



USD 258 Humboldt Schools

Curriculum Mapping

9th Health



Date completed	1 st Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I)
	Demonstrate knowledge of the consequences of risk behaviors of adolescents (3)	(HS1B1HIa)
	Demonstrate a knowledge of the six dimensions of health as they relate to one's personal health (3)	(HS1B2HIa)
	Demonstrate the ability to self-evaluate personal health and set individual goals to practice health-enhancing behaviors and reduce health risks (3)	(HS3B1HIa)
	Identify the signs of stress and practice a stress-reducing strategy that will work for them (2)	(HS3B2HIa)
	Evaluate the effects of diverse cultures on health behaviors (6)	(HS4B2HIa)
	Demonstrate effective communication and empathy skills with family, peers, and dating relationships (3)	(HS5B1HIa)
	Demonstrate the ability to effectively use health-enhancing and interpersonal communication skills to avoid potentially harmful situations (3)	(HS5B2HIa)
	Demonstrate effective decision-making skills (3)	(HS6B1Ia)
	Demonstrate effective goal setting (3)	(HS6B2HIa)

Vocabulary

Risk behavior: Acting in a manner that increases one's chances of being harmed.

Adolescence: The time of life between childhood and adulthood.

Stress: The body's response to changes.

Stressor: A trigger of stressor.

Communication: The exchange of thoughts, ideas, and beliefs between two or more people.

Conflict: A disagreement, struggle, or difference of opinion between opposing viewpoints.

Refusal skills: Effective ways of saying no.

Wellness: Actively making choices and decisions that promote good health.

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Essential Questions

What types of consequences can result from risky behavior?
How do the six dimensions of health relate to your personal health?
If you were to set individual personal health goals, how would you evaluate them?
How would you know if you were stressed and what strategies would you use to reduce your stress levels?
How does your cultural background affect your health behaviors?
What communication skills would you need to effectively communicate with your family, peers, and in dating relationships?
What strategies can you use to avoid potentially harmful situations?
What skills do you need to make good decisions?
What is the difference between effective and ineffective goal setting?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences

Activity Options

Modeling (IE, IA, KB)
Guided practice (BK, LM, MR)
Role Playing (BK, IE)
Visual Aides (SV, VL)
Multimedia Presentations (VL, SV, LM)
Consumer Products (VL)

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9th Health

Strategies

Active learning
Adaptive Scheduling
Anecdotes
Peer Modeling
Audio-visuals
Behavioral Observations
Buddy System
Cognitive Coaching Model
Games
Goals
Knowledge Assessment
Multimedia
Name Game
Multiple Solutions
Negative Brainstorming
Fitness Files
OPV-Other Peoples View
Inclusion
Nature Walks

USD 258 Humboldt Schools

Curriculum Mapping

9th Health

Resources

Health text/Computer and software/brochures/medical personnel/colleges/peers/KAHPERD

Assessments

Tests/Homework/Role Play/Questionnaires

Teacher notes



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Curriculum Mapping

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Date completed	2 nd Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I)
	Demonstrate knowledge of the consequences of risk behaviors of adolescents (3)	(HS1B1HIa)
	Demonstrate a knowledge of positive and negative influences of family and peers on unhealthy behaviors (3)	(HS1B3HIa)
	Evaluate the effects of diverse cultures on health behaviors (6)	(HS4B2HIa)
	Demonstrate effective communication and empathy skills with family, peers, and dating relationships (3)	(HS5B1HIa)
	Demonstrate the ability to effectively use health-enhancing and interpersonal communication skills to avoid potentially harmful situations (3)	(HS5B2HIa)
	Demonstrate effective decision-making skills (3)	(HS6B1Ia)

Vocabulary

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Stressor: A trigger of stressor.

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Conflict: A disagreement, struggle, or difference of opinion between opposing viewpoints.

Refusal skills: Effective ways of saying no.

Wellness: Actively making choices and decisions that promote good health.

Empathy: Identifying with and understanding of another's situation, feeling, and motives.

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USD 258 Humboldt Schools

Curriculum Mapping

9th Health

Essential Questions

What consequences could you face for risky behaviors?

How do your family and your peers influence your unhealthy behaviors?

What communication skills would you need to effectively communicate with your family, peers, and in dating relationships?

What strategies can you use to avoid potentially harmful situations?

What skills do you need to make good decisions?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences

Activity Options

Modeling (IE, IA, KB)

Guided practice (BK, LM, MR)

Role Playing (BK, IE)

Visual Aides (SV, VL)

Multimedia Presentations (VL, SV, LM)

Consumer Products (VL)

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9th Health

Date completed	3 rd Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I)
	Demonstrate knowledge of the consequences of risk behaviors of adolescents (3)	(HS1B1HIa)
	Demonstrate a knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality (3)	(HS1B4HIa)
	Evaluate the effects of media and technology on sexuality (6)	(HS4B1HIc)
	Evaluate the effects of diverse cultures on health behaviors (6)	(HS4B2HIa)
	Demonstrate effective communication and empathy skills with family, peers, and dating relationships (3)	(HS5B1HIa)
	Demonstrate the ability to effectively use health-enhancing and interpersonal communication skills to avoid potentially harmful situations (3)	(HS5B2HIa)
	Demonstrate effective decision-making skills (3)	(HS6B1Ia)
	Demonstrate effective goal setting (3)	(HS6B2HIa)

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9th Health

Essential Questions

What consequences could you face for risky behaviors?

What communication skills would you need to effectively communicate with your family, peers, and in dating relationships?

What strategies can you use to avoid potentially harmful situations?

What skills do you need to make good decisions?

What is the importance and what are the benefits of abstinence?

How can abstinence be applied to substance use and sexuality?

How does the media affect your decisions about sexuality?

How does technology affect your decisions about sexuality?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences

Activity Options

Modeling (IE,IA,KB)

Guided practice (BK,LM,MR)

Role Playing (BK,IE)

Visual Aides (SV,VL)

Multimedia Presentations (VL,SV,LM)

Consumer Products (VL)

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Active learning

Adaptive Scheduling

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Date completed	4 th Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I)
	Demonstrate knowledge of the consequences of risk behaviors of adolescents (3)	(HS1B1HIa)
	Demonstrate a knowledge of positive and negative influences of family and peers on unhealthy behaviors (3)	(HS1B3HIa)
	Locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice (3)	(HSD2B1HIa)
	Evaluate the effects of media and technology on alcohol use(6)	(HS4B1HIa)
	Evaluate the effects of media and technology on tobacco use (6)	(HS4B1HIb)
	Evaluate the effects of diverse cultures on health behaviors (6)	(HS4B2HIa)
	Demonstrate effective communication and empathy skills with family, peers, and dating relationships (3)	(HS5B1HIa)
	Demonstrate the ability to effectively use health-enhancing and interpersonal communication skills to avoid potentially harmful situations (3)	(HS5B2HIa)
	Demonstrate effective decision-making skills (3)	(HS6B1Ia)
	Demonstrate effective goal setting (3)	(HS6B2HIa)

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9th Health

Wellness: Actively making choices and decisions that promote good health.

Empathy: Identifying with and understanding of another's situation, feeling, and motives.

Alcoholism: An illness caused by a physical and mental need for alcohol.

Essential Questions

What consequences could you face for risky behaviors?

What communication skills would you need to effectively communicate with your family, peers, and in dating relationships?

What strategies can you use to avoid potentially harmful situations?

What skills do you need to make good decisions?

How does the media and modern technology influence your decisions about alcohol use?

How does the media and modern technology influence your decisions about tobacco use?

How does your family background affect your decisions about alcohol use?

How does your family background affect your decisions about tobacco use?

What are the health consequences of long-term alcohol use?

What are the health consequences of long-term tobacco use?

How does long-term alcohol use affect our society?

How does long-term tobacco use affect our society?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences

Activity Options

Modeling (IE, IA, KB)

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Role Playing (BK, IE)

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Date completed	Curriculum Objectives Learned and Reinforced Throughout the Year	Standard (S), Benchmark (B), Indicator (I)