

9TH GRADE HEALTH

LENGTH OF COURSE - 1 MARKING PERIOD

CREDITS 1.25

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

RUTHERFORD HIGH SCHOOL

RUTHERFORD , NEW JERSEY

1999

RUTHERFORD HIGH SCHOOL
Rutherford, New Jersey

PHYSICAL EDUCATION/HEALTH DEPARTMENT

Course Outline - 9

I. Statement of Purpose

The primary goal of the 9th grade health/drug education curriculum is to provide students with the necessary awareness to meet the health needs of their age group in today's society. One of the most important aspects of any student's individual life is to develop and maintain good health in our constantly changing environment. This curriculum is designed to meet these specific objectives.

Health 9 place emphasis on self evaluation and alternatives to substance abuse through the *DARE unit. It also includes various methods for reducing stress in their lives. The family living portion of the curriculum emphasizes the importance of reducing risk taking behaviors and identifying the AIDS virus. (*as available-Rutherford Police Department/DARE officer)

II. STUDENT OUTCOMES

Students outcomes are based on the New Jersey Core Curriculum Content Standards in Comprehensive Health and Physical Education Standards and Progress Indicators (levels 9-12).

- 2.1 All students will learn health promotion and disease prevention concepts and health enhancing behaviors.
- 2.2 All students will learn health-enhancing personal, interpersonal, and life skills.
- 2.3 All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.
- 2.4 All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.
- 2.5 All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.
- 2.6 All students will learn and apply health-related fitness concepts.

HEALTH 9

Unit 1 Stress

Stress

A. definition

1. stressors
2. physical reactions
3. mental reactions

B. Stages of stress

1. general adaptation syndrome
2. alarm stage
3. adrenaline
4. homeostasis
5. flight or fight response
6. resistance
7. coping
8. exhaustion stage
9. psychosomatic illnesses

C. Suicide

1. depression
2. blues
3. women /men

D. Three stressors that lead to teenage suicide

1. stress of growing up
2. stress of loss
3. stress to succeed

E. Warning signs of suicide

1. write about it
2. having a plan
3. appearance
4. living will
5. overgeneralization
6. personalization

F. Types of suicide

1. copy cat suicides
2. pact suicides

G. Ways to reduce stress

1. identify your stress
2. say no
3. maintain good physical health-exercise/diet /rest
4. relaxation techniques- meditation/ visualize/ breathing techniques
5. social support

H. Types of personality

1. type A
2. type B

Unit II Female system

A. Puberty

1. ages for girls
2. secondary sex characteristics
3. primary sex characteristics

B. Female Anatomy

1. estrogen and progesterone
2. ovaries
3. fallopian tubes
4. uterus
5. cervix
6. vagina
7. endometrium
8. hymen
9. bladder
10. urethra

C. Menstrual cycle

1. definition
2. ages
3. ovulation
4. length
5. cycle
6. menopause
7. dysmenorrhea

D. Phases of menstrual cycle

1. follicle
2. corpus luteum
3. menstrual
4. estrogen
5. progesterone
6. follicle stimulating hormone
7. luteinizing hormone
8. pituitary gland

E. Female reproductive disorders

1. First Gynecological exam/what to expect
2. PMS
 - a. cause
 - b. symptoms
 - c. treatment
3. TSS
 - a. cause
 - b. symptoms
 - c. treatment
4. Endometriosis/endometrial implants

5. Ovarian cysts
 - a. definition
 - b. treatments
6. Cancer of the cervix
 - a. PAP smear
7. Breast cancer
 - a. symptoms
 - b. examination (self)
 - c. contributing factors
 - d. treatments

F. Contraceptives

1. abstinence
2. rhythm method
3. pill

Unit III Male System

A. Puberty

1. ages for boys
2. secondary sex characteristics
3. primary sex characteristics

B. Male Anatomy

1. testes
2. parts of the sperm
3. male sperm
4. scrotum
5. epididymis
6. vas deferens
7. semen
8. prostate gland
9. seminal vesicle
10. cowpers gland
11. ejaculation duct
12. erectile tissue
13. urethra
14. foreskin
15. glans

C. Circumcision

1. reasons for circumcision

D. Contraceptives

1. abstinence
2. withdrawal
3. condoms
4. vasectomy

- E. Problems of the male system
 - 1. testicular cancer
 - a. treatment
 - b. symptoms
 - c. contributing factors
 - 2. prostate cancer
 - a. treatment
 - b. symptoms
 - c. contributing factors
 - 3. inguinal hernia
 - a. treatment
 - b. symptoms
 - 4. undescended testes
 - a. treatment
 - 5. sterility
 - 6. breast cancer
 - a. treatment
 - b. symptoms
 - c. contributing factors

Unit IV

- A. Three conditions needed for fertilization
 - 1. egg
 - 2. sperm
 - 3. joining
- B. Developing egg
 - 1. zygote
 - 2. embryo
 - 3. fetus
- C. Length of pregnancy
 - 1. days
 - 2. months
 - 3. weeks
- D. Function of the
 - 1. uterus
 - 2. amniotic sac
 - 3. amniotic fluid
 - 4. placenta
 - 5. umbilical cord
- E. Stages of labor
 - 1. first stage
 - a. contractions
 - b. amniotic sac breaking
 - c. mucous plug (bloody show)
 - d. longest stage
 - 2. second stage
 - a. birth of baby

- b. episiotomy
- c. cervix dilation

- 3. third stage
 - a. afterbirth

F. APGAR

- 1. reflexes of baby

G. Types of birth

- 1. vaginal
- 2. caesarean section
- 3. breech

H. Twins

- 1. identical
- 2. fraternal
- 3. conjoined

I. Problems of birth

- 1. morning sickness
- 2. anemia
- 3. breech
- 4. toxemia
- 5. ectopic
- 6. fetal alcohol syndrome
- 7. tobacco use during pregnancy

Unit V AIDS

1. AIDS

A. What does AIDS stand for?

- 1. acronym

B. Causes

- 1. HIV virus
- 2. define HIV
- 3. overview of virus

C. Infectious disease

- 1. definition
- 2. examples
- 3. why AIDS is infectious

D. How AIDS is spread

- 1. I.V. drug user
- 2. ear and body piercing
- 3. blood transfusions
- 4. cuts/wounds
- 5. sexually
- 6. pregnancy/breast milk
- 7. tattoos

- E. AIDS epidemic
 - 1. How many people in U.S. have AIDS
 - 2. New Jersey

- F. History
 - 1. Africa - 1970
 - 2. U.S. - 1981

- G. ARC
 - 1. definition
 - 2. symptoms
 - 3. relationships to AIDS

- H. Sexual Transmission
 - 1. vaginal intercourse
 - a. review female system
 - 2. anal intercourse
 - a. review male system
 - 3. oral sex
 - 4. menstrual blood

- I. Prevention
 - 1. abstinence
 - a. 100% effective
 - 2. refrain from anal intercourse
 - 3. multiple sex partners
 - 4. condom use
 - a. Barrier method
 - 5. oral sex
 - 6. blood transfusion - before 1985

- J. How AIDS is not spread
 - 1. sneezing, coughing
 - 2. toilets
 - 3. phone
 - 4. eating utensils
 - 5. mosquitos
 - 6. clothing
 - 7. hugging/shaking hands
 - 8. donating blood

- K. Testing
 - 1. Elisa Testing
 - 2. Western Blot Test

Unit VI DARE UNIT

The aim of the high school DARE project is to extend the information and reinforce the skills students need to enable them to act in their own best interest when facing high-risk, low-gain choices and to resist peer pressure and other influences in making their personal

choices. Equal emphasis is placed on helping students to recognize and cope with feelings of anger without causing harm to themselves or others and without resorting to violence or the use of alcohol and drugs.

The high school level DARE program consists of a series of five lessons on social skills and violence prevention strategies to be taught by a trained police officer and teacher. The lessons and activities are designed to be taught over a period of eleven days during the required course in health.

A. Administer Pretest: (1 day-teacher)

B. Reducing the demand for drugs: (Lesson 1 - 1 day) officer

1. how alcohol abuse and drug abuse affects everyone
2. risk of using psychoactive drugs.
3. awareness and acceptance of the negative consequence of alcohol/drug/tobacco use
4. resisting pressures to use drugs/alcohol/tobacco
5. being a role model

C. Communicating choices assertively:(Lesson 2 - 2 days) teacher-officer

1. involves the ability to make decisions and respond confidently
2. respecting the choices and feelings of others
3. risk taking and possible consequences

D. Drug related behavior and the Law: (Lesson 3 - 2 days) teacher - officer

1. laws and school codes concerning drug-related behavior
2. laws and codes of conduct have been established to protect people
3. arrest records
4. laws that govern the use of a vehicle

E. Overview of drugs, media, and violence: (Lesson 4 - 2 days) teacher - officer

1. violence is a destructive behavior
2. violence is intensified by the use of alcohol and drugs
3. how media may contribute to violent behavior
4. ways to reduce violence

F. Managing anger and resolving conflicts without drugs: (Lesson 5 - 2 days teacher officer

1. learning how to manage feelings
2. anger and conflict are a normal part of daily living
3. ways to avoid fights
4. positive ways of expressing and managing feelings of anger

G. Post - Test: (Lesson 6 - 1 day) Teacher

Resource Materials

1. Textbook - Glencoe Health - A Guide to Wellness, Copyright 1999
2. DARE - RESOURCE MATERIALS:

DARE - Teacher Manual: Los Angeles Unified School District, 1989.

DARE - Student's Manual: Los Angeles Unified School District, 1989.

Health: Houghton Mifflin Company, Boston, 1987, 1992 Impression
3. Pamphlets/Booklets
 - a. AIDS Prevention Guide: U.S. Department of Health and Human Service. September 1994.
 - b. Alcohol and Teens: BLR Student Life Booklets, Madison, Ct.1997
 - c. Catalog of HIV and AIDS Education and Prevention Materials: U.S. Department of Health and Human Services. Washington, D.C. September 1994.
 - d. Channing L. Bete Co. Publishers
Pamphlets/Handouts
 1. About Depression 1993
 2. About Suicide Among Young People 1993
 3. Abstinence - Saying "No" to Sex 1993
 4. Conflict Resolution 1997
 5. How Family Violence Affects Children 1997
 6. How to Refuse Drugs 1992
 7. Peer Pressure - What every teenager should know 1996
 8. Teens and Sexual Harassment 1996
 - e. Children, Parents, and HIV: American Red Cross. ISBNB 0-86536-109-6, Stock No. 329540, May 1992.
 - f. Close Encounters: Adolescents and AIDS Operator's Manual: Cathy S. Greenblat. 1992.
 - g. Everything You Need To Know About AIDS: Barbara Taylor.

New York, 1991.

- h. Giving and Receiving Blood: American Red Cross. ISBN 0-86536-157-6, Stock No. 329546, June 1996.
 - i. HIV/AIDS and Abstinence: U.S. Department of Health and Human Services. Rockville, MD 1997.
 - j. HIV/AIDS Educational Material for Adolescents: U.S. Department of Health and Human Services. Rockville, Md. 1997.
 - k. HIV AIDS Surveillance Report: U.S. Department of Health and Human Services. Atlanta, Georgia. 1993.
 - l. School Systems and HIV: Information for Teachers and School Officials: American Red Cross. ISBN 0-86536.110-X, Stock No. 329541, February 1993.
 - m. Teenagers and HIV: American Red Cross. ISBN 0-86536-139-8, Stock No. 329536, June 1992.
 - n. Teen Guide to AIDS Prevention: Alan Norse. New York, 1991.
 - o. The National AIDS Strategy: The White House. 1997.
 - p. The National AIDS Strategy Appendices: The White House. 1997.
 - q. Women, Sex, and HIV: American Red Cross. ISBN 0-86536-0871, Stock No. 329537, December 1992.
 - r. Youth & HIV/AIDS: An American Agenda. A Report to the President: Office of National AIDS Policy. March 1996.
- 4. New Jersey Comprehensive Health and Physical Education Curriculum Framework (to be incorporated as they become available)
 - 5. Videos (RHS Library Catalog #'s)
 - A. What Price Glory - 116 Women's PE Office

4. Where to go for help
 5. The cycle of abuse
- “Family Affair” Video and speaker

Bergen County Rape Crisis Center - A Program of the YWCA of Bergen County

Topic: Sexual Harassment -Presentation includes information about:

1. Sexual harassment what is it?
2. What is the difference between sexual harassment and flirting
3. What is rape
4. Who/why people get raped
5. What to do if you are raped
6. Where to go for help

“Sexual Harassment” Video and speaker

The Center for Family Life Education of Greater Northern New Jersey/Planned Parenthood

Topic: Contraception-Presentation includes information about:

1. Brief overview on contraceptives
 - a. Norplant
 - b. Pill
 - c. Condoms
 - d. Diaphragm
 - e. IUD
2. What is HIV?
3. Who can get HIV?
4. Precautions to take against getting HIV
5. Different types of behaviors that can put you danger of getting an STD

Evaluation

In accordance with current grading policies as adopted by the Rutherford Board of Education, a student’s final grade will be determined on the basis of his/her performance on tests, quiz grades, projects, class participation, homework assignments and notebook quality.