**Course Curriculum Outline Course: Health I Grade Level: 9**

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| **Scope & Sequence** | **Standards** | **Competencies** | **Assessments** | **Skill Sets** |
| Unit 1: Leading a Healthy Life  Unit 2: Mental & Emotional Health  Unit 3: Stress/Anger Management  Unit 4: Communication & Conflict Resolution  Unit 5: Male & Female Reproductive Systems  Unit 6: Sexually Transmitted Infections; HIV/AIDS  Unit 7: Parenting | NHES1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.  NHES 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.  NHES 3: Students will demonstrate the ability to access valid information and products and services to enhance health.  NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.  NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.  NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.  NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.  NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health. | Students will identify, explain, or demonstrate behaviors that enhance, or benefit, one’s health and various ways of reducing health risks.  Students will develop and demonstrate the use of interpersonal skills such as communication and self-management in order to improve personal health.  Students will identify and explain various concepts of mental and emotional health which may affect the overall health of an individual when altered or affected by various genetic, environmental, or lifestyle factors. (I.e. mental illness, self-esteem, self-awareness, coping mechanisms)  Using diagrams provided, students will appropriately identify and explain the male and female reproductive systems, as well as their respective functions and processes for each.  Students will describe multiple steps necessary in order to prevent the spread or transmissions of disease, and identify the dangers of sexually transmitted infections, including HIV/AIDS.  Students will characterize each of the parenting styles using information and examples provided. | \*Written summative assessments:  -Quizzes, unit exams, final exam  \*Major performance assessments include:  -Creative presentation of information (poster, brochure, song, poem, book)  -Scenarios of behaviors and activities affecting health behavior with reflection component (self-assessment/reflection; prediction of behaviors and intended outcome; best resolution)  -Collaborative (interactive) presentation of skills (role play, skit, demonstration, scenarios)  -Research projects (written response/essay) | **Communication** (Advocacy, interpersonal communication, negotiation, refusal skills, conflict resolution, verbal/nonverbal)  **Self-Management** (self-assessment/reflection, analyzing behavior and outcome, self-monitoring, analyzing influences)  **Relationship Management** (Conflict resolution, expression of ideas and opinions, empathy building, cooperation/teamwork/collaboration with others)  **Stress Management** (Time management, prioritizing, self-awareness skills)  **Decision-Making** (developing processes, critical thinking, problem solving, identifying options/potential outcomes)  **Goal-Setting** (short-term, long-term, developing options/potential outcomes,   **Accessing information** (analyzing validity, resources, utilizing necessary information) |