

MS Health

Huntingdon Area School District

UNITS (8/8 SELECTED)

SUGGESTED DURATION

 Unit 1: Drug Education	<i>5 lessons</i>
 Unit 2: Nutrition	<i>3 lessons</i>
 Unit 3: Personal Health/Hygiene	<i>3 lessons</i>
 Unit 4: Body Systems	<i>4 lessons</i>
 Unit 5: Alcohol Education	<i>3 lessons</i>
 Unit 6: Relationships/Abstinence Education	<i>3 lessons</i>
 Unit 7: Physical Activity and Fitness	<i>3 lessons</i>
 Unit 8: Tobacco	<i>3 lessons</i>

Unit 1: Drug Education

MS Health

UNIT OVERVIEW

I. Content and Overview

Students will learn about the different types of drugs, short and long term effects of these drugs, and key terms such as; drug abuse, addiction, drug misuse, side effect, tolerance, medicine, and drug.

II. Activities

1. Google slides / lecture
2. Refusal Skills Projects

III. Instructional Time

1. 3 lessons / 5 class periods

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.1

10.1.9.A

10.1.9.D

10.2

10.2.9.C

10.2.9.D

BIG IDEAS

Big Ideas

- The different types of drugs
- Refusal skills
- Reasons people use drugs
- Short and long term effects of each drug
- Alternatives to using drugs
- How to get help
- The difference between drugs and medicines
- Key terms (drug abuse, addiction, drug misuse, side effect, tolerance, medicine, drug)

Unit 1: Drug Education

MS Health

ESSENTIAL QUESTIONS

Essential Questions

- What is the difference between a stimulant and a depressant?
- What is the difference between a drug and a medicine?
- What is one way that you can get help if you have a drug addiction?
- What are three short or long term effects from anabolic steroids?
- What are three refusal skills that you can use when being pressured?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the difference between the different types of drugs.	Students will be able to explain the difference between the different types of drugs.
Students will know different reasons why people get involved with drugs.	Students will be able to list at least 2 reasons why people get involved with drugs.
Students will know at least 3 refusal skills.	Students will be able to demonstrate at least 3 refusal skills.
Students will know at least three short-term and three long-term effects of drugs.	Students will be able to list at least 3 short-term effects and 3 long-term effects of drugs.
Students will know 3 ways that you can get help for drug addiction.	Students will be able to list 3 ways that you can get help for drug addiction.
Students will know the difference between the term drug and medicine.	Students will be able to explain the difference between a drug and a medicine.

Unit 1: Drug Education

MS Health

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Pre and Post Test	Formative and Summative	The learners will take a pre-test to allow us to see what information they might already know about drugs. At the end of the unit they will take a post-test.
Drug Research Project	Project-Based	Students will select a specific drug and provide research on a poster, brochure, video, Google Slides, etc.

Unit 2: Nutrition

MS Health

UNIT OVERVIEW

I. Content and Overview

Students will learn and understand the different concepts about nutrition and how it affects our body and/or body image. During the course, students will learn about the different nutrients we get from food and what each one does for our bodies. They will use this information to create a healthy meal plan and complete the lesson assignments.

II. Activities

1. Creating a healthy meal plan
2. Watch "Super Size Me" and answer corresponding questions

III. Instructional Time

1. 3 lessons / 5 class periods

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.1.9.A

10.1.9.C

10.1.9.E

10.2.9.A

10.2.9.B

10.2.9.C

10.2.9.D

10.2.9.E

BIG IDEAS

Big Ideas

- **Groups (MyPyramid)**
- **Essential Nutrients**
- **Body Image**
- **Body Mass Index**
- **Maintain a healthy body weight**

Unit 2: Nutrition

MS Health

ESSENTIAL QUESTIONS

Essential Questions

- What nutrition group provides you with energy?
- Can you list the six nutrient groups that your body needs to be healthy?
- What is a healthy way to maintain your weight over time?
- What are factors that help to determine your healthy weight?
- Can you plan a healthy meal plan for an entire week? month? year?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
<ul style="list-style-type: none">• Students will know how to make healthful choices using the food groups and essential elements.	<ul style="list-style-type: none">• Students will be able to identify the different food groups and essential elements.
<div style="border: 1px solid black; padding: 5px;"><ul style="list-style-type: none">• Students will know how to examine body image and learn how to maintain healthy body weight</div>	<div style="border: 1px solid black; padding: 5px;"><ul style="list-style-type: none">• Students will learn how to plan nutritious meals.</div>
<ul style="list-style-type: none">• Students will know how to identify different parts of a food label. This will allow them to see if the food item is healthy or unhealthy.	<div style="border: 1px solid black; padding: 5px;"><ul style="list-style-type: none">• Students will identify different pieces of information on food labels.</div>

Unit 2: Nutrition

MS Health

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Healthy Meal Plan	Project-based	Students will create a healthy meal plan for a week based on their diets, food availability, and schedule.
"Super Size Me" video questions	Formative	Students will watch the movie and answer the questions associated with the movie.
Food Label	Project-Based	Students will identify the different parts of a food label. They will have to determine if a food item is unhealthy or healthy based on the information.

Unit 3: Personal Health/Hygiene

MS Health

UNIT OVERVIEW

I. Content and Overview

- During the course of the personal health unit, the students will know how to keep themselves healthy (Teeth, skin, hair, nails, etc..) We will teach the students about consumer products and explain why they are important to use on a daily basis in order to have proper hygiene.

II. Activities

- Hygiene activity packet

III. Instructional Time

- 3 Lessons / 3 days

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.1.9.A

10.1.9.C

10.1.9.E

10.2.9.A

10.2.9.B

10.2.9.C

10.2.9.D

10.2.9.E

BIG IDEAS

Big Ideas

- Students will know what products to buy and how to use those products to have proper hygiene.
- Students will understand the importance of regular check ups and how to properly assess their own bodies based on his or her own personal health.

ESSENTIAL QUESTIONS

Essential Questions

- What hours during the day is the sun at its worst?
- What are three habits that promote the health of your eyes?
- How can we keep our bodies clean on a daily basis?
- How often should we be getting check ups? dental exams? hearing checked?

Unit 3: Personal Health/Hygiene

MS Health

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to keep teeth, skin, ears, eye, hair, and nails healthy.	Students will be able to properly care for skin, hair, nails, teeth, etc. by following healthy habits.
Students will know the importance of regular check ups.	Students can attend regular check ups to learn about the importance of their health.
Students will know the importance of choosing proper health care products.	Students can purchase proper health care products to improve their overall health.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Personal Health and Hygiene packet	Summative	Students will complete the activity packet based on their knowledge of personal health and hygiene.

Unit 4: Body Systems

MS Health

UNIT OVERVIEW

I. Content and Overview

Students will learn about the following different body systems and their functions; integumentary, skeletal, lymphatic, respiratory, digestive, muscular, nervous, endocrine, cardiovascular, urinary, and reproductive systems.

II. Activities

1. Google Slides (Notes)
2. Label the skeleton activity
3. Quizlet/Quizziz

III. Instructional Time

1. 4 lessons / 4 class periods

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10

10.1

10.1.9.B

BIG IDEAS

Big Ideas

- Function of the body systems
- Structure of the body systems
- Different types of bones

ESSENTIAL QUESTIONS

Essential Questions

- What are three functions of the skeletal system?
- What are two parts of the nervous system?
- What is the function of the digestive system?
- What are the two main types of muscles?
- How does the respiratory system help the body?

Unit 4: Body Systems

MS Health

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the function of the body system.	Students can describe the function of the body system.
Students will know the structure of the body system.	Students can describe the structure of the body system.
Students will know the main bones of the body.	Students will be able to label the main bones of the body.

Unit 4: Body Systems

MS Health

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Pre and Post Test	Formative and Summative	The learners will take a pre test to allow us to see what information they might already know about body systems. At the end of the unit they will take a post test.
Quizziz/Quizlet	Project-Based	The learners will complete the Quizziz/Quizlet activities on the structure and functions of the body systems.
Label the Skeleton	Project-Based	The learners will correctly label the different bones of the human skeleton.

Unit 5: Alcohol Education

MS Health

UNIT OVERVIEW

I. Content and Overview

Students will learn about what alcohol is, how it effects the body, refusal strategies, and key terms such as; BAC, intoxication, binge drinking, alcoholism, and addiction.

II. Activiites

1. Google Slides (Notes)
2. Poster Project
3. Google Form (Alcohol)

III. Instructional Time

1. 1 lesson/ 3 class periods

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10

10.1

10.1.9.D

10.2

10.2.9.D

BIG IDEAS

Big Ideas

- **Short and long-term effects on the body**
- **Refusal Skills**
- **Alternatives to using alcohol**
- **How to get help**
- **Stages of alcoholism**
- **Factors that affect alcohol intake**

Unit 5: Alcohol Education

MS Health

ESSENTIAL QUESTIONS

Essential Questions

- What is alcohol?
- What are three short and three long term effects that alcohol can have on the body?
- What are two reason that teenagers drink?
- What are two factors that can affect alcohol intake?
- What are the different stages of alcoholism? Provide an example for each stage.
- What are two ways that you can get help?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know what alcohol is and how it can affect the body short and long term.	Students can list 3 short term and 3 long term effects that alcohol can have on the body.
Students will know different reasons why people get involved with alcohol.	Students will be able to list at least 2 reasons why people get involved with alcohol.
Students will know at least 2 refusal skills.	Students will be able to able to demonstrate at least 2 refusal skills.
Students will know at least two ways you can get help for alcohol addiction.	Students will be able to list at least three ways that you can get help for alcohol addiction.
Students will know the different stages of alcoholism.	Students will be able to list an example of each stage of alcoholism.

Unit 5: Alcohol Education

MS Health

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Poster Project	Project-Based	Students will create an anti-alcohol project. The students can choose from one of the following themes; dangers of alcohol use, things to do instead of drinking, laws pertaining to alcohol use, quitting alcohol use, or diseases associated with alcohol use.
Alcohol Google Form	Summative	Students will answer a series of questions relating to the topic alcohol.

Unit 6: Relationships/Abstinence Education

MS Health

UNIT OVERVIEW

I. Content and Overview

- During this course, students will learn the difference between healthy and unhealthy relationships as it relates to family, friends, and the people you meet in social settings.
- Students will also learn the risks involved with sex and how to avoid possible consequences when becoming sexually active.

II. Activities

- Lecture/Google Slides
- Evaluating scenarios and textbook/online content activities
- Quiz

III. Instructional Time

- 3 lessons / 3 class periods (Split boys and girls)

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 6 - Health, Safety, and Physical Education

10.1.6.D

10.1.6.E

10.2.6.C

BIG IDEAS

Big Ideas

- Building healthy relationships
- Choosing abstinence and making good decisions
- Refusal skills

Unit 6: Relationships/Abstinence Education

MS Health

ESSENTIAL QUESTIONS

Essential Questions

- How can I continue to grow my healthy relationships and avoid the pitfalls of an unhealthy relationships? Can relationships be "fixed?"
- How can I avoid sexual involvement before marriage?
- How does the media influence my sexual behavior and my decision making?
- What refusal skills could be beneficial to my sexual behavior?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the difference between a healthy and unhealthy relationship.	Students can practice refusal skills to help prepare them when making decisions in relationships.
Students will know how to avoid having negative sexual behavior before marriage.	Students can practice refusal skills to help prepare them when making decisions in relationships.

Unit 6: Relationships/Abstinence Education

MS Health

EVIDENCE OF LEARNING & ASSESSMENT

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Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Refusal Skills/ Scenario Assignment	Formative	Students will answer questions based on scenarios.
Sex Ed./Relationships Quiz	Summative	Students will take a short quiz on what they learned during the unit.

Unit 7: Physical Activity and Fitness

MS Health

UNIT OVERVIEW

I. Content and Overview

Students will learn about the benefits of physical activity, the elements of physical fitness, and the two types of exercise. They also will be able to create a fitness plan by using the F.I.T.T. Principles and calculating their target rate range. Students will also learn about different ways to prevent physical activity injuries and ways to treat common injuries.

II. Activities

1. Google slides/lecture
2. Creating a fitness plan
3. Calculating target heart rate

III. Instructional Time

1. 3 lessons / 3 class periods

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 6 - Health, Safety, and Physical Education

10.1

10.4

10.4.6.A

10.4.6.C

BIG IDEAS

Big Ideas

- Physical activity/fitness/exercise
- Benefits of physical activity
- Elements of physical fitness
- Types of exercise
- Measuring your fitness
- Skeletal system/muscular system/circulatory system
- Fitness principles
- Injury prevention

Unit 7: Physical Activity and Fitness

MS Health

ESSENTIAL QUESTIONS

Essential Questions

- What is the difference between physical activity and fitness?
- What are three benefits of physical activity?
- What are the 5 elements of physical fitness?
- What are the two types of exercise?
- What does each letter in F.I.T.T stand for?
- What is one thing that you can do to help prevent injuries?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know at least three benefits that physical activity can provide.	Students will be able to list at least three benefits that physical activity can provide.
Students will learn about the 5 elements of physical fitness.	Students will be able to list the 5 elements of physical fitness and provide an example for each.
Students will learn about the two different types of exercise.	Students will be able to explain the differences between the two different types of exercise.
Students will know how to create a fitness plan using the F.I.T.T. principles.	Students will be able to create a fitness plan using the F.I.T.T. principles.
Students will know how to calculate their target heart rate range.	Students will be able to calculate their target heart rate range.
Students will know different ways on how to prevent major and minor injuries.	Students will be able to list different ways on how to prevent major and minor injuries.

Unit 7: Physical Activity and Fitness

MS Health

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Fitness Plan	Project-Based	Students will create a fitness plan by using the F.I.T.T. principles.

Unit 8: Tobacco

MS Health

UNIT OVERVIEW

I. Content and Overview

Students will learn about what tobacco is, how it affects the body, refusal strategies, and key terms such as; vaping, addiction, withdrawal, psychological/physical dependence, and tolerance.

II. Activities

1. Google Slides (Lecture)
2. Refusal Skills Strategies Activities

III. Instructional Time

1. 2 lessons/ 2 class periods

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 6 - Health, Safety, and Physical Education

10

10.1

10.1.6.D

BIG IDEAS

Big Ideas

- Short and long-term effects on the body
- Refusal strategies
- Alternatives to using tobacco
- Benefits of being tobacco free
- Forms of tobacco

ESSENTIAL QUESTIONS

Essential Questions

- What is tobacco?
- What are the different forms of tobacco?
- What are two ways you can take care of your respiratory system?
- What are two reasons that teens begin using tobacco?
- What are two benefits of being tobacco free?
- What are two examples of refusal strategies?

Unit 8: Tobacco

MS Health

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know what tobacco is and how it can affect the body short and long term.	Students can list 3 short-term and 3 long-term effects that tobacco can have on the body.
Students will know the different reasons why people get involved with tobacco.	Students will list two reasons why people get involved with tobacco.
Students will know at least two refusal skills.	Students will be able to demonstrate at least 2 refusal skills.
Students will know at least two ways you can get help for alcohol addiction.	Students will be able to list at least two ways you can get help for tobacco addiction.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Refusal Skill Project	Project-Based	Create a situation in which a peer pressures another peer to do something wrong. At least two refusal skills must be used in the skit.