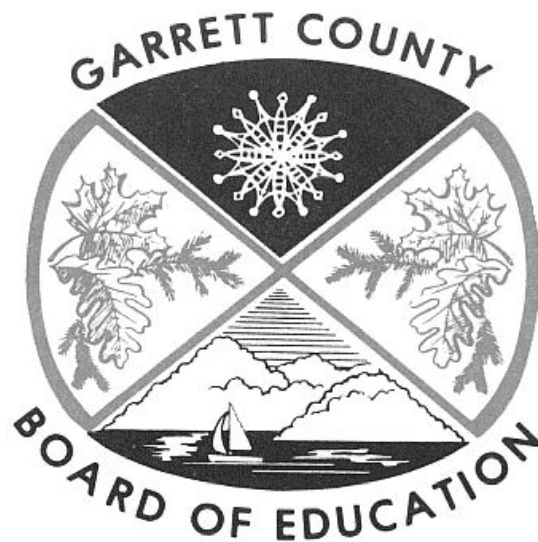


HEALTH

Program of Studies

Grade 9



Garrett County Public Schools
Oakland, Maryland 21550

Approved September 1999
Revised October 2011

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to the
NINTH GRADE HEALTH

The overall goal of the ninth grade health program is to provide students with information leading to responsible decision-making to improve and maintain healthy lifestyles. The program supports what students learn at home about good health practices by providing accurate information appropriate to ninth grade students.

The ninth grade health program was written in accordance with the provisions of Maryland State Board of Education, Programs in Comprehensive Health Education Bylaw. The content is presented in a teacher-directed program which meets the ½ health credit requirement for high school graduation in the State of Maryland.

The ninth grade health curriculum is a comprehensive program which includes instruction in the following areas: drugs, personal health and physical fitness, disease prevention – Sexually Transmitted Infections (STI's) and HIV/AIDS, safety and injury prevention, family and social health, growth and development, and mental and social health.

Parental involvement is highly recommended and attempts are made within the program to involve the parents in the student's experiences. Specific focus area topics related to family life and human development are noted and all materials to support instruction in these areas must be recommended by the Garrett County Health Advisory Committee and approved by the Garrett County Board of Education. Additionally, parents/guardians will be given an opportunity to preview instructional materials used in these areas.

By its very nature, the ninth grade program deals with a number of sensitive matters. While the instruction must be informative, it is the position of the Garrett County Public Schools that abstinence from premarital sex shall be presented to the students as the most healthy, safe, and responsible decision. This program of studies reflects this belief which will be conveyed as a part of the instructional delivery.

This document contains outcomes which are broad statements of what students are expected to know and do as a result of instruction. Focus areas name the major topics of study within the grade level. Indicators are listed which correspond with the outcomes and more clearly state the subject matter, facts, skills, and concepts that will enable students to achieve the stated outcomes.

Guest speakers are to be made aware of the curricular expectations as outlined in this Program of Studies to ensure that appropriate lessons are delivered.

Standard # 1 - Mental and Emotional Health – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.

Indicator Statement: A. Communication: 1. Recognize and apply effective communication skills.

SC Objectives Students will	Activity/ies	Assessment Options
a. Discuss skills for communicating effectively with family, peers, and others.	<ul style="list-style-type: none"> Analyze various communication methods. Identify sources of conflicts and other barriers which impact communication. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Utilize strategies to overcome barriers when communicating information, ideas, emotions, and opinions about health issues.	<ul style="list-style-type: none"> Demonstrate resistance, refusal, negotiation, collaboration and conflict resolution strategies to enhance health. 	
c. Analyze how interpersonal communication affects relationships.	<ul style="list-style-type: none"> Evaluate how effective verbal and non-verbal communication skills enhance relationships. 	
d. Demonstrate ways to communicate care, consideration, and respect for self and others in making positive health choices.	<ul style="list-style-type: none"> Apply communication strategies that support respect of self and others. 	
COMMENTS:		

Indicator Statement: B. Decision-making: 1. Apply the decision-making process to personal issues and problems.

SC Objectives Students will	Activity/ies	Assessment
a. Demonstrate the ability to utilize strategies when making decisions related to health needs and risks of young adults	<ul style="list-style-type: none"> Review responsible decision making strategies. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Analyze health concerns that require collaborative decision-making	<ul style="list-style-type: none"> Identify resources available in the community. 	
c. Predict immediate and long-term impact of health decisions on the individual, family, and community.	<ul style="list-style-type: none"> Discuss consequences of the decision making process. 	
d. Apply strategies and skills needed to attain personal health goal.	<ul style="list-style-type: none"> Develop and demonstrate an individual decision that affects personal health. 	

e. Formulate an effective plan for lifelong health.	<ul style="list-style-type: none"> Develop an individual plan that affects personal health. 	
COMMENTS:		

Indicator Statement: C. Stress: 1. Demonstrate, evaluate and analyze strategies to manage stress.

SC Objectives Students will	Activity/ies	Assessment
a. Assess situations that are perceived as personal stressors.	<ul style="list-style-type: none"> Identify types of personal stressors. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Compare stressors across the lifespan.	<ul style="list-style-type: none"> Utilizing a health continuum demonstrate how stressors change over a lifespan. 	
c. Formulate positive ways to manage stressful situations	<ul style="list-style-type: none"> Determine personal stress management skills that can be used to help cope, prevent, or lessen the harmful effects of a stressor. 	
COMMENTS:		

Indicator Statement: D. Conflict Resolution: 1. Justify the nature of conflict and conflict resolution.

SC Objectives Students will	Activity/ies	Assessment
a. Assess conflict resolution strategies that promote and sustain interpersonal relationships.	<ul style="list-style-type: none"> Through the use of responsible decision making strategies, individuals have the ability for making choices that reduce the risk for injury to self and others. 	<ul style="list-style-type: none"> Classroom observations Formative Assessment Summative Assessment
COMMENTS:		

Indicator Statement: E. Mental Illness, Depression, and Suicide: 1. Recognize and respond to potential destructive behaviors.

SC Objectives Students will	Activity/ies	Assessment
a. Relate mental and emotional health to disease and disorder.	<ul style="list-style-type: none"> Feeling about oneself and others, and how one interacts with people, influence health in many ways. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Investigate the warning signs of depression and suicide.	<ul style="list-style-type: none"> Signs of Suicide High School Program 	
c. Apply strategies and skills to intervene when signs of depression occur.	<ul style="list-style-type: none"> Signs of Suicide High School Program 	

d. Design a plan to access information and services to help prevent suicide.

- Signs of Suicide High School Program

COMMENTS:

School-based guidance counselors will be involved.

Standard # 2 - Alcohol, Tobacco, and Other Drugs - Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs

Indicator Statement: A. Medicine: 1. Investigate effects of prescription and OTC drugs and resulting consequences.

SC Objectives Students will	Activity/ies	Assessment
a. Analyze physical effects of combining OTC medicines with alcohol and other drugs.	<ul style="list-style-type: none"> Distinguish between the appropriate and inappropriate use of prescription and OTC drugs and the resulting consequences. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Create a lifelong plan for appropriate use of prescription and OTC medications.	<ul style="list-style-type: none"> Recognize the benefits of developing/maintaining drug free lifestyle. 	
c. Compare use, misuse, and abuse of prescription and OTC medications.	<ul style="list-style-type: none"> Develop a plan that addresses personal strengths, needs, and health risk to prevent drug abuse/misuse. 	
<p>COMMENTS: Community-based speaker (Pharmacists) may present information related to prescription and OTC medication.</p>		

Indicator Statement: B. Analyzing Influences: 1. Identify factors that influence the use of tobacco, alcohol, and other drugs.

SC Objectives Students will	Activity/ies	Assessment
a. Analyze the intended impact of advertising on the sale and purchase tobacco, alcohol, and other drugs.	<ul style="list-style-type: none"> Investigate how media influences the selection of health information and products. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Examine media messages and campaigns for alcohol and other drugs and discuss the targeted audience and outcomes.	<ul style="list-style-type: none"> Analyze how the media influences the selection of health information and products. 	
c. Describe the impact of peer pressure on the attitude and behaviors of youth in regard to the use of tobacco, alcohol, and other drugs.	<ul style="list-style-type: none"> Analyze the validity and costs of health information, products, and services. 	
d. Demonstrate strategies for refusing alcohol, tobacco, and other drugs.	<ul style="list-style-type: none"> Apply the decision making process to making decisions related to drug use. 	

e. Examine the influence the family has on tobacco, alcohol and other drugs.	<ul style="list-style-type: none"> Analyze how health decisions are influenced by the family. 	
f. Analyze genetics as a predisposing risk factor of tobacco, alcohol and other drugs.	<ul style="list-style-type: none"> Discuss the link between genetics and chemical dependency, which has recognizable stages, as one possible cause of tobacco, alcohol, and drug use. 	
COMMENTS: Community-based speaker (Health Department, Dental Specialist) may present information related to tobacco, alcohol, and other drugs.		

Indicator Statement: C. Legal Consequences: 1. Identify and examine physical, psychological, social, and legal consequences of the use of tobacco, alcohol, and other drugs.

SC Objectives Students will	Activity/ies	Assessment
a. Describe how citizens can influence those in positions who determine rules, policies, and laws concerning the use of tobacco, alcohol, and/or other drugs.	<ul style="list-style-type: none"> Illustrate the physical, psychological, social, economic, and legal consequences related to the use of tobacco, alcohol, and/or other drugs. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Interpret the legal issues and discuss the consequences of underage alcohol and tobacco use and/or possession.	<ul style="list-style-type: none"> Illustrate the physical, psychological, social, economic, and legal consequences related to the use of tobacco, alcohol, and/or other drugs. 	
c. Demonstrate ways to minimize the impact of tobacco use by others on your health and well-being.	<ul style="list-style-type: none"> Analyze various communication methods to accurately convey health information and concerns. 	
d. Forecast the physical consequences of short and long-term alcohol, tobacco, and other drug use.	<ul style="list-style-type: none"> Illustrate the physical, psychological, social, economic, and legal consequences related to the use of tobacco, alcohol, and/or other drugs. 	
e. Advocate healthy choices regarding alcohol, tobacco, and other drugs	<ul style="list-style-type: none"> Create a plan that incorporates skills and strategies to improve or maintain personal or family health. 	
COMMENTS: Community-based speaker may present information related to the legal consequences of tobacco, alcohol, and other drugs.		

Indicator Statement: D. Addiction: 1. Access information and Services for treatment of addictive behaviors.

SC Objectives Students will	Activity/ies	Assessment
a. Research resources to be used when a friend or family member has a drug problem.	<ul style="list-style-type: none"> • Describe situations where health care services should be accessed. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Apply strategies and skills needed to intervene with dependent and addictive behaviors.	<ul style="list-style-type: none"> • Utilize programs/agencies/etc. that are designed for those involved in addictive behaviors and desire to quit. 	
<p>COMMENTS: Community-based speakers (Law Enforcement and Health Department) may present information related to addictions.</p>		

Standard # 3 - Personal and Consumer Health - Students will demonstrate the ability to use knowledge, skills, and strategies to develop sound personal and consumer health practices involving the use of health care products, services, and community resources.

Indicator Statement: A. Personal Health Maintenance: 1 Evaluate and practice health enhancing behaviors and reduce health risks.

SC Objectives Students will	Activity/ies	Assessment
a. Evaluate how factors, such as culture, media, and peers, influence health information, perceptions, behaviors, and product and service selection.	<ul style="list-style-type: none"> • Analyze the validity and costs of health information, products, and services. • Analyze how media influences the selection of health information and products. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Demonstrate the ability to access school and community health services for self and others.	<ul style="list-style-type: none"> • Identify resources available in the community. 	
c. Analyze situations requiring professional health services.	<ul style="list-style-type: none"> • Determine the impact of disease on individuals and society. 	
d. Examine the impact of technology, research and medical advances on personal, family, and community health	<ul style="list-style-type: none"> • Identify local, state, and national organizations that research and combat disease. 	
<p>COMMENTS: These concepts are incorporated throughout the curriculum.</p>		

Indicator Statement: B. Information, Products, and Services: 1. Investigate resources that provide valid health information concerning consumer health issues and services.

SC Objectives Students will	Activity/ies	Assessment
a. Evaluate the validity, cost, and accessibility of health information, products, and services.	<ul style="list-style-type: none"> • Determine the impact of consumer health resources on individuals and society. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Locate and utilize resources from home, school, community and technological sources that provide valid information concerning health issues, services, and careers.	<ul style="list-style-type: none"> • Group local, state, and national organizations that provide creditable information concerning health issues, services, and careers. 	
<p>COMMENTS:</p>		

Indicator Statement: C. Risk Factors and Behaviors: 1. Evaluate risk factors and behaviors that contribute to the development of illness.

SC Objectives Students will	Activity/ies	Assessment
a. Identify the role played by each of the following in causing illness: family history; lifestyle choices; environment; and genetics.	<ul style="list-style-type: none"> • Investigate the impact of personal and family decisions in relationship to risk factors for illness. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Analyze influences that affect the cause and course of illness.	<ul style="list-style-type: none"> • Determine strategies to prevent, diagnose, and treat illnesses. 	
c. Determine a plan of action to reduce personal health risks and/or improve personal health through regular medical/dental check-ups, immunizations and screening (vision, hearing), diet and weight management, exercise and rest, and environmental exposure (loud music).	<ul style="list-style-type: none"> • Launch a personal commitment to maintaining life-long good health. 	
COMMENTS:		

Standard # 4 - Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

Indicator Statement: A. Physical, Mental and Social Growth: 1. Analyze factors that influence an individual’s decisions concerning sexual behavior.

SC Objectives Students will	Activity/ies	Assessment
a. Investigate factors that contribute to sexual identity.	<ul style="list-style-type: none"> Analyze how verbal and non-verbal communication impacts sexuality. Evaluate how the decision-making process could impact sexual identity. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Discuss ways family members influence decision making concerning sexual behavior.	<ul style="list-style-type: none"> Analyze how verbal and non-verbal from family influences decision making concerning sexual behavior. Demonstrate strategies to personally resist sexual behaviors that may impact health. 	
<p>COMMENTS: Resources and speakers used in this section MUST be reviewed and recommended by the Health Advisory Committee and approved by the Garrett County Board of Education. Approved resources are noted in the Resource Section.</p>		

Indicator Statement: B. Puberty and Reproduction: 1. Explain the process of human reproduction (fetal and maternal).

SC Objectives Students will	Activity/ies	Assessment
a. Describe fertilization, fetal development, and the birth process.	<ul style="list-style-type: none"> Identify anatomy and physiology pertaining to the development of the human body. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Identify the most prevalent congenital and hereditary conditions that affect the fetus.	<ul style="list-style-type: none"> Determine health conditions that may affect the growth and development of a fetus. 	
c. Examine resources to maintain or promote reproductive health.	<ul style="list-style-type: none"> Develop a personal action plan that supports personal health. 	
<p>COMMENTS: Resources and speakers used in this section MUST be reviewed and recommended by the Health Advisory Committee and approved by the Garrett County Board of Education. Approved resources are noted in the Resource Section.</p>		

Indicator Statement: C. Healthy Relationships: 1. Distinguish between healthy and unhealthy relationships.

SC Objectives Students will	Activity/ies	Assessment
a. Investigate factors that may contribute to a healthy relationship.	<ul style="list-style-type: none"> Predict how decisions regarding relationships have consequences for self and others. Determine characteristics that are vital to healthy relationships. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Examine potential causes of relationship failures.	<ul style="list-style-type: none"> Demonstrate ways to communicate care, consideration, and respect for self and others. 	
c. Explore the effects of personal and family stress on relationships.	<ul style="list-style-type: none"> Determine personal and family stress management skills that can be used to help cope, prevent, or lessen the harmful effects of an unhealthy relationship. 	
d. Investigate laws that relate to relationships and sexual behavior.	<ul style="list-style-type: none"> Explore the consequences for making poor decisions in a relationship. 	
<p>COMMENTS: Resources and speakers used in this section MUST be reviewed and recommended by the Health Advisory Committee and approved by the Garrett County Board of Education. Approved resources are noted in the Resource Section.</p>		

Indicator Statement: D. Abstinence and Contraception: 1. Critique different ways to prevent pregnancy and sexually transmitted infections.

SC Objectives Students will	Activity/ies	Assessment
a. Distinguish between risks and consequences of sexual activity.	<ul style="list-style-type: none"> Determine personal and family consequences of sexual activity. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Analyze how perceptions of the risk and consequences of sexual activity impact decisions.	<ul style="list-style-type: none"> Demonstrate responsible decision-making strategies which will reduce the risks and consequences of sexual activity. 	
c. Advocate abstinence from sexual intercourse as the most effective and healthy means for preventing pregnancy and STIs.	<ul style="list-style-type: none"> Explain the importance of assuming responsibility for sexual behavior. 	
d. Compare the effectiveness of various contraceptive methods in preventing pregnancy and STIs.	<ul style="list-style-type: none"> Develop personal skills necessary to make responsible decisions regarding abstinence. 	
<p>COMMENTS: Resources and speakers used in this section MUST be reviewed and recommended by the Health Advisory Committee and approved by the Garrett County Board of Education. Approved resources are noted in the Resource Section.</p>		

Indicator Statement: E. Sexuality and Culture: 1. Demonstrate capacity for setting limits on sexual intimacy.

SC Objectives Students will	Activity/ies	Assessment
a. Describe limits on sexual intimacy.	<ul style="list-style-type: none"> • Explain the importance for assuming responsibility for a healthy relationship. • Develop skills and strategies to remain abstinent. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Demonstrate how to use decision-making steps for setting limits on sexual intimacy.	<ul style="list-style-type: none"> • Develop skills and strategies to remain abstinent. • Discuss resistance, refusal, negotiation, and collaboration skills and conflict resolution strategies to enhance healthy relationships. 	
c. Explain influences on the limits of sexual intimacy.	<ul style="list-style-type: none"> • Identify factors that influence an individual’s decisions concerning sexual behavior (i.e. drugs, alcohol, media, peer pressure). 	
d. Advocate for respecting limits on sexual intimacy.	<ul style="list-style-type: none"> • Demonstrate the ability to identify positive and healthy social activities. 	
<p>COMMENTS: Resources and speakers used in this section MUST be reviewed and recommended by the Health Advisory Committee and approved by the Garrett County Board of Education. Approved resources are noted in the Resource Section.</p>		

Indicator Statement: E. Sexuality and Culture: 2. Evaluate the influence of communication and decision-making on sexual behavior.

SC Objectives Students will	Activity/ies	Assessment
a. Demonstrate refusal strategies for sexual pressure.	<ul style="list-style-type: none"> • Discuss resistance, refusal, negotiation, and collaboration skills and conflict resolution strategies to enhance healthy relationships. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Assess several ways to communicate decisions about sexual behavior.	<ul style="list-style-type: none"> • Demonstrate the ability to apply decision-making process to remain abstinent (i.e. body language, ‘NO means NO”, effective communication skills). 	
c. Examine how culture, value systems, and the family influence attitudes toward sexual behavior.	<ul style="list-style-type: none"> • Analyze how health decisions are influenced by individuals, family, and community. 	
<p>COMMENTS: Resources and speakers used in this section MUST be reviewed and recommended by the Health Advisory Committee and approved by the Garrett County Board of Education. Approved resources are noted in the Resource Section.</p>		

Standard # 5 - Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Indicator Statement: A. Responding to Emergencies 1. Demonstrate the ability to respond appropriately to emergency and non-emergency situations.

SC Objectives Students will	Activity/ies	Assessment
a. Distinguish between emergency and non-emergency situations.	<ul style="list-style-type: none"> Describe situations requiring medical attention. Demonstrate the ability to apply the decision-making process to safety issues. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Demonstrate skills related to cardiopulmonary resuscitation (CPR) and external defibrillators (AED).	<ul style="list-style-type: none"> Develop an awareness of AED/CPR purpose and procedure. 	
c. Interpret laws and codes/regulations pertaining to emergency situations.	<ul style="list-style-type: none"> Be aware of how public health policies and laws influence safety. 	
<p>COMMENTS: School-based nurse may present information related to emergency and non-emergency situations.</p>		

Indicator Statement: B. Harassment: 1. Demonstrate appropriate responses to harassment and other violent behaviors.

SC Objectives Students will	Activity/ies	Assessment
a. Distinguish between healthy and unhealthy verbal and/or non-verbal interactions.	<ul style="list-style-type: none"> Analyze how effective verbal and non-verbal communication skills enhance safety. Describe how the behavior of family, peers, media figures, and community affect safety. 	Sign-off sheet
b. Assess ways to deter bullying and sexual harassment.	<ul style="list-style-type: none"> Review the <i>Student Handbook: Rights and Responsibilities</i> concerning bullying and sexual harassment. 	
c. Practice assertive communication to request that bullying and sexual harassment stop.	<ul style="list-style-type: none"> Develop coping skills. 	
d. Develop a personal plan to resist and prevent gang activity and violence.	<ul style="list-style-type: none"> Develop skills (i.e. resistance, refusal, negotiation, and collaboration skills) to avoid dangerous situations. 	
<p>COMMENTS: This information is presented by school-based administration countywide.</p>		

Indicator Statement: C. Harassment: 2. Recognize contributors to harassment, intimidating behaviors, and violence.

SC Objectives Students will	Activity/ies	Assessment
a. Describe examples of harassment and intimidating behaviors in media.	<ul style="list-style-type: none"> • Research examples of harassment/intimidating behaviors. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Analyze the impact of media influences on harassing and intimidating behaviors.	<ul style="list-style-type: none"> • Utilize current events to determine the impact of the media. 	
c. Differentiate between healthy and unhealthy use of technology through internet, email, websites, instant messaging, and telephone/cell phone as it relates to harassment and intimidating behaviors.	<ul style="list-style-type: none"> • Utilize local law enforcement individuals to share examples of inappropriate use of technologies and consequences. 	
d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors.	<ul style="list-style-type: none"> • Analyze how personal bias and stereotyping influence attitudes and behaviors. 	
COMMENTS:		

Indicator Statement: D. Abuse and Assault: 1. Assess and respond appropriately to sexual aggression.

SC Objectives Students will	Activity/ies	Assessment
a. Describe sexual aggression.	<ul style="list-style-type: none"> • Identify the signs of aggressive behaviors. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Demonstrate ways to prevent sexual aggression.	<ul style="list-style-type: none"> • Recognize and apply ways to prevent and reduce situations threatening safety. 	
c. Investigate community resources for victims of sexual aggression.	<ul style="list-style-type: none"> • Become aware of school and community resources to assist victims and their families. 	
COMMENTS:		
Resources and speakers used in this section MUST be reviewed and recommended by the Health Advisory Committee and approved by the Garrett County Board of Education. Approved resources are noted in the Resource Section.		

Standard # 6 - Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Indicator Statement: A. Food and Health: 1. Identify and analyze the benefits of maintaining a healthy weight.

SC Objectives Students will	Activity/ies	Assessment
a. Discuss what constitutes a healthful weight based on the Body Mass Index (BMI).	<ul style="list-style-type: none"> Assess body composition. 	Pre and post Fitness Gram
b. Assess the benefits of physical activity in relationship to weight management.	<ul style="list-style-type: none"> Understand how exercise benefits or increases metabolic rate. 	
c. Describe the concept of energy balance.	<ul style="list-style-type: none"> Analyze the relationship between caloric intake versus caloric output. 	
d. Evaluate common factors that contribute to excess weight gain.	<ul style="list-style-type: none"> Understand the relationship between body composition, exercise, metabolic rate, and caloric intake. 	
COMMENTS: Community resource organizations (Health Department) may assist in administration of the test.		

Indicator Statement: B. Food and Health: 2. Analyze influences on eating and activity behaviors.

SC Objectives Students will	Activity/ies	Assessment
a. Investigate the influences on personal eating and activity behaviors.	<ul style="list-style-type: none"> Develop and demonstrate skills and strategies regarding proper nutrition and physical activity. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Argue the impact of influences on nutrition and activity choices.	<ul style="list-style-type: none"> Predict possible consequences regarding nutrition and physical activity on personal health. 	
c. Determine strategies to maximize positive influences and minimize negative influences.	<ul style="list-style-type: none"> Demonstrate the ability to apply the decision making process to make healthy choices. 	
COMMENTS: Community resource organizations may assist in presentation.		

Indicator Statement: C. Food and Health: 3. Analyze eating and activity behaviors that need improvement.

SC Objectives Students will	Activity/ies	Assessment
a. Identify areas of personal eating behaviors that need improvement.	<ul style="list-style-type: none"> Demonstrate the ability to create a diet log and analyze food consumption. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments

b. Assess personal fitness and identify areas of personal physical activity behaviors that need improvement.	<ul style="list-style-type: none"> Perform Fitness Gram and utilize results to develop personal physical fitness goals. 	<ul style="list-style-type: none"> Summative Assessment
c. Determine a plan of action to address areas targeted for improvement.	<ul style="list-style-type: none"> Identify ways to improve specific individual weaknesses. 	
COMMENTS: Community resource organizations may assist in presentation.		

Indicator Statement: D. Body Image: 1. Demonstrate an understanding of body image, how it is developed, and how it is influenced.

SC Objectives Students will	Activity/ies	Assessment
a. Implement strategies to counteract negative influences on body image.	<ul style="list-style-type: none"> Analyze various communication methods to accurately convey health information. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Describe a variety of eating disorders and the relationship between eating and the body.	<ul style="list-style-type: none"> Identify and define various kinds of eating disorders. 	
c. Analyze the impact of the media on body image.	<ul style="list-style-type: none"> Examine various communication methods to accurately convey health information. 	
COMMENTS: Community resource organization may assist in presentation.		

Standard # 7 - Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Indicator Statement: A. Disease Classification: 1. Describe risk factors and behaviors that influence contraction and transmission of communicable diseases.

SC Objectives Students will	Activity/ies	Assessment
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a. Explain how sexual behaviors and practices including abstinence, use of condoms, sexual activity, and multiple partners influence contraction of HIV/AIDS and STIs.	<ul style="list-style-type: none"> • Understand how sexual behaviors and practices including abstinence, use of condoms, sexual activity, and multiple partners influence contraction of HIV/AIDS and STIs. • Explain the relationships between positive health behaviors and the prevention of disease and unwanted pregnancy. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Explain how other behaviors and practices, such as drug use, sharing needles (piercing, drugs, tattoos), mother to child, and occupational exposure influence contraction of HIV/AIDS, STIs, and Hepatitis.	<ul style="list-style-type: none"> • Explain the relationship between undesirable health behaviors and the increased likelihood of adverse diseases. 	
COMMENTS:		

Indicator Statement: B. HIV/AIDS: 1. Access and assess valid information about HIV/AIDS.

SC Objectives Students will	Activity/ies	Assessment
a. List specific symptoms of HIV/AIDS.	<ul style="list-style-type: none"> • Develop an understanding of the symptoms of HIV/AIDS. 	<ul style="list-style-type: none"> • Classroom observations • Formative Assessments • Summative Assessment
b. Explain the progression from HIV to AIDS.	<ul style="list-style-type: none"> • Develop an understanding of the progression of HIV/AIDS. 	
c. Investigate the effect HIV/AIDS has on the body, including the immune system.	<ul style="list-style-type: none"> • Develop an understanding of the effects of HIV/AIDS on the immune system and the body. 	
d. Formulate ways to prevent HIV/AIDS.	<ul style="list-style-type: none"> • Develop an understanding of how HIV/AIDS is transmitted and ways to prevent infection. 	
e. Examine various modes of treatment.	<ul style="list-style-type: none"> • Understand the importance of early detection and intervention as to the importance of treating the disease. 	
COMMENTS: Provide appropriate websites and community resources.		

Indicator Statement: C. Disease and Society: 1. Examine society's response to disease.

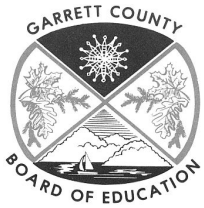
SC Objectives Students will	Activity/ies	Assessment
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a. Evaluate the impact of communicable and non communicable disease on the individual, family, and society.	<ul style="list-style-type: none"> Analyze how health decisions are influenced by individuals, family, and the community. 	<ul style="list-style-type: none"> Classroom observations Formative Assessments Summative Assessment
b. Analyze past and present health-practices.	<ul style="list-style-type: none"> Recognize how past and present health decisions impact an individual's wellbeing. 	
c. Illustrate behaviors that may decrease the probability of developing disease.	<ul style="list-style-type: none"> Explain the importance of assuming the responsibility for personal health behaviors. 	
d. Describe the roles and responsibilities for disease prevention and control of health-related agencies at local, state, and federal levels.	<ul style="list-style-type: none"> Demonstrate the ability to utilize resources from home, school, and community that provide valid disease prevention information. 	
e. Investigate the impact of medical technology on the incidence and prevalence of disease.	<ul style="list-style-type: none"> Analyze the influence of technology, research and medical advances on disease prevention. 	
f. Identify resources for reliable information, assessment, and treatment of communicable and non-communicable disease or disability.	<ul style="list-style-type: none"> Analyze the validity and costs of health information, products, and services related to disease prevention. 	
COMMENTS:		

**GCBOE APPROVED INSTRUCTIONAL RESOURCES
HIGH SCHOOL**

AIDS	speaker	Health Dept.
AIDS Movie, The	video	
AIDS/STD's	poster	
AIDS: The Teen Guide to Living	video	
AIDS: What Every Student Should Know	video	
AIDS: Protect Yourself	video	
Baby Cost, A	poster	schools
Baby is Born, A	video	
babycenter.com	website	
Better Safe Than Sorry	video	
Better Safe Than Sorry III	video	
Birth Control	speakers	Health Dept.
Birth Control Methods	chart	
Breast and Cervical Cancer	speaker	Health Dept.
Child Support Responsibilities	speaker	DSS
Choices: AIDS Prevention	video	
Choosing Responsible Behavior	speaker	Health Dept.
Communicable Diseases, Prevention and Treatment	speaker	Health Dept.
Communicating With Parents	video	VC 554
Contraceptives	speaker	Health Dept.
Date Rape	speaker	Health Dept.
Domestic Violence	speaker	Health Dept.
Facts About HIV and AIDS	poster	
Family Planning and Birth Control	speakers	Health Dept.
Hello Baby	video	
HIV Aids	poster	
HIV and Its Transmission	speaker	Health Dept.
HIV/AIDS: It Won't Happen to Me or Will It?	video	
How Can I Tell if I am Really in Love?	video	
It Only Takes Once	video	
Lactation	speakers	Health Dept.
Learning to Communicate	video	GCBOE
Legal Issues OF Being a Parent	speaker	DJS
Million Teenagers, A	video	
Miracle of Life, The	video	
Mom and Dad Talk to Us	poster	
My Changing Life: Boys My Changing Life: Girls	video	School-based
Power of Choice: Friendship and Dating	video	GCBOE
Raising Your Parents	video	GCBOE
Sex Has Consequences	DVD	Health Dept.
Sexually Transmitted Disease	poster	
Sexually Transmitted Disease	speakers	Health Dept.
Smoking and Substance Abuse in Pregnant Women	speaker	Health Dept.
Special Love (Cancer), The	video	GCBOE
STD's and AIDS	poster	
STD's/Birth Control	speakers	Health Dept.
Tomorrow's Family	video	

Unintended Pregnancy/Teen Pregnancy	speakers	Health Dept.
VD: More Bugs More Problems	video	
When Teens Get Pregnant	video	



Garrett County Public Schools

Oakland, Maryland 21550

40 South
Second Street

Dear Parent/Guardian:

Your child is currently enrolled in the State required ninth grade Health course at our school. This course is a healthful decision-making class which is structured to educate students on important health issues and content.

The ninth grade Health program teaches students' information and skills they need to become health literate, maintain and improve health, prevent disease, and reduce health-related risk behaviors through an abstinence-based health program. All materials used related to family life topics have been recommended by the Garrett County Health Advisory Committee and approved by the Garrett County Board of Education.

Specific units in this course involve instruction, discussion and guest speakers on the following topics:

1. anatomy and physiology of the reproductive system;
2. family planning – contraceptives; and
3. sexually transmitted infections including HIV/AIDS.

If you feel that any of the subject matter in these specific units should not be taught to your child, please sign and return this form to your child's teachers. Feel free to contact me at _____ if you have questions regarding the curriculum.

Sincerely,

(Health Teacher)

I request that my child, _____, be assigned an alternative learning
(Child's Name)
opportunity on days information is presented concerning any, or all, of the above topics (circle as appropriate):

Topic 1

Topic 2

Topic 3

(Parent/Guardian's Signature)

(Date)

Method	How Used	How Method Works	How Successful	Advantages	Disadvantages
Abstinence	No Sexual Contact	No Sexual Contact	100%	No STI's, No Pregnancy, No Regrets, Respect	None
Condom	Male puts on penis	Keeps sperm out of female	88%	Helps prevent some STI's easy access	Not used correctly Failure rate Does not prevent STI's
Female Condom	Inserted into vagina	Keeps sperm out of female	79%	Helps prevent some STI's, Bought in drugstore	Failure rate Difficult to use Does not prevent STI's
Spermicide	Chemical barrier over the cervix	Destroys Sperm	50%	Bought in drug store	Failure rate May have side effects Does not prevent STI's
Natural Methods	Determine ovulation abstain from sex	No sex during ovulation	80%	Following certain religious beliefs	Failure rate Does not prevent STI's
Diaphragm	Used with spermicide, placed over the cervix: prescription	Physical & chemical barrier	82%	Reusable	Failure rate Difficult to use Does not prevent STI's
I.U.D.	Physician inserts into uterus	Prevents zygote from implanting	99%	Long lasting	Side effects, some serious Does not prevent STI's
The Pill	Prescription pill taken daily	Hormones stop ovulation	97%	Easy to use	Side effects, some serious Does not prevent STI's
Patch	Skin patch prescription	Hormones stop ovulation	90%	Easy to use	Side effects, some serious Does not prevent STI's
Injection -Lunelle -Depo-provera	Injection prescription required	Hormones stop ovulation	99 %	Easy to use	Side effects, many serious Does not prevent STI's
Vasectomy	Surgical procedure	Sperm not released from body	99.96%	Permanent	Permanent Does not prevent STI's
Tubal Ligation	Surgical procedure	Egg can not pass through fallopian tube	99.83%	Permanent	Permanent Does not prevent STI's

NAME _____ _____ _____ _____ DAT E: _____ _____ _____ CLASS: _____ _____ _____ _____ TEAC HER: _____ _____ _____ BIRTH CONTROL METHODS	Abstinence					
	Condom					
	Female Condom					
	Spermicide					
	Natural Methods					
	Diaphragm					
	I.U.D.					
	The Pill					
	Patch					
	Injection -Lunelle -Depo-provera					
	Vasectomy					
	Tubal Ligation					

Approved Textbook:

Health Awareness, Meeks Heit Publishing Company, 1999.