, habits and/or life choices may increase a person's risk?</li> <li>4. What is the best way to avoid the negative effects on health or reduce an individuals' chance of developing the disease or condition?</li> </ol>

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Personal and Consumer Health**

**Essential Standard: 9.PCH.2 Evaluate health information and products.**

**Pacing: Weeks 7-9**

**Content: Health Education**

<b>Clarifying Objective</b>		<b>Essential Questions</b>	
<b>9.PCH.2.1</b> Critique the potential health and social consequences of body art (tattooing and piercing).		1. What can happen to the skin after it has been tattooed? 2. What are the health risks associated with tattoos/piercings? 3. What are the possible social risks of body art?	
<b>Teaching Support</b>			
<b>Instructional Task Analysis (I can...)</b>		<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Identify the potential consequences of body art.</li> <li>• Differentiate the social and health consequences of body art.</li> <li>• Critique the potential health and social consequences of body art (tattooing and piercing).</li> <li>• Use critical decision-making skills when considering whether to someday get a tattoo or a body piercing.</li> </ul>		critique social consequences acceptance current fads hepatitis tetanus	influenced risks regret permanent infection body piercing rhinoplasty tattoo
<b>Assessment Prompts</b>			
<a href="#">Brochure Rubric</a>		<a href="#">Rubric for Research Paper</a>	
<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>		<b>Cross Curricular Connections</b>	
<a href="#">The Negative Effects of Body Art</a> <i>Am I Thin Enough Yet?</i> The Cult of Thinness and the Commercialization of Identity by Sharlene Hesse-Biber 1997 <i>Vanity Rules: A History of American Fashion and Beauty</i> by Dorothy & Thomas Hoobler		<b>Literacy Connection:</b> Research and write a paper on the possible social or health consequences of body piercing and/or tattoo's. <b>Art Connection:</b> Have student create a brochure that informs the public of the dangers of tattoos and piercings.	
<b>Sample Lessons:</b>			
<i>Successfully Teaching HS Health IV</i> Lesson 2.06 Predict the potential health and social consequences of popular fads or trends (e.g., body piercing, tattooing). <a href="#">Tattoos</a>			

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.2 Evaluate health information and products.**

**Pacing: Weeks 7-9**

**Content: Health Education**

Clarifying Objective	Essential Questions
9.PCH.2.2 Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.	<ol style="list-style-type: none"> <li>1. How does media and pop culture affect beliefs that contradict scientific research on health?</li> <li>2. What are some of the most popular fads today?</li> <li>3. Why do fads exist?</li> </ol>

**Teaching Support**

Instructional Task Analysis (I can...)	Vocabulary
<ul style="list-style-type: none"> <li>• Describe pop culture beliefs.</li> <li>• Discuss how the beliefs contradict scientific research on health.</li> <li>• Illustrate a popular culture fad.</li> <li>• Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.</li> <li>• Recognize the effects of media and popular culture on the decisions made affecting health.</li> <li>• Make decisions based on what is proven to be healthy and will not be influenced so much by media and popular culture.</li> </ul>	normative contradict pop culture images alcohol statistics violence unintentional overweight fads trends icons

**Assessment Prompts**

[Rubric for Pop Art Poster](#)

Electronic Search Engines Resources (Books, Web Links, etc.)	Cross Curricular Connections
<i>Is media violence a problem?</i> by David M. Haugen 303.6 IS 2006	<p><b>Art Connection:</b> The term Pop Art, from the early 1960s, was used to classify works of art that used the common, everyday environment as their subject matter. Subjects like coke bottles, beer and soup cans, comic strip characters and even hamburgers were depicted in various mediums to make witty, satirical comments on the popular culture of the time. After introducing students to the works of artists like Andy Warhol, Roy Lichtenstein, Jasper Johns, Claes Oldenburg and Duane Hanson, have them create their own Pop Art poster that reflects today's popular culture.</p>
<p><b>Suggested Activities:</b></p> <p>Wordle: Brainstorm words associated with a negative culture.</p> <p>Have students research the fads, trends and icons of popular culture from specific decades during the twentieth century and present their findings to class. Students classify appropriate items from the brainstorming list under each of these headings in their workbooks. As a class, discuss which category each item should fall under. When discussing fads and trends, ask students if they can think of current fads that they believe will become trends. (You might want to post these fads on a bulletin board and mark their progress over time).</p>	

**Cumberland County Schools Healthful Living**  
**9th Grade Health Education**  
**Personal and Consumer Health**

**Clarifying Objective 9.PCH.2.2**

**Page 2**

<b>Sample Lessons:</b>	
<p><i>Successfully Teaching HS Health IV</i> Lesson 2.09 Deconstruct how media and popular culture affect normative beliefs that contradict scientific research on health and well-being. <a href="#">You're the Top! Pop Culture Then and Now</a></p>	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.**

**Pacing: Weeks 7-9**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<b>9.PCH.3.1</b> Summarize the risks associated with operating ATVs and motorcycles.	1. What is an ATV? 2. What are the risks associated with operating ATVs and motorcycles?

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>Recognize the risks of riding and operating ATVs and motorcycles.</li> <li>Summarize the risks associated with operating ATVs and motorcycles.</li> </ul>	All Terrain Vehicles (ATV) motorcycles rural urban supervised	dangerous risk safety precaution

**Assessment Prompts**

- Create an ATV and motorcycle safety flyer that includes necessary steps to prevent and respond to unintentional injury. Flyer should also list actions that rider must do to be safe [Flyer Rubric](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<a href="http://InjuryFree.org">InjuryFree.org</a> <a href="http://KSL.com">KSL.com</a>	<p><b>Mathematics Connection:</b> Graph the percentages of yearly ATV and motorcycle accidents and compare to previous two years. Students should include an explanation of data.</p> <p><b>Art Connection:</b> Create an ATV and motorcycle safety flyer that includes necessary steps to prevent and respond to unintentional injury.</p>
<b>Suggested Activities:</b>	
<a href="#">ATV: Injury Prevention Issues &amp; Topics of Interest</a>	
<b>Sample Lessons:</b>	
<i>Successfully Teaching HS Health IV</i> Lesson 2.07 Evaluate the risks associated with operating ATVs and Motorcycles; Appendix 1, 5a, 5b, and 6	

**Cumberland County Schools Healthful Living  
9th Grade Health Education  
Personal and Consumer Health**

**Essential Standard: 9.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.**

**Pacing: Weeks 7-9**

**Content: Health Education**

<b>Clarifying Objective</b>	<b>Essential Questions</b>
<p><b>9.PCH.3.2</b> Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken.</p>	<ol style="list-style-type: none"> <li>1. What are the necessary steps to avoid unintentional injury?</li> <li>2. When is safety an issue?</li> <li>3. What types of things are harmful to your health?</li> <li>4. How can health risks be reduced?</li> <li>5. How do health and safety issues relate to emergency issues?</li> <li>6. How do you use decision making in dealing with health and safety?</li> </ol>

**Teaching Support**

<b>Instructional Task Analysis (I can...)</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify injuries and first aid techniques used to treat the injury.</li> <li>• Identify RICE: Rest, Ice, Compression, and Elevation.</li> <li>• Judge the severity of injuries and explain the proper first aid treatment.</li> <li>• Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken.</li> <li>• Abide by the safety guidelines when operating recreational vehicles.</li> </ul>	<p>rest, ice, compression, and elevation (RICE) prevented unplanned environmental ability risky recreational distressed injury</p>

**Assessment Prompts**

- Have students create a written map (flow chart) of infant, child, and adult rescue breathing, choking, and CPR. This activity will be an accumulation of work completed throughout the unit. Students will collaborate in class, get feedback and then turn in at end of unit. [Rubric for flow chart](#)

<b>Electronic Search Engines Resources (Books, Web Links, etc.)</b>	<b>Cross Curricular Connections</b>
<p><a href="#">Sports Medicine</a>      <a href="#">Skills Test: First Aid</a> <a href="#">PowerPoint: First Aid Presentation</a></p>	<p><b>Mathematics Connection:</b> Design a Venn diagram and graph the types of injury, by grade level and total number of that particular injury for high school students, by using accident reports.</p>
<p><b>Suggested Activities:</b></p> <p>Create a Wordle: Describing the types of first aid administered to unintentional injuries. Final rescue procedure demonstration. Students will be asked at random to perform demonstration of one practical skill, one that had been previously practiced in class.</p>	
<p><b>Sample Lessons:</b></p> <p><a href="#">Rescue Procedures: CPR and First Aid</a> <a href="#">Investigation: Broken Bones</a> <a href="#">Burns</a></p>	