

What Is It We Expect Students to Learn?

Grade:9 th /10 th	Subject: Health	Semester: Fall/Spring	Team Members: Northwestern/Rock Hill/South Pointe		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
<p>What is the essential standard to be learned? Describe in student-friendly vocabulary.</p>	<p>What does proficient student work look like? <i>Provide an example and/or description.</i></p>	<p>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</p>	<p>When will this standard be taught?</p>	<p>What assessment(s) will be used to measure student mastery?</p>	<p>What will we do when students have already learned this standard?</p>
<p>Standard 1 Students will comprehend concepts relating to increasing control over and improving their individual health. They will make changes that will reduce risk of illness and disease through lifestyle choices.</p>	<p>-Discuss the benefits of avoiding alcohol, tobacco, and other drugs -Describe the physical, social, and emotional changes that occur during adolescence. -Describe the benefits of abstinence, and effectiveness and risks of pregnancy prevention. *See SCHS performance indicators</p>	<p>-Basic comprehension of what health risks are and how they impact health</p>	<p>-Weeks 1,7,8,9, 12,14, and 15</p>	<p>*Teacher evaluation through exit slips, projects, and formal assessments via written tests.</p>	<p>Students who already have learned standards will be given specific mental health issues, drug laws, cyber bullying mandates etc. to research to further knowledge of health promotion concepts.</p>

<p>Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p>	<p>-Examine ways that media messages, and marketing influence the use of ATOD, self- concept, body image, food choices, etc. *See SCHS performance indicators</p>	<p>-Understanding terms such as influence, family, peers, culture, media, and technology</p>	<p>-Week 1,7,8,12,14,15</p>	<p>*Multiple choice quizzes *Short answer questions on canvas *Research projects *Guest speakers</p>	<p>Encourage students to have discussion with family regarding their history, culture, and beliefs regarding personal health.</p>
<p>Standard 3 Students will demonstrate the ability to access valid information pertaining to health care and wellness services (doctors, health clinics, rehabilitation centers) within their local community.</p>	<p>-Access valid local mental, emotional, physical, and reproductive health services *See SCHS performance indicators</p>	<p>-Understanding of what the term valid health services means</p>	<p>-Week 2,7,8,9,12,13,14, and 15</p>	<p>*Have students create brochures listing local health services available for mental health/drug rehabilitation *Online scavenger hunt of health care providers in their zip code</p>	<p>Students can apply to goal setting and planning for their future.</p>

<p>Standard 4 Students will demonstrate the ability to use verbal and non-verbal communication to enhance their relationships with others through positive communication.</p>	<p>-Students can evaluate ways to communicate with parents, family members, peers, and other safe adults. *See SCHS</p>	<p>-Understanding the differences between verbal and non-verbal communication.</p>	<p>-Weeks 2,4,5,6,7,8,9, 14, and 15</p>	<p>*Class and group discussion *Guest speaker</p>	<p>-Students can research methods of therapy/group counseling for communication. Give information to peer mediation club on campus on communication to resolve conflicts.</p>
<p>Standard 5 Students will demonstrate the ability to use decision- making skills regarding nutrition, physical activity, mental health, healthy sexuality and relationships in a manner that enhances the individual’s overall well-being.</p>	<p>-Integrate knowledge of body structure and function to make sound decisions related to personal and community *See SCHS performance indicators</p>	<p>-Have a foundation in what decision making is and how it applies to personal health and wellness.</p>	<p>-Week 4, 5,6,7,8,10,11,12,13,14, and 15</p>	<p>*Create a personal fitness plan *Create a nutrition plan for healthy living</p>	<p>-Look at CDC for statistics in their state regarding information pertaining to number of teens overweight, contracting STDs annually, and socioeconomic status and how it pertains to life expectancy.</p>
<p>Standard 6 Students will demonstrate the ability to use goal-setting skills that are specific, measurable, attainable, realistic, and timely to enhance health.</p>	<p>-Create a long term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal behaviors. *See SCHS performance indicators</p>	<p>-Need a base knowledge of goal setting to begin applying “SMART” method</p>	<p>-Week 7,8,14, and 15</p>	<p>*Create goal spreadsheet at start of semester for; academics, fitness, mental health, and social health. *At end of semester look at goals achieved and create a year-long goal plan</p>	<p>-Students can create specific goal sheets for their classes, four year plan, etc.</p>

<p>Standard 7 Students will demonstrate the ability to practice health enhancing behaviors; adequate hours of sleep, regular oral care and physical activity, proper diet and nutrition, avoidance of alcohol, tobacco and other drugs, to avoid and reduce health risks.</p>	<p>-Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD. -Implement a long-term personal wellness *See SCHS performance indicators</p>	<p>-Have an understanding of risk behaviors and to avoiding them while having a base knowledge of health enhancing behaviors.</p>	<p>-Week 1,7,8,9, 10, 11, 13, 14, and 15</p>	<p>*Multiple choice quizzes *Short answer questions on canvas *Research projects *Guest speakers</p>	<p>Look into assistance from health care providers on topics such as a nutritionist providing a diet plan, a personal trainer helping create a work-out program, etc.</p>
<p>Standard 8 Students will demonstrate the ability to support, voice and recommend benefits for their personal, family, and community well-being.</p>	<p>-Students can promote intervention and outreach for those dealing with ATOD use or abuse. -Advocate for the promotion and protection of healthy and safe environment. *See SCHS performance</p>	<p>-Understanding of what being an advocate means.</p>	<p>-Week 1, 8, 14, and 15</p>	<p>*Multiple choice quizzes *Short answer questions on canvas *Research projects *Guest speakers</p>	<p>-Students can create a presentation, PSA, or poster providing health support that is available in the community for their peers.</p>