

**Corsica Stickney Curriculum Map**

Unit Title: Chapter 1: Understanding Health and Wellness Subject: Health Grade:9 <sup>th</sup>	Teacher: Fuerst Duration: August	
Summary of unit: Students will explored the following topics: your total health, what affects your health, health risks and behaviors, and promoting health and wellness. (These are titles to the lessons in the chapter.)		
<b>Stage 1 - Desired Results</b>		
Standards(unpacked)  Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.  Health Education Standard 6: Students will demonstrate the ability to use goal setting to enhance health.  Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	Essential Questions: What is health? Why would you want to be healthy? Who is most responsible for your health? What is the health triangle? How does heredity, environment, and other factors affect your health? What are the steps you can take to avoid or reduce risks in your health? How do you become an individual who is health literate?	
<p align="center"><b>Factual Knowledge</b></p> Students will know: The following vocabulary terms: health, spiritual health, wellness, chronic disease, heredity, environment, peers, culture, media, technology, risk	<p align="center"><b>Procedural Knowledge</b></p> Students will be able to:  How to make healthy decisions about your physical, emotions, and social well-being?	<p align="center"><b>Conceptual Knowledge</b></p> Students will understand:  Health triangle  Health continuum  Risks from the Centers for Disease Control

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<p>behaviors, cumulative risks, prevention, abstinence, health literacy, and lifestyle factors.</p>	<p>How to use technology to make better health choices?</p> <p>Process on identifying health risks.</p>	<p>Nation’s health goals.</p>
<p><b>Stage 2 - Assessment Evidence</b></p>		
<p>Performance Tasks: Journals, quizzes, worksheet, final project.</p>	<p>Unit Pre-Assessment: Introduction Journal</p> <p>Other Evidence/Assessments Used: Quizzes for each lesson Final project- create a health plan that address the health triangle for high school students at Corsica-Stickney</p> <p>Degree of Competency (select one) Introduced/reinforced/mastered Introduced</p>	
<p>Evidence of a student’s ability to demonstrate competency Final Project</p>	<p>Differentiation Considerations: Reading and discussing lessons with the class. Videos that give visual representation for lessons. Group projects to promote central ideas of chapter.</p>	
<p><b>Stage 3 - Learning Plan</b></p>		
<p>Learning Activities:( How is the content taught?) procedures/topics Reading and discussing lesson with class. Poster contest with main ideas for lessons. Students taking notes and using notes to complete quiz. Students completing activity on vocabulary in chapter.</p>		

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### **Lesson Descriptions**

Lesson 1: Being in the best of health throughout your life means making healthy choices and practicing healthful behaviors.

Lesson 2: Understanding how heredity, environment, and other factors affect your health can help you make healthy decisions.

Lesson 3: Risk behaviors can harm your health, but there are steps you can take to avoid or reduce these risks.

Lesson 4: Staying healthy takes knowledge, a plan, and practicing healthful behaviors.

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<p>Unit Title: Chapter 2: Taking Charge of your Health and Chapter 6: Skills for a healthy relationship          Subject: Health          Grade: 9<sup>th</sup></p>	<p>Teacher:          Duration: September</p>
<p>Summary of unit:</p> <p>Students will explore the following topics: your total health, what affects your health, health risks and behaviors, and promoting health and wellness.</p> <p>Students will explore the following topics: building health skills, making responsible decisions and setting goals, being a health-literate consumer, and managing consumer problems.</p>	
<p align="center"><b>Stage 1 - Desired Results</b></p>	
<p>Standards(unpacked)</p> <p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on healthy behaviors.</p> <p>Health Education Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</p> <p>Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Essential Questions:</p> <p>What is health?          Why would you want to be healthy?          Who is most responsible for your health?          What is the health triangle?          How does heredity, environment, and other factors affect your health?          What are the steps you can take to avoid or reduce risks in your health?          How do you become an individual who is health literate?          What is a health skill?          How can health skills help you achieve wellness?          Why should you be a health-literate consumer?</p>

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<p>Health Education Standard 6: Students will demonstrate the ability to use goal setting to enhance health.</p> <p>Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.</p> <p>Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
<p style="text-align: center;"><b>Factual Knowledge</b></p> <p>Students will know: The following vocabulary terms: health, spiritual health, wellness, chronic disease, heredity, environment, peers, culture, media, technology, risk behaviors, cumulative risks, prevention, abstinence, health literacy, and lifestyle factors.</p> <p>Students will know the following vocabulary terms: health skills, interpersonal communication, refusal skills, conflict resolution,</p>	<p style="text-align: center;"><b>Procedural Knowledge</b></p> <p>Students will be able to:</p> <p>How to make healthy decisions about your physical, emotions, and social well-being?</p> <p>How to use technology to make better health choices?</p> <p>Process on identifying health risks.</p> <p>How to identify health skills and how they benefit your life.</p>	<p style="text-align: center;"><b>Conceptual Knowledge</b></p> <p>Students will understand:</p> <p>Health triangle</p> <p>Health continuum</p> <p>Risks from the Centers for Disease Control</p> <p>Nation's health goals.</p> <p>Decision-making process.</p> <p>Better Business Bureau.</p>

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<p>stress, stress management skills, advocacy, values, decision-making skills, goals, short-term goal, long term goal, action plan, health consumer, advertising, comparison shopping, warranty, consumer advocates, malpractice, and health fraud.</p>	<p>How to create short-term and long-term goals.</p> <p>How to be a health-consumer.</p>	
<p><b>Stage 2 – Assessment Evidence</b></p>		
<p>Performance Tasks: Journals, quizzes, worksheet, final project.</p> <p>Journals, quizzes, worksheet</p>	<p>Unit Pre-Assessment: Introduction Journal</p> <p>Other Evidence/Assessments Used: Quizzes for each lesson Final project- create a health plan that address the health triangle for high school students at Corsica-Stickney</p> <p>Final project- students created a test and answer sheet over chapter 2.</p> <p>Degree of Competency (select one) Introduced/reinforced/mastered Introduced</p>	
<p>Evidence of a student’s ability to demonstrate competency Final Project</p>	<p>Differentiation Considerations: Reading and discussing lessons with the class. Videos that give visual representation for lessons. Group projects to promote central ideas of chapter.</p>	
<p><b>Stage 3 – Learning Plan</b></p>		

## Corsica Stickney Curriculum Map

Learning Activities:( How is the content taught?) procedures/topics

### Chapter 1

Reading and discussing lesson with class.

Poster contest with main ideas for lessons.

Students taking notes and using notes to complete quiz.

Students completing activity on vocabulary in chapter.

### Chapter 2

Reading and discussing lessons with class.

Web quest over websites that make students more knowledgeable health consumers.

Students complete activity on vocabulary in chapter.

Students taking notes using Cornell notetaking strategy.

Current events over advertising and consumerism.

## Lesson Descriptions

### Chapter 2

Lesson 1: You can develop skills that will help you manage your health throughout your life.

Lesson 2: You can actively promote your well-being by making healthful choices and setting positive goals.

Lesson 3: A health-literate consumer carefully evaluates health products and services.

Lesson 4:Knowing how to handle consumer problems is an important skill to learn.

### Corsica Stickney Curriculum Map

<p>Unit Title: Chapter 6 Skills for healthy relationships, Chapter 8: Peer Relationships, Chapter 9: Resolving conflicts and preventing violence          Subject: Health          Grade:9th</p>	<p>Teacher:          Duration: October</p>
<p>Summary of unit:          Chapter 6          Students will explore the following topics: foundations of a healthy relationship, respecting yourself and other, and communicating effectively.          Chapter 8          Students will explore the following topics: safe and healthy friendships, peer pressure and refusal skills, and practicing abstinence.          Chapter 9          Students will explored the following topics: Causes of conflict, resolving conflicts, understanding violence, and preventing and overcoming abuse.</p>	
<p><b>Stage 1 - Desired Results</b></p>	
<p>Standards(unpacked)</p> <p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on healthy behaviors.</p> <p>Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to</p>	<p>Essential Questions:</p> <p>Chapter 6          What relationships in your life are the most important?          What makes these relationships special?          What do you do to keep these relationships strong?</p> <p>Chapter 8          Who are your peers?          Why are peer relationships important?          How can peer relationships affect your health?</p> <p>Chapter 9          What are some conflicts that you've had with people?          How did you resolve these conflicts?          Why do you think some conflicts result in violence?</p>

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<p>enhance health and avoid or reduce health risks.</p> <p>Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
<p style="text-align: center;"><b>Factual Knowledge</b></p> <p>Students will know:</p> <p>Chapter 6 The following vocabulary terms: relationship, friendship, citizenship, role, cooperation, compromise, prejudice, stereotype, tolerance, bullying, hazing, aggressive, passive, assertive, "I" message, active listening, body language.</p> <p>Chapter 8 The following vocabulary terms: teenage pregnancy, online friendships and dating, cliques, peer pressure, manipulation, assertive refusal, platonic friendship, abstinence, sexually transmitted diseases.</p> <p>Chapter 9</p>	<p style="text-align: center;"><b>Procedural Knowledge</b></p> <p>Students will be able to:</p> <p>How to compromise with an individual.</p> <p>Ways to communicate with people affectively.</p> <p>How to cope with criticism.</p> <p>Steps for assertive refusal.</p> <p>Strategies for practicing abstinence.</p> <p>Steps in the negotiation process.</p> <p>Steps in the mediation process.</p>	<p style="text-align: center;"><b>Conceptual Knowledge</b></p> <p>Students will understand:</p> <p>Traits of a healthy relationships</p> <p>Different communication styles</p> <p>Traits of a good friendship</p> <p>Types of peer pressure</p> <p>Cause for conflict</p> <p>Students Against Violence Everywhere (SAVE)</p> <p>Types of violence</p>

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<p>The following vocabulary terms: conflict, interpersonal conflict, escalate, negotiation, mediation, confidentiality, peer mediation, violence, assault, random violence, homicide, sexual violence, sexual assault, and rape.</p>		
<b>Stage 2 – Assessment Evidence</b>		
<p>Performance Tasks: Journals, quizzes, worksheet, essay test.</p> <p>Group presentations</p> <p>Journals, quizzes, worksheets, poster contests, media presentations with class</p>	<p>Unit Pre-Assessment: Introduction Journal</p> <p>PowerPoint over abstinence</p> <p>Other Evidence/Assessments Used: Quizzes for each lesson Final project- Essay test over the standards addressed in Chapter 6.</p> <p>Final project- class presentation over main topics covered in chapter 8. Students used textbooks and reliable internet resources.</p> <p>Final project- creation of a PSA Degree of Competency (select one) Introduced/reinforced/mastered Introduced</p>	
<p>Evidence of a student’s ability to demonstrate competency</p> <p>Standard-based essay test.</p> <p>Students created PSA over main topics in chapter.</p>	<p>Differentiation Considerations: Reading and discussing lessons with the class. Videos that give visual representation for lessons. Students picked topics in chapter 8 that they had an interest in. Students used different methods to create and edit PSAs such as video software and music editing software online.</p>	

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Students self-graded their own presentations for chapter 8.	
<b>Stage 3 - Learning Plan</b>	
<p>Learning Activities:( How is the content taught?) procedures/topics Reading and discussing lesson with class. Students taking notes and using notes to complete quiz. Students completing activity on vocabulary in chapter. Videos and current events that centralize around relationships.</p>	
<b>Lesson Descriptions</b>	
<p>Chapter 6 Lesson 1: Building strong relationships is important to your overall health. Lesson 2: You can promote healthy relationships by showing respect for yourself and others in your life. Lesson 3: Effective communication is a key to building healthy relationships.</p> <p>Chapter 8 Lesson 1: Mutual respect and honest are important characteristics of healthy friendships. Lesson 2: Learning effective refusal skills will help you deal with negative peer pressure. Lesson 3: Setting dating limits and practicing abstinence will benefit all three sides of your health triangle.</p> <p>Chapter 9 Lesson 1: Knowing why conflicts occur can help you prevent them. Lesson 2: Conflicts can be resolved through negotiation or mediation. Lesson 3: Teens need to know about forms of violence and ways to protect themselves. Lesson 4: Abuse can cause physical, mental, and emotional damage.</p>	

### Corsica Stickney Curriculum Map

Unit Title: Chapter 23: Communicable Diseases and Chapter 24: Sexually Transmitted Diseases and HIV/AIDS Subject: Health Grade: 9 <sup>th</sup>		Teacher: Duration: November	
Summary of unit: Chapter 23 Students will explore the following topics: Understanding communication diseases, common communicable diseases, fighting communicable diseases, and emerging diseases and pandemics. Chapter 24 Students will explore the following topics: sexually transmitted diseases, preventing and treating STD's, HIV/AIDS, and preventing and treating HIV/AIDS.			
<b>Stage 1 - Desired Results</b>			
Standards(unpacked)  Health Education Standard 6: Students will demonstrate the ability to use goal setting to enhance health.  Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.		Essential Questions: Chapter 23 How often do you get a cold or flu? How do you think you get these illnesses? What do you do to recover from them? Chapter 24 What do you know about infections that are spread through sexual contact? Why is it important for you to know about these infections?	
<b>Factual Knowledge</b>	<b>Procedural Knowledge</b>	<b>Conceptual Knowledge</b>	
Students will know: Chapter 23 The following vocabulary terms: communicable diseases, infection, virus, bacteria, toxins, vector, respiratory tract, mucous	Students will be able to: Chapter 23 How to take precautions against infection. How the immune response works. Chapter 24	Students will understand: Chapter 23 Types of pathogens Type of common communicable diseases. Factors for emerging infections. Chapter 24 Symptoms of STDS	

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<p>membrane, pneumonia, jaundice, cirrhosis, immune system, inflammatory response, phagocytes, antigens, immunity, lymphocyte, antibody, vaccine, emerging diseases, giardia, epidemic, and pandemic. Chapter 24 Sexually transmitted diseases, sexually transmitted infections, asymptomatic, antibiotics. HPV vaccine, human immunodeficiency virus, acquired immunodeficiency syndrome, antibody screening, Western Blot, and rapid test.</p>	<p>Tests for HIV/AIDS Diagnosis and treatments for STDs. How to protect yourself against HIV/AIDS.</p>	
<b>Stage 2 – Assessment Evidence</b>		
<p>Performance Tasks: Journals, quizzes, worksheet, group presentations, debate over vaccination</p>	<p>Unit Pre-Assessment: Introduction Journal</p> <p>Other Evidence/Assessments Used: Quizzes for each lesson Final project- Quad journal over vocabulary terms in chapter.</p> <p>Chapter 24 test- multiple choice and true/false questions from lesson quizzes.</p> <p>Degree of Competency (select one) Introduced/reinforced/mastered</p>	

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	Introduced
Evidence of a student's ability to demonstrate competency Quad journal Tests	Differentiation Considerations: Debate over vaccination Current events over pandemics and epidemics TED talks over HIV/AIDS
<b>Stage 3 - Learning Plan</b>	
<p>Learning Activities:( How is the content taught?) procedures/topics</p> <p>Chapter 23 Read and discuss lessons as a class. Worksheets over each lesson. Debate over vaccination. Students create essay quiz with answer sheet in groups.</p> <p>Chapter 24 Read and discuss lessons as a class. Worksheets over each lesson. Videos over HIV/AIDS epidemic. Current events over STDs.</p>	
<b>Lesson Descriptions</b>	
<p>Chapter 23</p> <p>Lesson 1: Learning about communicable diseases and how they spread can help you prevent them.</p> <p>Lesson 2: You can lower you chances of catching a communicable disease by learning about the causes and symptoms of these diseases and how to avoid them.</p> <p>Lesson 3: By learning about and practicing prevention strategies , you can help your body stay healthy.</p> <p>Lesson 4: Today, infectious disease have the potential to spread quickly throughout the world.</p> <p>Chapter 24</p> <p>Lesson 1: Sexually transmitted diseases are highly communicable infections that are contracted through sexual contact.</p> <p>Lesson 2: All STDs are preventable and most can be treated, but some are incurable.</p> <p>Lesson 3: HIV is the virus that causes AIDS, a disease that weakens the body's immune system and may have fatal consequences.</p> <p>Lesson 4: HIV/AIDS is preventable and treatable, but it is incurable.</p>	

### Corsica Stickney Curriculum Map

Unit Title: Chapter 26 Safety and Injury Prevention Subject: Health Grade:9 <sup>th</sup>	Teacher: Duration: December
Summary of unit: Chapter 26 Students will explored the following topics: personal safety and protection, safety at home and your community, outdoor safety, and safety on the road.	
<b>Stage 1 - Desired Results</b>	
Standards(unpacked)  Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.  Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on healthy behaviors.  Health Education Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.  Health Education Standard 6: Students will demonstrate the ability to use goal setting to enhance health.  Health Education Standard 7: Students will demonstrate the ability to practice	Essential Questions: What basic precautions do you take in your daily life? How do you protect your safety at home? How do you stay safe outdoors and on the road?

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<p>health-enhancing behaviors to avoid or reduce health risks.</p>		
<p><b>Factual Knowledge</b>            Students will know:            Chapter 26            The following vocabulary terms: personal safety, self-defense, cyberbullying, unintentional injuries, accident chain, fire extinguisher, smoke alarm, OSHA, personal floatation device, vehicular safety, graduated licensing, road rage, and defensive driving</p>	<p><b>Procedural Knowledge</b>            Students will be able to:            Ways to stay safe online.            Safety tips with electricity.            Ways to keep schools safe.            How to keep safe in the outdoors.            How to avoid road rage while driving.</p>	<p><b>Conceptual Knowledge</b>            Students will understand:            Tips to improve personal safety.            How to prevent poisoning.            Tips for staying safe while camping and hiking.            Tips to stay safe on a boat.</p>
<p><b>Stage 2 - Assessment Evidence</b></p>		
<p>Performance Tasks:            Journals, quizzes, worksheet, poster contests</p>	<p>Unit Pre-Assessment:            Introduction Journal</p> <p>Other Evidence/Assessments Used: Quizzes for each lesson            Acrostic over information provided in study guide over chapter 26.</p> <p>Health triangle reflection paper            Degree of Competency (select one) Introduced/reinforced/mastered</p>	

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	Reinforced Masters- health triangle reflection paper.
<p>Evidence of a student's ability to demonstrate competency.</p> <p>Students complete study guide. Practice acrostic as a class. Review game at end of chapter. Health triangle reflection paper.</p>	<p>Differentiation Considerations: Reading and discussing lessons with the class. Videos that give visual representation for lessons. Current events over personal safety. Using websites to discuss outdoor safety. Use writing process to complete healthy triangle reflection paper.</p>
<b>Stage 3 - Learning Plan</b>	
<p>Learning Activities:( How is the content taught?) procedures/topics Reading and discussing lesson with class. Students taking notes and using notes to complete quiz. Students completing activity on vocabulary in chapter. Videos and current events that centralize around safety.</p> <p>Health Triangle reflection paper.</p>	
<b>Lesson Descriptions</b>	
<p>Chapter 26 Lesson 1: Learning basic safety precautions can help you avoid threatening or harmful situations. Lesson 2: Reducing the potential for accidents can help you stay safe at home and at work. Lesson 3: Common sense and caution can minimize the risk of accidental injuries during outdoor activities. Lesson 4: Drivers, pedestrians, and others on the road need to follow rules to stay safe.</p>	