

School District of Upper Moreland Township
2900 Terwood Road
Willow Grove, Pa 19090

Planned Course for Health Education

Course: Grade 9 Health Education

National Standards:

- NS1 Students will comprehend concepts related to health promotion and disease prevention.
- NS2 Students will analyze the influence of family, peers culture, media, technology and other factors on health behavior.
- NS3 Students will demonstrate the ability to access valid information and products and services to enhance health.
- NS4 Students will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks.
- NS5 Students will demonstrate the ability to use decision-making skills to enhance health.
- NS6 Students will demonstrate the ability to use goal-setting skills to enhance health.
- NS7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- NS8 Students will demonstrate the ability to advocate for personal, family and community health.

Pennsylvania Standards:

- 10.1 Concepts of Health
- 10.2 Healthful Living
- 10.3 Safety and Injury Prevention

Course Description:

The K-10 Health Education program is designed to help students build the knowledge and skills that will enable them to achieve and maintain a physically active and healthy life. The Program is developmentally sequential across grade levels and reflects the increasing complexity and rigor that will favorably impact students' lives and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy, students will increase their chances of achieving to their highest academic potential. The follow big ideas guide learning:

- Health concepts are essential for wellness and a health-enhancing lifestyle.
- Community well-being is dependent upon a balance of personal and social responsibility.
- Safety impacts individual and community well-being.

The Grade 9 Health Education course builds on the knowledge and skills incorporated in the Pennsylvania Academic Standards for Health, Safety & Physical Education that were attained in the elementary and middle school levels. The health related core of the standards are the Concepts of Health, Healthful Living, and Safety and Injury Prevention. Concepts are related to

enhancing health through: (1) health promotion and disease prevention; (2) influence of family, peers, culture, media, technology, and other factors on health behaviors; (3) the ability to access valid health related information and services; (4) communication skills; (5) decision-making skills; (6) goal-setting; (7) healthy behaviors and avoiding or reducing health risks; and (8) advocating personal, family, and community health. Topics include how personal choice, disease, and genetics impact health, nutritional concepts and factors that impact nutritional choice, consumer choice related to tobacco use and weight control, prevention and intervention strategies related to drug use, avoiding and managing both conflict and violence, the relationship between environment and personal health, individual responsibility for safe practices in home, school, and community, health care products and services, media health and safety messages, as well as factors that influence growth and development.

Specific and measurable objectives to be attained by students:

Specific objectives for this course are aligned to the National Health Education Standards and Performance Indicators, as well as the Pennsylvania State Standards outlined in the scope and sequence and Units of Study documents for Grade 9 Health Education.

Materials:

Text Resources:
Bronson, Mary H., Ph.D. *Glencoe Health*. Columbus, OH: McGraw-Hill Education, 2015. Print and Digital.
Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. Sixth ed. Champaign, IL: Human Kinetics, 2014. Print.

Other Resources:
Teacher created materials
CPR/First Aid demonstration equipment
Other supplemental resources

Instructional Strategies:

A standards-based Health program requires that our students develop thinking processes that are self-directed, creative, critical, and reflective. Instructional activities include the following best practices:

- Instructional components outlined in the *Framework for Teaching* by Charlotte Danielson
- Promote active engagement
- Differentiated Instruction
- Cooperative Learning
- Discussions and Questioning
- Role Playing
- Hands-on Activities
- Big 6 research process

Estimated instructional time to be devoted to achieving objectives:

One 89 minute class period every other day for two marking periods in an alternating block schedule.

Forms of Assessment:

A variety of assessments will be used to determine student progress developing healthful life skills, habits and behaviors. The Assessment Plan includes the following components:

- Informal Formative Assessment
- Formal Formative Assessment
- Summative Assessment

An explanation of how student grades will be determined:

Student grades will include evaluations from areas of classwork, tests and/or quizzes, and performance-based assessments. A minimum of five assessments will be used to determine grades.