

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**Curriculum Guide for Course: Introduction to Health Education**

**Grade: 9th**

## Program of Studies

This course, required of all freshman students, is a continuation of the decision-making model that was initiated through the skills-based health curriculum from elementary and middle schools. The curriculum is aligned directly with the national and state frameworks in order to reduce student at risk behaviors related to the use of alcohol, tobacco and other drugs. In addition, strategies are employed that will assist decision making with regard to human sexuality, and relationships with family and friends. The Intro to Health program will also help students to plan positive behaviors as they relate to the physical and intellectual aspects of wellness.

## National Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

<https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356>

## Skills

Students will be able to:

- comprehend concepts related to health promotion and disease prevention in order to enhance health.
- analyze influences on their health including external and internal influences (ie. Family, peers, culture, media, technology)
- demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- demonstrate the ability to use decision-making skills to enhance health
- demonstrate the ability to advocate for personal, family, and community health
- demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks



**Units**

**1. Analyzing Influences:** Students will understand the concept of “Why health matters” and examine the impact of healthy behaviors. Students will:

- Understand that practicing health enhancing behaviors can contribute to a positive quality of life.
- Assess personal health practices and influences on healthful behaviors.
- Be able to identify influences on healthy decision making and analyze whether or not these influences have a positive or negative impact on your health.
- Be able to reflect on personal values and beliefs and be able to practice using refusal skills effectively.
- Thinking of the impact substances have on the brain, students will be able to identify refusal skills when pressured by peers.
- Be able to recognize media influences on health decisions including alcohol, tobacco, and other drugs. And be able to access reliable information to support addiction.
- Have valid and reliable resources to understand the dangers of opioid use and the impact it has on the community.

**Core-Concept Tie-In:** Alcohol, Tobacco, and Other Drug (ATOD) effects on the body

**2. Decision-making:** Students will:

- Be able to identify the 5 components of decision making.

**Core-Concept Tie-In:** Sexuality and Reproduction. Students will be able to identify the components of the female and male reproductive systems and understand their connection to other systems, conception, contraception, and infection risk (STI’s including HIV/AIDS)

**3. Interpersonal Communication:** Students will:

- Be able to analyze information to identify at least 3 reasons fighting online is not a healthy decision.

**Core-Concept Tie-In:** Sexual harassment and conflict resolution

**4. Self Management:** Students will:

- Be able to identify at least 3 mental health issues and their symptoms.
- Identify characteristics of positive and negative body image and its impact on self esteem.
- Be able to identify at least 3 eating disorders; their impact on self esteem, and resources on how to help a friend with a disordered eating habit.

**Core Concepts Tie-In:** Managing Mental Health  
**Skill Tie-In:** Advocacy, Interpersonal Communication Skills

**5. Advocacy:** Students will

- Demonstrate how to influence and support others to make a healthy decision.

**Core-Concept Tie-In:** Alcohol, Tobacco, and Other Drug (ATOD) effects on the body

**Essential Questions**

- Why does understanding healthy behaviors impact overall health outcomes?
- How can others influence our health behaviors?
- How does each aspect of health impact your overall health?
- Who and what influences the decisions we make?
- How do your values help support making healthy decisions?
- Who influences your healthful decision making?
- How could a student help themselves or a friend with addiction?
- How do society norms influence decision making?
- How does opioid abuse impact a family? A community?

- What are the influences that will support my healthy decision making?
- What are the influences that will support my healthy decision making when it comes to sexual relationships?
- How can my knowledge of the reproductive system help maintain good sexual health?

- What is the most healthful way to resolve a conflict?
- What can I do if I see someone being sexually harassed?

- What do you think it means to be perfect?
- How does our body image impact our physical, mental, and social health?
- How can mental health impact physical and emotional health?

- How does the use of tobacco, alcohol, and other drugs have a potential negative impact on future goals?

**Key Activities**

1. Key activities may include discussions about:

- Connecting the health triangle with our wellness
- Identifying healthful behaviors using the Glencoe text book
- Identification of internal and external influences through:
  - Written assessment, written reflection
  - Small group projects
  - Community-based presentations and tie-in with RCASA
  - Modeling, practicing, and demonstrating skills

2. Key activities may include:

- Summative:
  - Peer discussion
  - Exit ticket
  - Small group and whole group discussion on topic questions
- Written assessments, role play, electronic baby

3. Key activities may include:

- Peer discussion on answers from prompts

4. Key activities may include:

- Discussion of what is perfection and it’s impact on our self esteem
- Reflection and written assessment
- Exit tickets
- Question review following the video
- Group discussion of case studies

5. Key activities may include:

- Anti-ATOD PSA
- Students work in small groups to research the short and long term impact tobacco/vape/marijuana/illegal drugs on health
- Small group projects and presentations created using technology

