

Conejo Valley Unified School District

COURSE TITLE and DIST. NO.: Health

DATE: Board Approved June 28, 2005

CBEDS: _____

DEPARTMENT/PROGRAM: Health

GRADE LEVEL: 9th, 10th

APPROVED TEXT: Glencoe Health, 9th Edition, Published by McGraw Hill-Glencoe

CLASSIFICATION: S
(AP, HP, CP, S, B, SPEC.ED.)

PREREQUISITE: None

COURSE LENGTH: Semester

Satisfies Graduation Requirement as:	Required Class	<u>X</u>	Elective Option	_____
	Required Subject Area Elective Class	_____	Fulfills UC/CSU Entrance Requirement	_____
	Elective Requirement Option	_____		

COURSE DESCRIPTION

This course is designed to increase the student's knowledge concerning various aspects of health, thus enabling them to make intelligent decisions that greatly affect his/her life. This course satisfies Education Code Regulations in the area of substance abuse, sexually transmitted diseases and AIDS/HIV infection.

REQUIRED STRATEGIES

CRITICAL THINKING SKILLS: Health labs, performance assessment activities, text activities, research and enrichment assignments.

WRITING ASSIGNMENTS: Current events, book report, textbook, homework, essays, and semester projects.

READING ASSIGNMENTS: Textbook, current events, magazine articles

HOMEWORK: Per District policy.

UNITS OF INSTRUCTION – RECOMMENDED TIME SCHEDULE

Chapter	DESCRIPTION	Days	Chapter	DESCRIPTION	Days
1	Living a Healthy Life	4	14	Personal Care and Healthy Behaviors	2
2	Building Health Skills and Character	3	15	Skeletal, Muscular, and Nervous Systems	4
3	Being a Health-Literate Consumer	2	18	Endocrine and Reproductive Systems	4
4	Physical Activity for Life	6	19	Prenatal Development and Birth	2
5	Nutrition and Your Health	4	20	Adolescence and the Life Cycle	2
6	Managing Weight and Body Composition	2	21	Tobacco	9
7	Achieving Good Mental Health	5	22	Alcohol	7
8	Managing Stress and Anxiety	2	23	Medicines and Drugs	8
9	Mental and Emotional Problems	2	24	Communicable Disease	6
10	Skills for Healthy Relationships	2	25	Sexually Transmitted Infections and HIV/AIDS	3
11	Family Relationships	2	27	Injury Prevention and Safe Behaviors	2
12	Peer Relationships	2	28	First Aid and Emergencies	2
13	Violence Prevention	2	29	Environmental Health	1

GRADE 9 HEALTH				Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.						
Goals/Objectives	Strategies	Resources	Evaluations			
THE HUMAN BODY						
1.1 – Practice good personal hygiene.	<ul style="list-style-type: none"> Students will set goals for practicing good personal hygiene. Healthy Skin Brochure Children’s Personal Health Book 	<ul style="list-style-type: none"> TE - Chapter 14, pp. 367-369 Brochure attached Book attached 	X	X		
1.2 – Use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises.	<ul style="list-style-type: none"> Read and discuss - Chapter 14 and 27 Use Quick Start for discussion, Eye Protection for Activities Discuss – Did you know A Use of safety belts Discussing – Leading Cause of Death Guided Reading Activities Decision Making Activities - #14 Health Labs Activity #14 – How Loud is Too Loud? Health Labs Activity #27 – Speed and Safety Belts 	<ul style="list-style-type: none"> TE - Chapter 14, 27 pp. 338-381, pp706-729 TE - Chapter 14, p. 371 TE - Chapter 27, p. 720 TE – Chapter 27, p. 720 GRA - Chapter 14 #52 pp. 98-99 GRA - Chapter 14 #53 pp. 100-101 GRA - Chapter 27 #99 pp. 190-191 GRA - Chapter 27 #100 pp. 192-193 GRA - Chapter 27 #101 pp. 194-195 DMA - #14, pp. 27 - 28 HL - Activity 14, p. 54 - 55 HL – Activity 27, pp. 105, 107 	X	X		
1.3 – Recognize and accept differences in body types and maturation levels.	<ul style="list-style-type: none"> Activity Health Lab #20 – Why does the Adolescent Growth Spurt occur? After reading, discuss mental, emotional and social changes that occur during adolescence Use Guided Reading Activities Decision Making Activities Watch video “Puberty Body Story: Growth and Development, Volume 2 	<ul style="list-style-type: none"> HL – Activity 20 pp. 76-78 TE – Chapter 20 pp. 514-519 GRA - Chapter 20, #73, 74, 75, 76, pp. 140-147 DMA - Chapter 20, #20, pp. 39-40 Media Center Video 612.6 	X	X		

Skills that should be emphasized are bolded.

- CMA - Concept Mapping Activities
- DMA - Decision Making Activities
- EA - Enriched Activities
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- HOH - Hands on Health
- IS - Inclusion Strategies
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*Required under Education Code 51933 and/or 51934

GRADE 9 HEALTH			Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources			
Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.					
<i>THE HUMAN BODY - Continued</i>					
1.4 – Respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise.	<ul style="list-style-type: none"> Hands on Health, Activity #13 – Rate Your Snack Foods Quick Start Discussion Review BMI research Use Guided Reading Activities 	<ul style="list-style-type: none"> HOH - #13 p. 28 TE - Chapters 4, p. 74 TE - Chapter 6, p. 146 TE - pp. 148-149 DMA - Activity #4, pp. 7-8 DMA - Activity #5, pp. 9-10 DMA - Activity #6 GRA - Chapter 4 Activity # GRA - Chapter 5, Activity # GRA - Chapter 6 Activity # 	X	X	
<i>FOOD CHOICES</i>					
1.5 – Make healthy food choices in a variety of settings.	<ul style="list-style-type: none"> Read and Discuss – ABC’s of Healthy Eating, Fitness and Eating Out Guided Reading Activities Decision Making Activities Hands on Health Activity 15 – Fat on a Bun 	<ul style="list-style-type: none"> TE - Chapter 5, pp. 122-126 GRA - #16, p. 30 GRA - #17, pp. 31-32 GRA - #18, p. 33-34 DMA - #5, p. 9-10 HOH - #15, p. 31 	X	X	
1.6 – Establish and maintain healthy eating practices.	<ul style="list-style-type: none"> Read – Understanding Food Labels Discuss – Fig. 5.7 Nutrition Facts Activity – Create a Lunch Menu Critical Thinking – Nutrition Information Labels Discuss – Food Labels, Health Literacy 	<ul style="list-style-type: none"> TE – Chapter 5, p. 131 TE – Chapter 5, p. 131 TE – Chapter 5, p. 129 TE – Chapter 5, p. 131 TE – Chapter 5, p. 133 	X	X	X
1.7 – Select appropriate practices to maintain, lose, or gain weight based on scientific research.	<ul style="list-style-type: none"> Discuss Fig. 6.2 Best weight loss strategies Discuss – Risky weight loss strategies Hands on Health Activity -How fad diets risk good health Discuss – Difference in height and frame size and weight in males and females 	<ul style="list-style-type: none"> TE – Chapter 6, p. 148, TE – Chapter 6, pp. 151-152 TE – Chapter 6 pp. 151-152 TE – Chapter 6 p. 146 	X	X	

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Goals/Objectives	Strategies	Resources	Evaluations			
FOOD CHOICES - Continued						
1.8– Recognize the need for updating one’s personal nutrition plan as individual needs or activities change.	<ul style="list-style-type: none"> • Read and discuss – Nutrition for Individual Needs • Discuss – How nutritional needs change throughout life • Watch video – Fit or Fat 	<ul style="list-style-type: none"> • TE – Chapter 6, Lesson 3, p. 157 • TE – Chapter 6, pp. 162-163 • Media Center (being ordered) 	X	X		
1.9 – Analyze influences of food choices.	<ul style="list-style-type: none"> • Read – Risk of Eating Disorders • Discussing – Vegetarian or not • Discuss – What other things influence food choices? • Watch video – Truth About Body Image 	<ul style="list-style-type: none"> • TE – Chapter 6, p. 159 • TE –Chapter 6 pp. 151 -156 • Media Center (Need to order) 	X	X		
PHYSICAL ACTIVITY						
1.10 – Observe safety rules during physical activities.	<ul style="list-style-type: none"> • Read and Discuss – Physical Activity Injuries • Discuss – Myths related to injury treatment • Explaining – Sun protection • Quick Start – Supplies for a safe and healthy outing • Guided Reading Activities • Decision Making Activities 	<ul style="list-style-type: none"> • TE – Chapter 4, Lesson 5, pp. 98-100 • TE – p. 99 Chapter4 • TE – p. 101 Chapter 4 • TE – Chapter 27, p. 714 • GRA – Chapter 27, #100, pp. 192-193 • GRA – Chapter 27, #102, pp. 196-197 • DMA – Chapter 27, #27, pp. 53-54 	X	X		
1.11 – Participate regularly in a variety of enjoyable physical activities.	<ul style="list-style-type: none"> • Planning a personal activity program – Health Skills activity • Transparency #12 • Discussing – Create a contract of specific fitness goals • Quick Start – List physical activities you participate in on a regular basis 	<ul style="list-style-type: none"> • TE – Chapter 4, Lesson 3, p. 89 • T - #12 • TE – Chapter 4 p. 88 • TE – Chapter 4 p. 74 	X	X	X	
1.12 – Analyze personal motivators related to pursuing physical activity.	<ul style="list-style-type: none"> • Read – Physical Activity and Weight Control • Discuss Fig. 4.1, Approaches to Everyday Activities • Health Lab #4, How much exercise is needed to burn off my snacks • Quick Start – Aerobic, Anaerobic and other • Watch video – The New You 	<ul style="list-style-type: none"> • TE – Chapter 4 pp. 78-79 • TE – Chapter 4 p. 78 • HL - #4, pp. 14-16 • TE – Chapter 4, Lesson 3, p. 87 • Media Center video – 613.7 	X	X		

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Goals/Objectives	Strategies	Resources	Evaluations			
Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.						
PHYSICAL ACTIVITY - Continued						
1.13 – Explore ways to continue regular exercise practices when schedules change, such as during travel or while working.	<ul style="list-style-type: none"> Discuss Fig. 4.1 – Approaches to Everyday Activities Co-operative Learning – Active Calendar School to Work – Physical Activity and the Job Journal write – Why do companies offer fitness facilities? 	<ul style="list-style-type: none"> TE – Chapter 4, p. 78 TE – Chapter 4, Lesson 2, p. 81 TE – Chapter 4, Lesson 3, p. 91 	X	X		
1.14 – Explore ways to engage in out-of-school activities that promote fitness and health.	<ul style="list-style-type: none"> Critical Thinking – Physical activity scenario List physical activities including various types of physical activities (group or individual). Rank activities in order of preference. Health Skills activity – Goal Setting 	<ul style="list-style-type: none"> TE – Chapter 4, p. 78 TE – Chapter 4, p. 84 	X	X		
1.15 – Follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment.	<ul style="list-style-type: none"> Health Minute – Avoid Boredom Discuss – Monitoring Your Progress Hands on Health Activity – Setting Personal Health Goals 	<ul style="list-style-type: none"> TE – Chapter 4, p. 90 TE – Chapter 4, p. 92 TE – Chapter 2, p. 35 	X	X	X	
1.16 – Make adjustments needed for successful implementation of a personal fitness plan.	<ul style="list-style-type: none"> Discuss – Setting physical activity goals Keep a fitness journal to monitor progress of goals 	<ul style="list-style-type: none"> TE – Chapter 4, Lesson 3, pp. 87-88 TE – Chapter 4, Lesson 3, p. 92 	X	X	X	
MENTAL AND EMOTIONAL HEALTH						
1.17 – Demonstrate characteristics that contribute to self-confidence and self-esteem.	<ul style="list-style-type: none"> More About – Setting Goals Discussing – Character Analyze Maslow’s Hierarchy Hands on Health - #9, Pat on Back 	<ul style="list-style-type: none"> TE – Chapter 2, p. 34 TE – Chapter 2, p. 38 TE – Chapter 7, p. 172 HOH - #9, p. 21 	X	X		
1.18 – Develop and use effective communication skills	<ul style="list-style-type: none"> Quick Start – List Ways People Communicate Co-operative Learning – Working in groups More About – Good Listening Skills Home and Community – Relationships and Society Hands on Health Activity - Demonstrating Empathy 	<ul style="list-style-type: none"> TE – Chapter 10, p. 254 TE – Chapter 10, p. 257 TE – Chapter 10, p. 257 TE – Chapter 10, p. 258 TE – Chapter 10, p. 258 	X	X	X	
1.19 – Develop and use effective coping strategies.	<ul style="list-style-type: none"> Hands on Health activity - Managing Your Time School to Work - Job related stress Read – Stress Management Techniques Journal write – Reinforcing concepts, Stress management skills 	<ul style="list-style-type: none"> TE – Chapter 8, Lesson 2, p. 207 TE – Chapter 8, Lesson 2, pp. 208-209 TE – Chapter 8, Lesson 2, p. 209 	X	X	X	

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Goals/Objectives	Strategies	Resources	Evaluations			
MENTAL AND EMOTIONAL HEALTH - Continued						
1.20 – Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure.	<ul style="list-style-type: none"> Health Lab – Activity 12 Hands on Health – Assert Yourself Using “I Messages Co-operative Learning - Teen Risk Behaviors Co-operative Learning – Refusal Skills 	<ul style="list-style-type: none"> HL - #12, pp. 47-49 HOH - #8, pp. 18-20 TE – Chapter 12, p. 310 TE – Chapter 12, p. 311 TE – Chapter 12, p. 311 	X	X	X	
1.21 – Relate in positive ways to peers and adults in and out of school	<ul style="list-style-type: none"> Exploring Issues – Benefits of Group and Individual Dates More About – Dating Critical Thinking - Friends of Different Ages Discussing – Relationship Roles 	<ul style="list-style-type: none"> TE – Chapter 12, p. 314 TE – Chapter 12, p. 314 TE – Chapter 10, p. 250 TE – Chapter 10, p. 250 	X	X		
1.22 – Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.	<ul style="list-style-type: none"> Discussing – Safety Measures Hands on Health Activity – Practicing Safety Strategies Critical Thinking – How is a Self-Protective Attitude Related to Self-Esteem Discuss – Fig. 12.2, Body Language and Assertive Refusal Discussing – Pressure Through Body Language and Facial Expressions 	<ul style="list-style-type: none"> TE – Chapter 13, p. 331 TE – Chapter 13, p. 333 TE – Chapter 13, p. 332 TE – Chapter 12, p. 310 TE – Chapter 12, p. 310 TE – Chapter 12, p. 322 	X	X	X	
1.23 – Select entertainment that promotes mental and physical health.	<ul style="list-style-type: none"> Journal Write – Question and Answer - Good Impression Activity – Appropriate locations for dates Explaining – Mental Health affects Physical Health Discussing – Characteristics of good mental and emotional health 	<ul style="list-style-type: none"> TE – Chapter 12, p. 315 TE – Chapter 12, p. 315 TE – Chapter 7, p. 171 TE – Chapter 7, p. 174 	X	X		
1.24 – Identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health.	<ul style="list-style-type: none"> Health Skills Practice – Self Affirmations Discussing – Actions to Take to Meet the Need to Belong Real Life Application – Identify and Strengthen Your Developmental Asses Curriculum Connections 	<ul style="list-style-type: none"> TE – Chapter 7, p. 175 TE – Chapter 7, p. 174 TE – Chapter 7, p. 180 TE – Chapter 7, p. 175 	X	X		
1.25 – Develop protective factors that help foster resiliency	<ul style="list-style-type: none"> Discuss Fig. 7.1 – Signs of Good Mental/Emotional Health 	<ul style="list-style-type: none"> TE – Chapter 7, p. 171 	X	X		

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GRADE 9 HEALTH				Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources	Evaluations			
Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.						
DISEASE PREVENTION						
2.1 – Practice positive health behaviors to reduce the risk of disease.	<ul style="list-style-type: none"> • Read – Chapter 24 • Invite an ER nurse to speak to the class • School to Work – Health Inspector • Re-teaching Activities 	<ul style="list-style-type: none"> • TE – Chapter 24, pp. 620-645 • TE – Chapter 24 p. 624 • RTA – pp. 88-90 	X	X		
2.2 – Cooperate in regular health screenings.	<ul style="list-style-type: none"> • Hands on Health activity – Monthly TSE Reminder Card • Co-operative Learning – List Diseases/Vaccines • Guided Reading Activities 	<ul style="list-style-type: none"> • TE – Chapter 18, p. 471 • TE – Chapter 24, p. 633 • GRA - #88, pp. 168-169 • GRA - #89, pp. 170-171 • GRA - #90, pp. 172-173 	X	X	X	
2.3 – Practice and use effective self-examination procedures.	<ul style="list-style-type: none"> • Breast self exam • Discuss – Fig. 14.2, ABCDs of Melanoma • Guided Reading Activities 	<ul style="list-style-type: none"> • TE – Chapter 18, p. 477 • TE – Chapter 14, p. 365 • GRA – Chapter 14, #50, pp. 94-95 • GRA – Chapter 14, #51, pp. 96-97 • GRA – Chapter 14, #52, pp. 98-99 • GRA – Chapter 14, #53, pp. 100-101 • GRA – Chapter 18, #66, pp. 126-127 • GRA – Chapter 14, #67, pp. 128-129 • GRA – Chapter 14, #68, pp. 130-131 	X	X		
2.4 – Analyze personal behaviors in relation to health, well-being, and personal goals.	<ul style="list-style-type: none"> • Health Literacy Skills – Self Directed Learner • Health Skills Activity – Caring for your Immune System • Quick Start – Decisions Affect Risk Behaviors • Discussing – Spread of STDs • Activity – List Refusal Skills • Discussing – STDs/STIs • Guided Reading Activities 	<ul style="list-style-type: none"> • TE – Chapter 24, p. 628 • TE – Chapter 24, p. 629 • TE – Chapter 25, p. 648 • TE – Chapter 25, p. 649 • TE – Chapter 25, p. 649 • TE – Chapter 25, p. 649 • GRA – # 91, pp. 174-175 • GRA – #92, pp. 176-177 	X	X		

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Goals/Objectives	Strategies	Resources	Evaluations			
DISEASE PREVENTION - Continued						
2.5 – Practice good personal hygiene.	<ul style="list-style-type: none"> Personal Hygiene brochure Guided Reading Activities - 50, 51, 53 Concept Mapping Activities - Oral Hygiene 	<ul style="list-style-type: none"> TE – Chapter 24, pp. 622-626 GRA - #50, pp. 94-95 GRA #51, pp. 96-97 GRA - # 53, pp. 100-101 CMA - #51, p. 51 	X	X	X	
2.6 – Recognize the importance of prenatal and perinatal care.	<ul style="list-style-type: none"> Quick Start – Positive Health Behaviors Activity - Low Risk Pregnancy Hands on Health Activity – Tips for a Healthy Pregnancy School to Work – Parental Leave Guided Reading Activities – Chapter 19 	<ul style="list-style-type: none"> TE – Chapter 19, p. 492 TE – Chapter 19, p. 493 TE – Chapter 19, p. 495 TE – Chapter 19, p. 495 GRA - #69, pp. 132-133 GRA - #70, pp. 134-135 	X	X	X	
2.7 – Demonstrate care and concern toward ill persons in the family, the school, and the community.	<ul style="list-style-type: none"> School and Community – Community Events Community Involvement – Interview representatives of Alzheimer’s Association Home and Community – The Hearing Impaired Hands on Health Activity - #29 	<ul style="list-style-type: none"> TE – Chapter 11, p. 297 TE – Chapter 11, p. 283 TE – Chapter 14, p. 378 HOH - #29, p. 61 	X	X		
2.8 – Make a commitment to abstain from sexual activity.	<ul style="list-style-type: none"> Real Life Application – Abstinence Pledges: A Growing Trend Health Skills Activity – Refusal Skills: Lines of Defense Concept Mapping Activities - # 93 Guided Reading Activities – Chapter 12 	<ul style="list-style-type: none"> TE – Chapter 12, p. 321 TE – Chapter 25, p. 657 CMA - #93, p. 93 GRA – Chapter 12, #45, pp. 84-85 	X	X	X	
2.9 – Receive and understand statistics based on the latest medical information citing the failure and success rate of condoms in preventing AIDS and other sexually transmitted diseases.*	<ul style="list-style-type: none"> Ventura County Public Health Statistics Graphing Statistics Current Statistics 	<ul style="list-style-type: none"> Ventura County Statistics at www.nida.org Centers for Disease Control and Prevention, www.cdc.gov 	X	X		

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Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.						
Goals/Objectives	Strategies	Resources	Evaluations			
TREATMENT OF DISEASE						
2.10 – Recognize symptoms of common illnesses.	<ul style="list-style-type: none"> Health Minute – Is it a Cold or the Flu? Time Health – A Smallpox Shot Guided Reading Activities - #90 	<ul style="list-style-type: none"> TE – Chapter 24, p. 636 TE – Chapter 24, p. 642 GRA - #90, p. 172-173 	X	X		
2.11 – Take prescription and over-the-counter medicines properly.	<ul style="list-style-type: none"> Prescription Medicine Label – Fig. 23.1 Health Minute – Medicine Safety Guided Reading Activities – Chapter 23 	<ul style="list-style-type: none"> TE – Chapter 23, p. 590 TE – Chapter 23, p. 590 GRA – Chapter 23, #83, pp. 158-159 	X	X		
2.12 – Interpret correctly instructions written on medicine container labels, including information about side effects.	<ul style="list-style-type: none"> Discussing – Medicine Safety Enrichment – OTC Analgesics Guided Reading Activities – Chapter 23, Lesson 1 	<ul style="list-style-type: none"> TE – Chapter 23, pp. 590-591 TE – Chapter 23, p. 591 GRA – Chapter 23, #83, pp. 158-159 	X	X		
2.13 – Determine when treatment of illness at home is appropriate and when and how to seek further help when needed.	<ul style="list-style-type: none"> Health Minute – Is it a Cold or the Flu? Guided Reading Activities – Chapter 24, Lesson 3 Hands on Health – Activity 28 Concept Mapping Activities 	<ul style="list-style-type: none"> TE – Chapter 24, p. 636 GRA - #90, pp. 172-173 HOH - #28, p. 60 CMA - #83, p. 83 	X	X		
2.14 – Accept responsibility for active involvement in the treatment or management of disease.	<ul style="list-style-type: none"> Health Skills Activity – Decision Making-Caring for Your Immune System Health Minute – Is it a Cold or the Flu? Guided Reading Activities – Chapter 24 	<ul style="list-style-type: none"> TE – Chapter 24, p. 629 TE – Chapter 24, p. 636 GRA - #90, pp. 172-173 	X	X		
2.15 – Interpret correctly information provided by health-care providers regarding tests or procedures.	<ul style="list-style-type: none"> Guest Speaker – Radiologist to discuss X-Rays and MRI Questions and Answer – Brain Research Review Picture – Color Blindness 	<ul style="list-style-type: none"> TE – Chapter 15, p. 403 TE – Chapter 14, p. 375 	X	X		
2.16 – Analyze one’s patterns related to treatment of disease to determine their effectiveness.	<ul style="list-style-type: none"> School to Work – Employer Provided Vaccines Discussing – Lifetime Medicines Quick Start – Role of Medicines Guided Reading Activities – Chapter 23, Lesson 1 	<ul style="list-style-type: none"> TE – Chapter 23, p. 587 TE – Chapter 23, p. 588 TE – Chapter 23, p. 586 GRA - #83, pp. 158-159 	X	X		

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Expectation 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.						
Goals/Objectives	Strategies	Resources	Evaluations			
POTENTIALLY DANGEROUS SITUATIONS						
3.1 – Develop and use skills to identify, avoid, and cope with potentially dangerous situations.	<ul style="list-style-type: none"> Quick Start – Personal Safety Hands on Health Activity – Practicing Safety Strategies Discuss – Fig. 13.2, Warning Signs of Violence Hands on Health Activity - #3 Guided Reading Activities – Chapter 13 	<ul style="list-style-type: none"> TE – Chapter 13, p. 330 TE – Chapter 13, p. 333 TE – Chapter 13, p. 337 HOH - #3, p. 10 GRA – Chapter 13, #46, pp. 86-87 GRA – Chapter 13, #47, pp. 88-89 GRA – Chapter 13, #48, pp. 90-91 GRA – Chapter 13, #49, pp. 92-93 	X	X	X	
3.2 – Use skills to avoid, resolve, and cope with conflicts.	<ul style="list-style-type: none"> Critical Thinking – Recognize Abuse Quick Start – Preventing and Overcoming Abuse Decision Making Activities 	<ul style="list-style-type: none"> TE – Chapter 13, p. 352 TE – Chapter 13, p. 348 DMA - #13, p. 25 	X	X		
3.3 – Understand and follow rules prohibiting possession of weapons at school.	<ul style="list-style-type: none"> Read and Discuss – Keeping Schools Safe Discussing – Merits of Mediation Exploring Issues – School Safety-What Works? Activity – Peer Mediation Research 	<ul style="list-style-type: none"> TE – Chapter 13, p. 339 TE – Chapter 13, p. 339 TE – Chapter 13, p. 339 TE – Chapter 13, pp. 337-339 	X	X		
3.4 – Identify factors that reduce risks of accidents.	<ul style="list-style-type: none"> Guided Reading Activities – Chapter 13, Lesson 3 Guided Reading Activities – Chapter 27 Hands on Health Activity – Creating a Fire Safety Plan Exploring Issues – Should all states adopt graduated driver’s licensing for teen Drivers? Decision Making Activities - #27 	<ul style="list-style-type: none"> GRA – Chapter 13, #48, pp. 90-91 GRA – Chapter 27, #99, pp. 190-191 GRA – Chapter 27, #100, pp. 192-193 GRA – Chapter 27, #101, pp. 194-195 TE – Chapter 27, p. 708 TE – Chapter 27, p. 721 DMA - #27, p. 53 	X	X	X	
3.5 – Recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations.	<ul style="list-style-type: none"> Hands on Health – Activity 22 Concept Mapping Activities Decision Making Activities Guided Reaching Activities – Chapters 21-23 Watch video – Teenage Marijuana Abuse Watch video – If you Drink, Anything Can Happen Watch video – Dying High – Teens in the ER 	<ul style="list-style-type: none"> HOH - #22 pp. 44-47 CMA - #80, p. 80 CMA - #85, p. 85 CMA - #86, p. 86 DMA - #12, p. 23 GRA - #7 Media Center video – 613.8 Media Center video – 613.81 Media Center video – 613.81 	X	X		

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Expectation 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.						
Goals/Objectives	Strategies	Resources	Evaluations			
POTENTIALLY DANGEROUS SITUATIONS - Continued						
3.6 – Use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards.	<ul style="list-style-type: none"> Hand on Health Activity – Saying No to a Driver Read and Discuss – Driving Under the Influence Quick Start – Harmful Effects of Alcohol Use Guided Reading Activities – Chapter 22, Lesson 2 	<ul style="list-style-type: none"> TE – Chapter 22, p. 572 TE – Chapter 22, p. 570 TE – Chapter 22, p. 568 GRA – Chapter 22, #81, pp. 154-155 	X	X	X	
3.7 – Practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat belt, and ensuring that others wear seat belts.	<ul style="list-style-type: none"> Traffic Instructor – Speaker Read – Chapter 27, Lesson 3-Safety on the Road Quick Start – Strategies for Preventing Injuries Activity – Items for Car Emergencies Health Labs – Activity 27 Concept Mapping Activities - #101 	<ul style="list-style-type: none"> TE – Chapter 27, p. 719 TE – Chapter 27, p. 719 TE – Chapter 27, p. 721 HL - #27, pp. 105-106 CMA - #101, p. 101 	X	X		
3.8 – Carry appropriate emergency equipment and use latex gloves when assisting individuals who are injured.	<ul style="list-style-type: none"> Quick Start – Importance of Learning First Aid Critical Thinking – Importance of Washing Hands after Giving First Aid Explaining – Allergic Reaction to Latex School to Work – Emergency Medical Technician Guided Reading Activities – Chapter 28, Lesson 1 	<ul style="list-style-type: none"> TE – Chapter 28, p. 736 TE – Chapter 28, p. 737 TE – Chapter 28, p. 737 TE – Chapter 28, p. 737 GRA – Chapter 28, #103, pp. 198-199 	X	X		
3.9 – Practice safe behavior in recreational activities, even in the absence of adults.	<ul style="list-style-type: none"> Guided Reading Activities – Chapter 27, Lesson 2 Concept Mapping Activities - #100 Decision Making Activities - #27 	<ul style="list-style-type: none"> GRA – Chapter 27, #100, pp. 192-193 CMA - #100, p. 100 DMA - #27, p. 53 	X	X		
3.10 – Practice safe behavior in and near water.	<ul style="list-style-type: none"> Quick Start – Recreation and Water Safety Explaining – Lake Water Contamination Critical Thinking – Importance of Sunscreen at High Elevations Cooperative Learning Activity – Refusal Skills 	<ul style="list-style-type: none"> TE – Chapter 27, p. 714 TE – Chapter 27, p. 715 TE – Chapter 27, p. 715 TE – Chapter 27, p. 715 	X	X		
3.11 – Report or obtain assistance when faced with unsafe situations.	<ul style="list-style-type: none"> Create a skit for obtaining assistance, calling 911 Chart unsafe situations and ways to report or obtain assistance Discuss – Strategies for Preventing Use of Alcohol 	<ul style="list-style-type: none"> TE – Chapter 22, p. 567 	X	X	X	

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Goals/Objectives	Strategies	Resources	Evaluations			
POTENTIALLY DANGEROUS SITUATIONS - Continued						
3.12 – Identify environmental factors that affect health and safety.	<ul style="list-style-type: none"> Cooperative Learning – Care of the Male Reproductive System Hands on Health Activity – Monthly TSE Reminder Card School to Work – Reducing Commuter Pollution Explaining – Lead Precautions Question and Answer – Sick Building Syndrome Cooperative Learning – Types of Indoor Air Pollution 	<ul style="list-style-type: none"> TE – Chapter 18, p. 470 TE – Chapter 18, p. 471 TE – Chapter 29, p. 768 TE – Chapter 29, p. 769 TE – Chapter 29, p. 769 TE – Chapter 29, p. 769 	X	X	X	
3.13 – Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.	<ul style="list-style-type: none"> Health Skills Activity – Communication: Helping a Victim of Dating Violence Figure 13.3 – Sources of Help for Victims of Abuse or Rape Home and Community – Mediators Guided Reading Activities – Chapter 10, Lesson 3 	<ul style="list-style-type: none"> TE – Chapter 13, p. 351 TE – Chapter 13, p. 352 TE – Chapter 10, p. 266 GRA – Chapter 10, #37, pp. 69-70 	X	X	X	
ALCOHOL, TOBACCO, AND OTHER DRUGS						
3.14 – Exercise self-control.	<ul style="list-style-type: none"> Re-teaching – Peer Pressure Enrichment – Student Skits to Resist Peer Pressure Real Life Application – Seeing Through Alcohol Advertising Discussing – Peer Pressure Critical Thinking – Nicotine Addiction Real Life Application – Helping a Friend Stop Using Tobacco Guided Reading Activities – Chapter 21, Lesson 2 	<ul style="list-style-type: none"> TE – Chapter 22, p. 567 TE – Chapter 22, p. 567 TE – Chapter 22, p. 564 TE – Chapter 21, p. 547 TE – Chapter 21, p. 548 TE – Chapter 21, p. 549 GRA – Chapter 21, pp. 150-151 	X	X	X	
3.15 – Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution.	<ul style="list-style-type: none"> Quick Start – Building Health Skills Health Skills Activity – The Ball’s in Your Court Health Skills Activity – Refusal Skills: Avoiding Alcohol Decision Making Activities - #2 Watch video – Dying High: Teens in the ER Guided Reading Activities – Chapter 2, Lesson 1 	<ul style="list-style-type: none"> TE – Chapter 2, p. 28 TE – Chapter 2, p. 29 TE – Chapter 22, p. 566 DMA - #2, pp. 3-4 Media Center video – 613.81 GRA – Chapter 2, #4, pp. 7-8 	X	X	X	

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Goals/Objectives	Strategies	Resources	Evaluations			
ALCOHOL, TOBACCO, AND OTHER DRUGS - Continued						
3.16 – Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs.	<ul style="list-style-type: none"> Health Skills Activity – Refusal Skills: Avoiding Alcohol Cooperative Learning – Alcohol and the Media Guided Reading Activities – Chapter 22, Lesson 1 Decision Making Activities - #22 Decision Making Activities - # 23 Real Life Application – Analyzing Trends: Drug-Prevention Programs Guided Reading Activities – Chapter 23, Lesson 2 Watch video – Under the Influence: The Science of Drug Abuse Watch video – Drinking, Driving and Dying 	<ul style="list-style-type: none"> TE – Chapter 22, p. 566 TE – Chapter 22, p. 566 GRA – Chapter 22, #80, pp. 152-153 DMA – Chapter 22, #22, pp. 43-44 DMA – Chapter 23, #23, pp. 45-46 TE – Chapter 23, p. 593 <ul style="list-style-type: none"> GRA – Chapter 23, #84, pp. 160-161 Media Center video – 613.8 Media Center video – 613.81 	X	X	X	
3.17 – Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.	<ul style="list-style-type: none"> Real Life Application – Help a Friend Stop Using Tobacco Health Skills Activity – Communication: Avoiding Environmental Tobacco Smoke Watch video – Smoking-Truth or Dare Guided Reading Activities – Chapter 23, Lesson 4 Guided Reading Activities – Chapter 21, Lesson 2 Guided Reading Activities – Chapter 21, Lesson 3 	<ul style="list-style-type: none"> TE – Chapter 21, p. 549 TE – Chapter 21, p. 553 <ul style="list-style-type: none"> Media Center video – 613.85 GRA – Chapter 23, #86, pp. 164-165 GRA – Chapter 21, #78, pp. 148-149 GRA – Chapter 21, #79, pp. 150-151 	X	X	X	
3.18 – Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.	<ul style="list-style-type: none"> Health Skills Activity – Refusal Skills: Avoiding Alcohol Hands on Health Activity – Smoking Out Underage Tobacco Sales Real Life Application - Seeing Through Alcohol Advertising Watch video – Truth About Tobacco 	<ul style="list-style-type: none"> TE – Chapter 22, p. 566 TE – Chapter 22, p. 554 TE – Chapter 22, p. 564 Media Center video – 613.85 	X	X	X	
3.19 – Distinguish between helpful and harmful substances.	<ul style="list-style-type: none"> Reinforcing Concepts – All Medicines are Drugs... Discussing – Avoiding Places Where Drugs are Used Quick Start – Refusal Skills Health Minute – Strategies for Avoiding the Dangers of Substance Abuse Review Figure 23.5 – Warning Signs of Drug Use 	<ul style="list-style-type: none"> TE – Chapter 23, p. 587 TE – Chapter 23, p. 610 TE – Chapter 23, p. 611 TE – Chapter 23, p. 612 <ul style="list-style-type: none"> TE – Chapter 23, p. 613 	X	X		

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Goals/Objectives	Strategies	Resources	Evaluations			
ALCOHOL, TOBACCO, AND OTHER DRUGS - Continued						
3.20 – Differentiate between the use and misuse of prescription and nonprescription drugs.	<ul style="list-style-type: none"> Co-operative Learning Activity – Researching Antibiotics Re-Teaching – Four Major Classifications of Medicines Enrichment – OTC Analgesics Guided Reading Activities – Chapter 23, Lesson 1 	<ul style="list-style-type: none"> TE – Chapter 23, p. 588 TE – Chapter 23, p. 591 TE – Chapter 23, p. 591 GRA – Chapter 23, #83, pp. 158-159 	X	X		
3.21 – Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events.	<ul style="list-style-type: none"> Health Skills Application – Decision Making Decision Making Activities Concept Mapping Activities - #78 	<ul style="list-style-type: none"> TE – Chapter 21, p. 557 DMA – Chapter #11, p.21 CMA - #78, p. 78 	X	X		
3.22 – Help to develop and support the school’s no-use policy and work to support it.	<ul style="list-style-type: none"> Discussing – School Drug Free Zones Health Minute – Strategies for Avoiding the Dangers of Substance Abuse Quick Start – Refusal Skills Guided Reading Activities – Chapter 23, Lesson 5 	<ul style="list-style-type: none"> TE – Chapter 23, p. 612 TE – Chapter 23, p. 612 TE 0- Chapter 23, p. 611 GRA – Chapter 23, #87, pp. 167-168 	X	X		
CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION (Penal Code 11166[a])						
3.23 – Identify ways to seek assistance if worried, abused, or threatened.	<ul style="list-style-type: none"> Exploring Issues – What Are the Benefits of Individual and Family Counseling? Discuss – Fig. 11.3-Sources of Help for Families Guided Reading Activities – Chapter 11, Lesson 3 	<ul style="list-style-type: none"> TE – Chapter 11, p. 288 TE – Chapter 11, p. 292 GRA – Chapter 11, #40, pp. 75-76 	X	X		
3.24 – Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.	<ul style="list-style-type: none"> Re-teaching – A Fun and Safe Date Enrichment – Teens in a Dating Relationship Health Minute – Healthful Dating Expectations Real Life Application – Abstinence Pledges: A Growing Trend Co-operative Learning Activity – Teens Portrayed in the Media Health Skills Practice – Avoidance Techniques and Refusal Skills Re-teaching – Steps in Making a Decision to Practice Abstinence Guided Reading Activities – Chapter 12, Lesson 4 Decision Making Activities - #12 	<ul style="list-style-type: none"> TE – Chapter 12, p. 317 TE – Chapter 12, p. 317 TE – Chapter 12, p. 317 TE – Chapter 12, p. 321 TE – Chapter 12, p. 321 TE – Chapter 12, p. 322 <ul style="list-style-type: none"> TE – Chapter 12, p. 323 GRA – Chapter 12, #45, pp. 84-85 DMA - #12, p. 23 	X	X	X	

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CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION (Penal Code 11166[a]) - Continued					
3.25 – Recognize and avoid situations that can increase risk of abuse.	<ul style="list-style-type: none"> Guided Reading Activities – Chapter 13, Lesson 4 Re-teaching Activities - #49 Concept Mapping Activities - #49 Discuss Health Minute – Strategies for Preventing Date Rape 	<ul style="list-style-type: none"> GRA – Chapter 13, #49, pp. 91-93 RTA - #49, p. 55 CMA - #49, p. 49 TE – Chapter 13, p. 350 	X	X	
3.26 – Develop and use assertiveness skills and learn self-defense techniques.	<ul style="list-style-type: none"> Hands on Health Activity – Assert Yourself Cooperative Learning – Resisting Teen Risk Behaviors Health Minute – Resisting Peer Pressure Discussing – Write About a Situation to Use Refusal Skills Cooperative Learning – Behaviors Teens are Pressured to Engage In. Guided Reading Activities – Chapter 12, Lesson 2 Decision Making Activities - #12 	<ul style="list-style-type: none"> TE – Chapter 12, p. 311 TE – Chapter 12, p. 311 TE – Chapter 12, p. 310 TE – Chapter 12, p. 310 TE – Chapter 12, p. 310 GRA - Chapter 12, #43, pp. 81-82 DMA - #12, p. 23 	X	X	X
EMERGENCIES					
3.27 – Recognize emergencies and respond appropriately.	<ul style="list-style-type: none"> Guided Reading Activities – Chapter 28 Health Skills Activity - How to Handle a Puncture Wound Concept Mapping Activities - # 103 Concept Mapping Activities - # 104 Concept Mapping Activities - # 105 	<ul style="list-style-type: none"> GRA – Chapter 28, #103, pp. 198-199 GRA – Chapter 28, #104, pp. 200-201 GRA – Chapter 28, #105, pp. 202-203 TE – Chapter 28, p. 739 CMA - #103, p. 103 CMA - #104, p. 104 CMA - #105, p. 105 	X	X	
3.28 – Develop and maintain with other family members a personal and family emergency plan and emergency supplies at home and in vehicles.	<ul style="list-style-type: none"> Hands on Health Activity – Creating a Fire Safety Plan Health Skills Activity – Goal Setting: Preparing an Emergency Survival Kit 	<ul style="list-style-type: none"> TE – Chapter 27, p. 708 TE – Chapter 27, p. 726 	X	X	X
3.29 – Identify appropriate use of local emergency services.	<ul style="list-style-type: none"> Home and Community – Local Emergencies Activity – Use telephone book to create references for local emergency services 	<ul style="list-style-type: none"> TE – Chapter 28, p. 750 Local telephone book 	X	X	
3.30 – Use latex gloves when assisting persons who are injured.	<ul style="list-style-type: none"> Critical Thinking – Importance of Washing Your Hands Explaining – Latex Allergy 	<ul style="list-style-type: none"> TE – Chapter 28, p. 737 TE – Chapter 28, p. 737 	X	X	

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Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.						
Goals/Objectives	Strategies	Resources	Evaluations			
ROLES OF FAMILY MEMBERS						
4.1 – Develop and use effective communication skills	<ul style="list-style-type: none"> Guided Reading Activities – Chapter 2, Lesson 1 Concept Mapping Activities – # 4 Re-teaching Activities - #4 Quick Start – Skills and Qualities Necessary for Effective Communication 	<ul style="list-style-type: none"> GRA – Chapter 2, #4, pp. 7-8 CMA - #4, p. 4 RTA - #4, p. 5 TE – Chapter 2, p. 28 	X	X		
4.2 – Seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support group for teens where the children of alcoholics)	<ul style="list-style-type: none"> Character Check – Caring Quick Start – Health Resources Real Life Application – Family Support Services Guided Reading Activities – Chapter 11 Decision Making Activities - #11 	<ul style="list-style-type: none"> TE – Chapter 11, p. 283 TE – Chapter 11, p. 291 TE – Chapter 11, p. 293 GRA - #38, pp. 71-72 GRA - #41, pp. 77-78 DMA - #11, p. 11 	X	X	X	
4.3 – Support and value all family members.	<ul style="list-style-type: none"> Quick Start – Ways Family Members Contribute to Your Physical, Mental and Social health Guided Reading Activities - Chapter 11, Lesson 1 Concept Mapping Activities – #38 	<ul style="list-style-type: none"> TE – Chapter 11, p. 274 GRA - #38, pp. 71-72 CMA - #38, p. 38 	X	X		
4.4 – Demonstrate ways to help support positive family interactions.	<ul style="list-style-type: none"> Hands on Health Activity – Making Time for Family Fun Discussing - Responsibilities to Help Families Function Smoothly Reinforcing Concepts – Log number of Hours Spent with Family Members Explaining – Selective and Attentive Listening Health Skills Practice – Family Communication Guided Reading Activities – Chapter 11, Lesson 1 	<ul style="list-style-type: none"> TE – Chapter 11, p. 277 TE – Chapter 11, p. 278 TE – Chapter 11, p. 278 TE – Chapter 10, p. 256 TE – Chapter 10, p. 256 GRA – Chapter 11, #38, pp. 71-72 	X	X	X	
4.5 – Practice health-promoting behaviors within the family.	<ul style="list-style-type: none"> Hands on Health Activity – Making Time for Family Fun Re-teaching Activity - #38 Re-teaching Activity - # 39 Health Skills Application #1 – Practicing Healthful Behaviors 	<ul style="list-style-type: none"> TE – Chapter 11, p. 277 RTA - #38, p. 43 RTA - #39, p. 44 TE – Chapter 11, p. 297 	X	X	X	

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Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.						
Goals/Objectives	Strategies	Resources	Evaluations			
ROLES OF FAMILY MEMBERS - Continued						
4.6 – Complete self-initiated activities beyond assigned chores to help support the family.	<ul style="list-style-type: none"> Hands on Health Activity – Making Time for Family Fun Activity – Plan a Family Night, Holiday or Vacation Community Involvement – Family Roles and Responsibilities Critical Thinking – Acting as Role Models for Younger Relatives Discussing – Responsibilities to Help Families Function Smoothly Reinforcing Concepts – Log Number of Hours Spent with Family Members 	<ul style="list-style-type: none"> TE – Chapter 11, p. 277 TE – Chapter 11, p. 276 TE – Chapter 11, p. 276 TE – Chapter 11, p. 278 TE – Chapter 11, p. 278 TE – Chapter 11, p. 278 	X	X	X	
4.7 – Identify safety hazards in the home and help to remove them.	<ul style="list-style-type: none"> Hands on Health Activity – Creating a Fire Safety Plan Home and Community – Smoke Alarm Checklist Discuss – Fig. 27.2 – Safety at Home Visual Learning – Preventing Unintentional Injuries Guided Reading Activities – Chapter 27, Lesson 1 	<ul style="list-style-type: none"> TE – Chapter 27, p. 708 TE – Chapter 27, p. 708 TE – Chapter 27, p. 711 TE – Chapter 27, p. 711 GRA - #99, pp. 190-191 	X	X	X	
CHANGE WITHIN THE FAMILY						
4.8 – Use effective strategies to cope with change within the family.	<ul style="list-style-type: none"> Quick Start – Stress that Affects a Family Tying to Prior Knowledge – Coping with Change Community Involvement Activity – Interview Adults Who Have Adopted New Roles Critical Thinking – Significant Changes That Affect Families Activity – Interview About Family Members’ Roles Guided Reading Activities – Chapter 11, Lesson 2 	<ul style="list-style-type: none"> TE – Chapter 11, p. 280 TE – Chapter 11, p. 280 TE – Chapter 11, p. 282 TE – Chapter 11, p. 282 TE – Chapter 11, p. 282 GRA – Chapter 11, #39, pp. 73-74 	X	X	X	
4.9 – Develop a plan to facilitate transition from the role of a child to the role of an independent adult.	<ul style="list-style-type: none"> Cooperative Learning Activity – Teens Portrayed in the Media Discuss – Fig. 20.3 – Erikson’s Stages of Adulthood Exploring Issues – Should High School Classes Start Later in the Day? 	<ul style="list-style-type: none"> TE – Chapter 20, p. 516 TE – Chapter 20, p. 521 TE – Chapter 20, p. 518 	X	X		
4.10 – Discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions	<ul style="list-style-type: none"> Health Skills Activity – Decision Making: Exploring Careers Discussing – Occupational Choices Contributing to Society 	<ul style="list-style-type: none"> TE – Chapter 20, p. 522 TE – Chapter 20, p. 523 	X	X	X	

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Goals/Objectives	Strategies	Resources	Evaluations			
Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.						
FRIENDSHIP AND PEER RELATIONSHIPS						
5.1 – Know and use appropriate ways to make new friends.	<ul style="list-style-type: none"> • Concept Mapping Activities - # 42 • Critical Thinking – How Are Casual and Close Friendships Alike? • Guided Reading Activities – Chapter 12, Lesson 1 	<ul style="list-style-type: none"> • CMA - #42, p. 42 • TE – Chapter 12, p. 303 • GRA - #42, pp. 79-80 	X	X		
5.2 – Demonstrate positive actions toward others.	<ul style="list-style-type: none"> • Hands on Health Activity – Demonstrating Empathy • Health Skills Activity – Communication: Expressing Disapproval of Bullying • Cooperative Learning Activity – Advice Column • Guided Reading Activities – Chapter 10, Lesson 2 	<ul style="list-style-type: none"> • TE – Chapter 10, p. 258 • TE – Chapter 10, p. 259 • TE – Chapter 10, p. 259 • GRA - #39, pp. 73-74 	X	X	X	
5.3 – Resolve conflicts in a positive, constructive way.	<ul style="list-style-type: none"> • Discuss – Fig. 2.2-Refusal Strategies • Cooperative Learning Activity – Refusal Skills • Health Skills Activity – Communication: Expressing Your Feelings • Hands on Health – Activity 8 	<ul style="list-style-type: none"> • TE – Chapter 2, p. 30 • TE – Chapter 2, p. 30 • TE – Chapter 7, p. 186 • HOH - #8, p. 19 	X	X	X	
5.4 – Interact effectively with many different people, including males and females and members of different ethnic and cultural groups.	<ul style="list-style-type: none"> • Discussing – Platonic Friendships • Critical Thinking – How Are Casual and Close Friendships Alike? • Cooperative Learning – Relationships in Fiction • Health Skills Activity – Conflict Resolution: When Best Friends Disagree • Time Health – Just Friends • Decision Making Activities - #12 • Guided Reading Activities – Chapter 12 	<ul style="list-style-type: none"> • TE – Chapter 12, p. 303 • TE – Chapter 12, p. 303 • TE – Chapter 12, p. 303 • TE – Chapter 12, p. 304 • TE – Chapter 12, p. 324 • DMA - #12, p. 12 • GRA - #42, pp. 79-80 	X	X	X	
5.5 – Analyze appropriate behaviors in a dating relationship.	<ul style="list-style-type: none"> • Quick Start – Dating and Setting Limits • Exploring Issues – What Are the Benefits of Group Dating and Individual Dating? • Question and Answer – Make a Good Impression on a First Date • Concept Mapping Activities - # 44 	<ul style="list-style-type: none"> • TE – Chapter 12, p. 313 • TE – Chapter 12, p. 314 • TE – Chapter 12, p. 315 • CMA - #44, p. 44 	X	X		

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GRADE 9 HEALTH				Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources	Evaluations			
Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.						
FRIENDSHIP AND PEER RELATIONSHIPS - Continued						
5.6 – Demonstrate how to resist negative peer pressure.	<ul style="list-style-type: none"> • Discussing – Using Refusal Skills to Withstand Negative Peer Pressure • Cooperative Learning – Risk Behaviors Teens are Pressured to Engage In • Hands on Health Activity – Assert Yourself • Cooperative Learning Activity – Refusal Skills • Guided Reading Activities – Chapter 12 	<ul style="list-style-type: none"> • TE – Chapter 12, p. 310 • TE – Chapter 12, p. 310 • TE – Chapter 12, p. 311 • TE – Chapter 12, p. 311 • GRA – Chapter 12, #43, pp. 81-82 	X	X	X	
5.7 – Avoid demeaning statements directed toward others.	<ul style="list-style-type: none"> • Discuss Fig 10.2 – Stating Your Feelings Effectively • Visual Learning – Compare & Contrast Aggressive Message with Assertive “I” Message • Health Skills Activity – Communication: Expressing Disapproval of Bullying 	<ul style="list-style-type: none"> • TE – Chapter 10, p. 256 • TE – Chapter 10, p. 256 • TE – Chapter 10, p. 259 	X	X	X	
5.8 – Promote positive health behaviors among peers.	<ul style="list-style-type: none"> • Hands on Health Activity – Managing Anger • Time Health – Five Ways to Boost Your Self-Confidence • Real Life Applications – Abstinence Pledges: A Growing Trend • Decision Making Activities - # 7 	<ul style="list-style-type: none"> • TE – Chapter 7, p. 191 • TE – Chapter 7, p. 192 • TE – Chapter 12, p. 321 • DMA - #7, p. 13 	X	X	X	
5.9 – Participate in group activities as a means of getting to know other people	<ul style="list-style-type: none"> • Exploring Issues – What Are the Benefits of Group Dating and Individual Dating? • Critical Thinking – Reasons Some Teens Might Choose Not to Date • Concept Mapping Activities - # 42 	<ul style="list-style-type: none"> • TE – Chapter 12, p. 314 • TE – Chapter 12, p. 314 • CMA - #42, p. 42 	X	X		
5.10 – Respect the dignity of others.	<ul style="list-style-type: none"> • School to Work – Core Ethical Values • Real Life Application – Character in Action • Discussing – Acknowledgments and Compliments • Re-teaching – Giving Constructive Criticisms, Acknowledgements or Compliments • Exploring Issues – What Causes Conflicts to Escalate? • Decision Making Activities - #2 	<ul style="list-style-type: none"> • TE – Chapter 2, p. 38 • TE – Chapter 2, p. 39 • TE – Chapter 10, p. 261 • TE – Chapter 10, p. 261 • TE – Chapter 10, p. 265 • DMA - #2, p. 3 	X	X	X	

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GRADE 9 HEALTH			Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources			
Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.					
FRIENDSHIP AND PEER RELATIONSHIPS - Continued					
5.11 – Respect marriage.*	<ul style="list-style-type: none"> Read and Discuss – Marriage and Parenting Hands on Health Activity – Conflict-Resolution Skills for a Healthy Marriage Concept Mapping Activities - # 75 	<ul style="list-style-type: none"> TE – Chapter 20, pp. 524-526 TE – Chapter 20, p. 525 CMA - #75, p. 75 	X	X	
SCHOOL AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH					
5.12 – Understand and follow school rules related to health.	<ul style="list-style-type: none"> Exploring Issues – School Safety-What Works? Promoting Coordinated School Health – Violence and School Safety Guided Reading Activities – Chapter 13, Lesson 2 	<ul style="list-style-type: none"> TE – Chapter 13, p. 339 TE – Chapter 13, p. 339 GRA - #47, pp. 88-89 	X	X	
5.13 – Participate in school efforts to promote health.	<ul style="list-style-type: none"> Volunteer During Health Screenings Activity – Making a Positive Difference 	<ul style="list-style-type: none"> District Nurse’s Office TE – Chapter 2, p. 41 	X	X	
5.14 – Assume responsibility for helping to take care of the school.	<ul style="list-style-type: none"> Character Check – Citizenship Guided Reading Activities – Chapter 27, Lesson 1 	<ul style="list-style-type: none"> TE – Chapter 27, p. 709 GRA - #99, pp. 190-191 	X	X	
5.15 – Participate in community efforts to address local health and environmental issues.	<ul style="list-style-type: none"> Hands on Health Activity – Raising Awareness of Public Health Programs Figure 3.4 – Advocating for Public Health Visual Learning – Steps Teens Can Take to Be Effective Health Advocates Guided Reading Activities – Chapter 3, Lesson 4 	<ul style="list-style-type: none"> TE – Chapter 3, p. 66 TE – Chapter 3, p. 67 TE – Chapter 3, p. 67 GRA - #10, pp. 19-20 	X	X	
5.16 – Encourage others to become involved in health-promotion efforts at school.	<ul style="list-style-type: none"> Discussing – Health Literacy Enrichment – Healthy People 2001 	<ul style="list-style-type: none"> TE – Chapter 1, p. 9 TE – Chapter 1, p. 9 	X	X	
5.17 – Analyze the impact of laws, policies, and practices on health-related issues	<ul style="list-style-type: none"> School to Work – Actuaries Guided Reading Activities – Chapter 3, Lesson 3 Guided Reading Activities – Chapter 3, Lesson 4 	<ul style="list-style-type: none"> TE – Chapter 3, p. 58 GRA - #9, pp. 17-18 GRA - #10, pp. 19-20 	X	X	
5.18 – Encourage others to become involved in health-promotion efforts at many different levels	<ul style="list-style-type: none"> Discussing – Health Literacy Enrichment – Healthy People 2001 Hands on Health Activity – Raising Awareness of Public Health Programs 	<ul style="list-style-type: none"> TE – Chapter 1, p. 9 TE – Chapter 1, p. 9 TE – Chapter 3, p. 66 	X	X	X

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GRADE 9 HEALTH				Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources	Evaluations			
SCHOOL AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH - Continued						
5.19 –Access appropriately services available within the community.	<ul style="list-style-type: none"> Quick Start – Public Health Services Re-teaching Activity 10 Concept Mapping Activities - # 10 	<ul style="list-style-type: none"> TE – Chapter 3, p. 64 RTA - #10, p. 12 CMA - #10, p. 10 	X	X		
5.20 – Initiate and involve others in health-promotion efforts at school or in the community.	<ul style="list-style-type: none"> Community Service Projects Health Skills Activity – Goal Setting: Preparing an Emergency Survival Kit 	<ul style="list-style-type: none"> Individual Site TE – Chapter 27, p. 726 	X	X	X	

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GRADE 9 HEALTH				Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.						
Goals/Objectives	Strategies	Resources	Evaluations			
LIFE CYCLE						
6.1 – Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.	<ul style="list-style-type: none"> • Discuss – Fig. 21.1-Health Risks of Tobacco • Visual Learning – Health Risks for Body Systems • Discuss – Fig. 23.3-The Health Risks of Marijuana • Guided Reading Activities – Chapter 21, Lesson 2 	<ul style="list-style-type: none"> • TE – Chapter 21, p. 543 • TE – Chapter 21, p. 543 • TE – Chapter 21, p. 599 • GRA - #78, p. 150 	X	X		
6.2 – Recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle, age, or old age.	<ul style="list-style-type: none"> • Discussing – Emotional Changes of Adolescence • Reinforcing Concepts – Journal Write: Your Important Beliefs or Values • Cooperative Learning – Theories of Erik Erikson and Robert Havighurst • Discussing – Maturity • Explaining – Developmental Tasks of Adulthood • Myths and Reality – Myths and Facts • Guided Reading Activities – Chapter 20 • Discuss 72 Hour Law (see below)* <p>As part of the Health & Safety Code 1255.7 and Penal Code 271.5, we must inform our students of the law known as the 72 Hour Law. Please inform your students of the law while teaching this section on Pregnancy & Birth.</p> <p>This is what you should say to your students:</p> <ul style="list-style-type: none"> • There is a California State law known as the 72 Hour law. This law states: <ul style="list-style-type: none"> • No parent or other individual having lawful custody of a minor child 72 hours old or younger may be prosecuted if he or she voluntarily surrenders physical custody of the child to personnel on duty at a safe-surrender site. • A “safe surrender” site is any public or private hospital. “Lawful custody” means physical custody of a minor 72 hours or younger accepted by a person from the parent. 	<ul style="list-style-type: none"> • TE – Chapter 20, p. 517 • TE – Chapter 20, p. 517 • TE – Chapter 20, p. 517 • TE – Chapter 20, p. 521 • TE – Chapter 20, p. 521 • TE – Chapter 20, p. 521 • GRA - #73, pp. 140-141 • GRA - #74, pp. 142-143 • GRA - #75, pp. 144-145 • GRA - #76, pp. 146-147 • California Health & Safety Code 1255.7 • California Penal Code 271.5 	X	X		

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GRADE 9 HEALTH				Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.						
Goals/Objectives	Strategies	Resources	Evaluations			
LIFE CYCLE - Continued						
6.3 – Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.	<ul style="list-style-type: none"> • Read and Discuss – Adolescence: Growth and Change • Home and Community - Teen Volunteer Opportunities • Enrichment Activity - #20 	<ul style="list-style-type: none"> • TE – Chapter 20, pp. 516-517 • TE – Chapter 20, p. 517 • EA - #20, pp. 49-51 	X	X		
6.4 – Recognize and acknowledge that different people progress through different stages of the life cycle at different rates.	<ul style="list-style-type: none"> • Quick Start – Adolescence: Growth & Change • Tying to Prior Knowledge – Recognizing Differences in Childhood and Adolescence • Reinforcing Concepts – Relationship between Puberty and Adolescence • Guided Reading Activities - 20 • Decision Making Activities - 20 	<ul style="list-style-type: none"> • TE – Chapter 20, p. 514 • TE – Chapter 20, p. 514 • TE – Chapter 20, p. 515 • GRA - #73, pp. 140-141 • DMA - #20, p. 39 	X	X		
6.5 – Express support and compassion for others who are grieving.	<ul style="list-style-type: none"> • Hands on Health Activity – An Encouraging Word • Quick Start – Understanding Death and Grief • Health Minute – Breaking Up • Guided Reading Activities – Chapter 9, Lesson 4 	<ul style="list-style-type: none"> • TE – Chapter 9, p. 240 • TE – Chapter 9, p. 238 • TE – Chapter 9, p. 239 • GRA - #34, pp. 63-64 	X	X	X	
6.6 – Recognize and discuss with parents and other trusted adults questions regarding death and dying.	<ul style="list-style-type: none"> • Hands on Health Activity – An Encouraging Word • Re-teaching – The Grieving Process • Enrichment – Traumatic or Sudden Events • Guided Reading Activities – Chapter 9, Lesson 4 • Decision Making Activities - # 9 	<ul style="list-style-type: none"> • TE – Chapter 9, p. 240 • TE – Chapter 9, p. 241 • TE – Chapter 9, p. 241 • GRA - #34, pp. 63-64 • DMA - #9, p. 17 	X	X	X	
6.7 – Understand the relationship between genetics and some health disorders.	<ul style="list-style-type: none"> • Reinforcing Concepts – Dominant and Recessive Genes • Cooperative Learning – Genetic Disorders • Discussing – Procedures to Test for Genetic Disorders • Exploring Issues – Should People Undergo Genetic Testing? • Guided Reading Activities – Chapter 19, Lesson 1 • Decision Making Activities - # 19 	<ul style="list-style-type: none"> • TE – Chapter 19, p. 500 • TE – Chapter 19, p. 501 • TE – Chapter 19, p. 501 • TE – Chapter 19, p. 502 • GRA - #69, pp. 132-133 • DMA - #19, p. 37 	X	X		

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GRADE 9 HEALTH			Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Expectation 7: Students will and accept individual differences in growth and development.					
Goals/Objectives	Strategies	Resources	Evaluations		
GROWTH AND DEVELOPMENT					
7.1 – Demonstrate an understanding of individual differences.	<ul style="list-style-type: none"> Health Labs Activity - 20 Guided Reading Activities – Chapter 20, Lesson1 	<ul style="list-style-type: none"> HL - #20, p. 76 GRA - #73, pp. 140-141 	X	X	
7.2 – Develop a realistic body image.	<ul style="list-style-type: none"> Watch video – Truth About Body Image Health Skills Practice – Influences on Body Image Critical Thinking – Obsession with Being Thin Curriculum Connections – Math History and Family/Consumer Sciences Guided Reading Activities – Chapter 6, Lesson 1 Enrichment Activity - #6 	<ul style="list-style-type: none"> Media Center (NEED TO ORDER) TE – Chapter 6, p. 147 TE – Chapter 6, p. 147 TE – Chapter 6, p. 147 GRA - #20, pp. 37-38 EA - #6, p.12 	X	X	
7.3 – Recognize problems associated with not having a realistic body image.	<ul style="list-style-type: none"> Watch video – Truth About Body Image Decision Making Activities - # 6 Enrichment Activity 6 Cooperative Learning Activity – Teens Portrayed in the Media 	<ul style="list-style-type: none"> Media Center (NEED TO ORDER) DMA - #6, p. 11 EA - #6, p. 12 TE – Chapter 20, p. 516 	X	X	
7.4 – Recognize the effects of performance-altering substances and avoid the use of those substances.	<ul style="list-style-type: none"> Activity – Health Problems Caused by Illegal Use of Anabolic-Androgenic Steroids Health Skills Activity – Refusal Skills: No Means No! Discuss – Fig. 23.2-Drug Use and the Brain 	<ul style="list-style-type: none"> TE – Chapter 23, p. 602 TE – Chapter 23, p. 601 TE – Chapter 23, p. 595 	X	X	
7.5 – Adapt group activities to include a variety of students.	<ul style="list-style-type: none"> Use inclusion strategies to adapt group activities 	<ul style="list-style-type: none"> Inclusion Strategies resource book 	X	X	
7.6 – Promote acceptance of a range of body types and abilities.	<ul style="list-style-type: none"> Health Skills Practice – Influence on Body Image Critical Thinking - Obsession with Being Thin Curriculum Connections – Math, History & Family/Consumer Sciences Guided Reading Activities - Chapter 6, Lesson 1 Enrichment Activity - # 6 	<ul style="list-style-type: none"> TE – Chapter 6, p. 147 TE – Chapter 6, p. 147 TE – Chapter 6, p. 147 GRA - #20, pp. 37-38 EA - #6, p. 12 	X	X	
7.7 – Use scientific data as a basis for individual nutrition and fitness plans.	<ul style="list-style-type: none"> Curriculum Connections – “Math” Discuss – Fig. 6.1-Visual Learning: Determining BMI Health Labs Activity 4 Health Labs Activity 5 	<ul style="list-style-type: none"> TE – Chapter 6, p. 146 TE – Chapter 6, p. 146 HL - # 4, p. 14 HL - #5, p. 19 	X	X	

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GRADE 9 HEALTH			Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Expectation 7: Students will and accept individual differences in growth and development.					
Goals/Objectives	Strategies	Resources	Evaluations		
MENTAL AND EMOTIONAL DEVELOPMENT					
7.8 – Identify, express, and manage feelings appropriately.	<ul style="list-style-type: none"> Discussing – Managing Difficult Emotions Critical Thinking – Defense Mechanisms Cooperative Learning – Defense Mechanisms Myths & Reality – Myths & Facts Hands on Health Activity – Managing Anger Guided Reading Activities – Chapter 7, Lesson 4 	<ul style="list-style-type: none"> TE – Chapter 7, p. 189 TE – Chapter 7, p. 189 TE – Chapter 7, p. 189 TE – Chapter 7, p. 189 TE – Chapter 7, p. 191 GRA - #26, pp. 47-48 	X	X	X
7.9 – Develop and use effective communication skills.	<ul style="list-style-type: none"> Guided Reading Activities – Chapter 2, Lesson 1 Re-teaching Activity 4 Quick Start – Skills & Qualities Necessary for Effective Communication Concept Mapping Activities - #1 	<ul style="list-style-type: none"> GRA - #4, p. 7 RTA - #4, p. 5 TE – Chapter 2, p. 28 CMA - #1, p. 4 	X	X	
7.10 – Recognize one’s own strengths and limitations.	<ul style="list-style-type: none"> Discussing – Health Identity Activity – Typical Weaknesses Teens Feel Cooperative Learning Activity – Advice Column Real Life Application – Identify and Strengthen Your Development Assets Exploring Issues – Should Learning Styles Be Taken Into Account in the Classroom? Health Skills Practice – Self-Affirmations Decision Making Activities - # 7 Guided Reading Activities – Chapter 7, Lesson 1 Guided Reading Activities – Chapter 7, Lesson 2 	<ul style="list-style-type: none"> TE – Chapter 7, p. 181 TE – Chapter 7, p. 181 TE – Chapter 7, p. 181 TE – Chapter 7, p. 180 TE – Chapter 7, p. 176 TE – Chapter 7, p. 175 DMA - #7, pp. 13-14 GRA - #23, pp. 43-44 GRA - #24, pp. 45-46 	X	X	X
7.11 – Use coping strategies, including time-management skills.	<ul style="list-style-type: none"> Guided Reading Activities – Chapter 8, Lesson 2 Quick Start – Stressors Hands on Health Activity – Managing Your Time Decision Making Activities - # 8 	<ul style="list-style-type: none"> GRA - #28, pp. 51-52 TE – Chapter 8, p. 205 TE – Chapter 8, p. 207 DMA - #8, p. 15 	X	X	X
7.12 – Develop a focus on the future.	<ul style="list-style-type: none"> Discussing – Establishing Emotional and Psychological Independence School to Work – Education and Careers Health Skills Activity – Decision Making: Exploring Careers Discuss – Fig. 2.3 – Steps of the Decision-Making Process Hands on Health Activity – Setting Your Personal Health Goal Decision Making Activities - # 2 	<ul style="list-style-type: none"> TE – Chapter 20, p. 518 TE – Chapter 20, p. 518 TE – Chapter 20, p. 522 TE – Chapter 2, p. 34 TE – Chapter 2, p. 35 DMA - #2, p. 3 	X	X	X

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GRADE 9 HEALTH				Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources	Evaluations			
Expectation 8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.						
SEXUALITY						
8.1 – Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity.*	<ul style="list-style-type: none"> Enrichment Activity 25 Health Minute – Healthful Dating Expectations Enrichment – Teens in Dating Relationships Did You Know? – Alcohol Use Read and Discuss – Other Consequences of Drug Use Watch Video – Real People: Abstinence-Choosing to Wait 	<ul style="list-style-type: none"> EA - #25, p. 61 TE – Chapter 12, p. 317 TE – Chapter 12, p. 317 TE – Chapter 22, p. 565 TE – Chapter 22, p. 596 Media Center video – 176 	X	X		
8.2 – Avoid, recognize, and respond to negative social influences and pressure to become sexually active.	<ul style="list-style-type: none"> Applying Health Skills – Refusal Skills Discussing – A Real Friend Wouldn't Pressure You Reinforcing Concepts – Peer and Media Pressure Health Skills Practice – Avoidance Techniques and Refusal Skills Quick Start – Consequences of Being Sexually Active Tying to Prior Knowledge – Benefits of Abstinence Real Life Application – Abstinence Pledges: A Growing Trend Exploring Issues – What are the Benefits of Group Dating and Individual Dating? Guided Reading Activities – Chapter 12 Lesson 3 Guided Reading Activities – Chapter 12, Lesson 4 	<ul style="list-style-type: none"> TE – Chapter 12, p. 323 TE – Chapter 12, p. 322 TE – Chapter 12, p. 322 TE – Chapter 12, p. 322 TE – Chapter 12, p. 318 TE – Chapter 12, p. 318 TE – Chapter 12, p. 321 TE – Chapter 12, p. 314 GRA - #44, p. 83 GRA - #45, p. 84 	X	X	X	
8.3 – Demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active.	<ul style="list-style-type: none"> Enrichment Activity 25 Read and Discuss – Avoiding Risk Situations Discuss – Fig. 12.3, Visual Learning-Saying No to Sexual Activity 	<ul style="list-style-type: none"> EA - #25, p. 61 TE – Chapter 12, p. 317 TE – Chapter 12, p. 323 	X	X		
8.4 – Practice behaviors that support the decision to abstain from sexual activity.	<ul style="list-style-type: none"> Health Skills Practice – Avoidance Techniques and Refusal Skills Discuss – Fig. 12.3-Saying No to Sexual Activity Close – Abstinence-Most Important Teen Decision Explaining – Abstinence Reinforcing Concepts – Abstinence Critical Thinking – Developing Feelings of Love, Trust and Friendship with Abstinence Close – Most Important Benefit of Practicing Abstinence Re-teaching Activity 45 Guided Reading Activities – Chapter 1, Lesson 3 	<ul style="list-style-type: none"> TE – Chapter 12, p. 322 TE – Chapter 12, p. 323 TE – Chapter 12, p. 323 TE – Chapter 1, p. 20 TE – Chapter 1, p. 20 TE – Chapter 1, p. 21 TE – Chapter 1, p. 21 RTA - #45, p. 51 GRA - #3, p. 5 	X	X	X	

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GRADE 9 HEALTH			Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources			
Expectation 8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.					
SEXUALITY - Continued					
8.5 – Analyze messages about sexuality from society, including the media, and identify how those messages affect behavior.	<ul style="list-style-type: none"> • Enrichment – Teens in a Dating Relationship • Health Literacy – Poems and Song Lyrics • Watch Video – HIV and Teens: Remembering Krista Blake 	<ul style="list-style-type: none"> • TE – Chapter 12, p. 317 • TE – Chapter 12, p. 316 • Media Center video – 616.97 	X	X	
8.6 – Develop and use effective communication skills including the ability to discuss with parents questions on sexuality.*	<ul style="list-style-type: none"> • Health Skills Activity – Communication: Asking Difficult Questions • Health Skills Activity – Conflict Resolution: When Best Friends Disagree • Health Skills Activity – Communication: That’s What Friends Are For • Guided Reading Activities – Chapter 12, Lesson 1 	<ul style="list-style-type: none"> • TE – Chapter 18, p. 478 • TE – Chapter 12, p. 304 • TE – Chapter 11, p. 284 • GRA - #42, p. 79 	X	X	X
8.7 – Identify appropriate ways to show affections.	<ul style="list-style-type: none"> • Concept Mapping Activities - # 44 • Guided Reading Activities – Chapter 12, Lesson 3 	<ul style="list-style-type: none"> • CMA - #44, p. 44 • GRA - #44, p. 83 	X	X	
8.8 – Evaluate what students can do to counteract the false norms portrayed in the media.	<ul style="list-style-type: none"> • Cooperative Learning Activity – Body Image and the Media • Cooperative Learning Activity – Alcohol and the Media • Real Life Application – Seeing Through Alcohol Advertising • Watch video – Media: Truth or Fiction 	<ul style="list-style-type: none"> • TE – Chapter 5, p. 112 • TE – Chapter 22, p. 566 • TE – Chapter 22, p. 564 • Media Center video – 153.4 	X	X	X
8.9 – Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases.*	<ul style="list-style-type: none"> • Discussion – Information from National Institute of Health • Health Skills Activity – Refusal Skills: Lines of Defense • Cooperative Learning Activity – Promoting Abstinence • Real Life Application – HIV in Teens • Decision Making Activities - #25 • Guided Reading Activities – Chapter 25 	<ul style="list-style-type: none"> • Media Center • TE – Chapter 25, p. 657 • TE – Chapter 25, p. 656 • TE – Chapter 25, p. 660 • DMA - #25, p. 49 • GRA - #91, p. 174 • GRA - #91, p. 176 • GRA - #91, p. 178 • GRA - #91, p. 180 	X	X	X

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*Required under Education Code 51933 and/or 51934

GRADE 9 HEALTH			Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources			
Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health.					
PRODUCTS AND SERVICES/FOOD CHOICES					
9.1 – Identify a variety of consumer influences and analyze how those influences affect decisions.	<ul style="list-style-type: none"> • Real Life Application – Reading Product Labels • Cooperative Learning Activity – Comparison Shopping • Cooperative Learning Activity – Advertising Messages 	<ul style="list-style-type: none"> • TE – Chapter 3, p. 51 • TE – Chapter 3, p. 51 • TE – Chapter 3, p. 50 	X	X	X
9.2 – Use critical-thinking skills to analyze marketing and advertising techniques and their influence.	<ul style="list-style-type: none"> • Promoting Coordinated School Health – Developing a Vision • Discussing – Health Consumers • Reinforcing Concepts – Factors to Consider When Shopping • Cooperative Learning – Advertising Messages • Discussing – Comparison Shopping • Hands on Health Activity – Smoking Out Underage Tobacco Sales • Time Health – Clearing the Air • Decision Making Activities - #3 	<ul style="list-style-type: none"> • TE – Chapter 3, p. 49 • TE – Chapter 3, p. 49 • TE – Chapter 3, p. 49 • TE – Chapter 3, p. 50 • TE – Chapter 3, p. 50 • TE – Chapter 21, p. 554 • TE – Chapter 21, p. 556 • DMA - #3, p.5 	X	X	X
9.3 – Recognize helpful products and services.	<ul style="list-style-type: none"> • Guided Reading Activities – Chapter 3, Lesson 2 • Concept Mapping Activities - # 7 • Health Labs – Activity #3 	<ul style="list-style-type: none"> • GRA - #8, p. 15 • CMA - #7, p. 7 • HL - #3, p. 9 	X	X	
9.4 – Seek care from the school nurse or school-linked services when appropriate.	<ul style="list-style-type: none"> • Quick Start – Community Health Services • Tying to Prior Knowledge – Choosing Community Health Services • Guided Reading Activities – Chapter 3, Lesson 2 • Enrichment – Guest Speaker-Food Related Health Problems 	<ul style="list-style-type: none"> • TE – Chapter 3, p. 54 • TE – Chapter 3, p. 54 • GRA - #8, p. 15 • TE – Chapter 5, p. 136 	X	X	
9.5 – Identify appropriate sources of health services for a variety of illnesses.	<ul style="list-style-type: none"> • Discuss – Fig. 3.3-Visual Learning-Some Health Care Specialists • Cooperative Learning – Health Care Services and Facilities • Concept Mapping Activities - # 8 • Decision Making Activities – #3 	<ul style="list-style-type: none"> • TE – Chapter 3, p. 55 • TE – Chapter 3, p. 55 • CMA - #8 p. 8 • DMA - #3, p. 5 	X	X	

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GRADE 9 HEALTH			Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources			
Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health.					
PRODUCTS AND SERVICES/FOOD CHOICES - Continued					
9.6 – Develop and apply criteria for the selection or rejection of health products, services, and information.	<ul style="list-style-type: none"> • Discussing – Health Consumers • Reinforcing Concepts – Factors to Consider While Shopping • Cooperative Learning – Advertising Messages • Discussing – Comparison Shopping • Real Life Application – Reading Product Labels • Cooperative Learning Activity – Comparison Shopping • Guided Reading Activities – Chapter 3, Lesson 1 • Explaining – Enriched Foods • Activity – Food Additives • Reinforcing Concepts – Favorite Snack Foods • Guided Reading Activities – Chapter 5, Lesson 16 • Guided Reading Activities – Chapter 5, Lesson 17 • Guided Reading Activities – Chapter 5, Lesson 18 • Decision Making Activities – # 5 	<ul style="list-style-type: none"> • TE – Chapter 3, p. 49 • TE – Chapter 3, p. 49 • TE – Chapter 3, p. 50 • TE – Chapter 3, p. 50 • TE – Chapter 3, p. 51 • TE – Chapter 3, p. 51 • GRA - #7, p. 13 • TE – Chapter 5, p. 132 • TE – Chapter 5, p. 132 • TE – Chapter 5, p. 133 • GRA - #16, p. 30 • GRA - #17, p. 31 • GRA - #18, p.33 • DMA - #5, p. 9 	X	X	X
9.7 – Use critical-thinking skills to analyze the cost benefits of health care products and services.	<ul style="list-style-type: none"> • Q and A – How Do People Get Health Insurance? • Health Minute – Red Flags of Fraud • Concept Mapping Activities - # 9 • Guided Reading Activities - Chapter 3, Lesson 3 	<ul style="list-style-type: none"> • TE – Chapter 3, p. 57 • TE – Chapter 3, p. 61 • CMA - #9, p. 9 • GRA - #9, p. 17 	X	X	
9.8 – Develop and use strategies for identifying and combating fraudulent or misleading health products, services, and information.	<ul style="list-style-type: none"> • Activity – Product Fraud • Health Minute – Red Flags of Fraud • Real Life Application – Writing a Letter of Complaint • Myths & Reality – Myths & Facts • Guided Reading Activities – Chapter 3, Lesson 3 	<ul style="list-style-type: none"> • TE – Chapter 3, p. 61 • TE – Chapter 3, p. 61 • TE – Chapter 3, p. 62 • TE – Chapter 3, p. 62 • GRA - #9, p. 17 	X	X	X
9.9 – Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.	<ul style="list-style-type: none"> • More About – Advertising and Health • Cooperative Learning – Advertising Messages • Guided Reading Activities - Chapter 5 Lesson 1 • Health Minute – Managing your eating habits 	<ul style="list-style-type: none"> • TE – Chapter 3, p. 50 • TE – Chapter 3, p. 50 • GRA - #16, p.30 • TE – Chapter 5, p. 111 	X	X	

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GRADE 9 HEALTH				Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health.						
Goals/Objectives	Strategies	Resources	Evaluations			
PRODUCTS AND SERVICES/FOOD CHOICES - Continued						
9.10 – Use valid nutrition information to make healthy food choices.	<ul style="list-style-type: none"> • Critical Thinking – Recommended Food Servings • Health Skills Practice – On – The – Go – Food Choices • Cooperative Learning Activity – Healthy Fast Food Recommendations • Real Life Application – Smart Snacking • Reinforcing Concepts – Plan a Breakfast Menu • Discussing – Food Package Product Labels • Guided Reading Activity – Chapter 5 • Decision Making Activities - #5 • Video – <u>Food and Fat</u> 	<ul style="list-style-type: none"> • TE – Chapter 5, p. 125 • TE – Chapter 5, p. 125 • TE – Chapter 5, p. 125 • TE – Chapter 5, p. 127 • TE – Chapter 5, p. 128 • TE – Chapter 5, p. 133 • GRA – #16 p. 30 • GRA - #17 pp. 31-32 • GRA - #18 pp. 33-34 • DMA - #5, p.9 • Media Center Video - 613.2 	X	X	X	
9.11 – Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods and food supplements.	<ul style="list-style-type: none"> • Concept Mapping Activity – 22 • Enrichment Activity - 5 • Re-teaching Activity - 22 • Questions and Answers - Are Herbal Products safe because they're Natural? 	<ul style="list-style-type: none"> • CMA - #22, p. 22 • EA - #5, pgs. 10 – 11 • RTA - #22, pgs. 25 – 26 • TE – Chapter 6, p. 161 	X	X		
9.12 – Use critical-thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight according to individual need and scientific research.	<ul style="list-style-type: none"> • Quick Start – Diets • Health Skills Practice – Weight – Loss Strategies • Curriculum Connections – Language Arts • Hands on Health Activity – FAD Diets Harm Health • Critical Thinking – Consequences of Bulimia Nervosa • Guided Reading Activities – Chapter 6 Lesson 2 • Decision Making Activities – #6 • Video – <u>Nutrition for Performance</u> 	<ul style="list-style-type: none"> • TE – Chapter 6, p. 151 • TE – Chapter 6, p. 152 • TE – Chapter 6, p. 152 • TE – Chapter 6, p. 153 • TE – Chapter 6, p. 154 • GRA - #21, p. 39 • DMA - #6, p. 11 • Media Center Video – 613.7 	X	X	X	
9.13 – Use labels to compare the contents of food products.	<ul style="list-style-type: none"> • Guided Reading Activities – Chapter 5, Lesson 4 • Health Labs – Activity #5 • Discuss Figure 5.7 – Visual Learning – Nutrition Facts • Real Life Application – Smart Snacking 	<ul style="list-style-type: none"> • GRA - #19, P. 35 • HL - #5, p. 19 • TE – Chapter 5, p. 131 • TE – Chapter 5, p. 127 	X	X	X	

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GRADE 9 HEALTH			Aligned with State Curriculum Documents	Aligned with District Curriculum Documents	Performance Assessment
Goals/Objectives	Strategies	Resources			
Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health.					
<i>PRODUCTS AND SERVICES/FOOD CHOICES - Continued</i>					
9.14 – Use unit pricing to determine the most economical purchases.	<ul style="list-style-type: none"> Reinforcement Concepts – Facts to Consider While Shopping Discussing – Comparison Shopping Cooperative Learning – Comparison Shopping Cooperative Learning Activity – Comparison Shopping Guided Reading Activities – Chapter 3, Lesson #1 	<ul style="list-style-type: none"> TE – Chapter 3, p. 49 TE – Chapter 3, p. 50 TE – Chapter 3, p. 50 TE – Chapter 3, p. 51 GRA - #7, p. 13 	X	X	
9.15 – Use effective consumer skills to purchase healthy foods.	<ul style="list-style-type: none"> Activity – Nutritious Lunch Menu Cooperative Learning – Nutrient Information Health Literacy – Food Labels Discussing – Food Package Product Labels 	<ul style="list-style-type: none"> TE – Chapter 5, p. 129 TE – Chapter 5, p. 131 TE – Chapter 5, p. 131 TE – Chapter 5, p. 133 	X	X	X
9.16 – Adapt recipes to make them more healthy by lowering the amount of fat, salt, or sugar and increasing the amount of fiber.	<ul style="list-style-type: none"> Health Literacy – Nutritious Snacks Exploring Issues – Should Schools Limit the use of Vending Machines? Hands on Health Activity - Reducing your Intake of Fats 	<ul style="list-style-type: none"> TE – Chapter 5, p. 128 TE – Chapter 6, p. 149 TE – Chapter 5, p. 118 	X	X	X

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