

## USD 383 Manhattan-Ogden Health Curriculum Map

Welcome to the **curriculum design maps** for Manhattan-Ogden USD 383, striving to produce learners who are:

- **Effective Communicators** who clearly express ideas and effectively communicate with diverse audiences,
- **Complex Thinkers** who identify, access, integrate, and use available resources,
- **Collaborative Workers** who use effective leadership and group skills to develop positive relationships within diverse settings,
- **Community Contributors** who use time, energies and talents to improve the welfare of others,
- **Self-Directed Learners** who create a positive vision for their future, set priorities and assume responsibility for their actions, and
- **Quality Producers** who create intellectual, artistic and practical products which reflect high standards. [Click here for more.](#)

### Overview of Health Curriculum:

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The following map was drafted by teachers based on the Kansas K-12 Health Education Standards which can be found at: [http://www.kshealthykids.org/HKS\\_Docs/Standards/Health\\_Standards.pdf](http://www.kshealthykids.org/HKS_Docs/Standards/Health_Standards.pdf) and the National Health Education Standards located at: <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

“Research shows that elementary students, who are given nutrition, physical activity and substance abuse resistance skills education, eat a healthier diet, exercise more, and resist substance use. Students in grades 5-12, who receive health education focused on the CDC’s risk factors for adolescents, also eat healthier, exercise more, resist substance use, avoid intentional and unintentional injury, and also delay sexual activity.” Kansas Model Curricular Standards for Health Education

**2015-16 USD 383 Manhattan-Ogden Year at a Glance- Grade 9 Health**

<b>Unit Description and Estimated Time Frame</b>	<b>Course/Grade Level Standards</b>	<b>Vocabulary</b>	<b>Essential Questions</b>	<b>Texts to be read (Informational and Literature-based)</b>	<b>Assessments (note if optional)</b>
<p><b>Unit 1</b>  <b>Making Healthy Decisions</b>                      14 school days</p>	<p>1:1 The student will analyze how behavior can impact health maintenance and disease prevention.                      1:2 The student will describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.                      1:3 The student will analyze how their family, peers, and community influence the health of individuals.                      1:4 The student will describe how to delay the onset of and reduce risk for potential health problems across their lifespan.                      1:5 The student will analyze how public health policies and government regulations influence health promotion and disease prevention.                      2:1 The student will demonstrate the ability to evaluate health information, products, and services for validity, reliability, and effectiveness as they relate to personal selection.                      3:1 The student will analyze the short-term and long-term consequences of safe, risky, and harmful behaviors and recognize their responsibility for self-management.                      5:1 The student will demonstrate skills for communicating effectively with family, peers, and others.                      6: 1 The student will demonstrate the ability to utilize various strategies</p>	<ul style="list-style-type: none"> <li>• Joint</li> <li>• Sprain</li> <li>• Smooth muscle</li> <li>• Cardiac muscle</li> <li>• Neuron</li> <li>• Skeletal system</li> <li>• Nervous system</li> <li>• Cardiovascular system</li> <li>• Concussion</li> <li>• Ventricles</li> <li>• Arrhythmia</li> <li>• Plaque</li> <li>• Low-density lipoproteins</li> <li>• Bronchitis</li> <li>• Aerobic</li> <li>• Anaerobic</li> <li>• Isometric</li> <li>• Isotonic</li> <li>• FITT</li> <li>• Cementum</li> <li>• Gums</li> <li>• Orthodontist</li> <li>• Periodontal disease</li> <li>• Cornea</li> <li>• Anabolic steroids</li> <li>• Tartar</li> </ul>	<p>How will you maintain a healthy lifestyle as you grow into adulthood?</p>	<p><u>Chapters 11-14:</u>                      Skeletal/Muscular/Nervous                      Cardiovascular system                      Respiratory system                      Types of physical activity/setting goals                      Exercising safely/preventing injuries                      Teeth, Gums, Eyes, Ears, Skin, Hair, Nails, Sleep</p> <p><u>Chapter 1:</u>                      Advocate activity (poster for 1<sup>st</sup> graders)                      Assign groups/topics for presentations</p>	<p>Unit 1 Exam, open note, 45 questions (35 multiple choice, 10 true/false)</p> <p align="center">Group presentations</p>

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	<p>when making decisions related to health needs and risks of young adults.</p> <p>6:2 The student will demonstrate the ability to create short-term and long-term health goals and the ability to predict the immediate and long-term impact of these goals on the individual.</p> <p>7:2 The student will evaluate and express the effectiveness of communicating accurate health information and ideas.</p>				

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<p><b>Unit 2 Nutrition</b></p> <p>8 school days</p>	<p>2:1 The student will demonstrate the ability to evaluate health information, products, and services for validity, reliability, and effectiveness as they relate to personal selection.</p> <p>2:2 The student will analyze situations requiring professional health services.</p> <p>3:1 The student will analyze the short-term and long-term consequences of safe, risky, and harmful behaviors and recognize their responsibility for self-management.</p> <p>3:2 The student will identify and practice strategies to manage stress.</p> <p>4:1 The student will evaluate the influences of media and technology on health.</p> <p>4:2 The student will analyze how cultural diversity enriches and challenges health behavior.</p> <p>5:2 The student will demonstrate refusal, negotiation, collaboration, mediation, and conflict resolution skills to avoid potentially harmful situations.</p>	<ul style="list-style-type: none"> <li>• 6 classes of nutrients</li> <li>• MyPlate</li> <li>• Dehydration</li> </ul>	<p align="center">x</p>	<p><u>Chapters: 8, 9, 10</u></p> <p>Classes of Nutrients</p> <p>Nutrition Labels / BMI</p> <p>Digestions &amp; Excretion</p>	<p>Unit 2 Exam, open note, 30 questions (23 multiple choice, 7 true/false)</p>

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<p><b>Unit 3</b> <b>Mental and Social Health</b></p> <p>9 school days</p>	<p>2:1 The student will demonstrate the ability to evaluate health information, products, and services for validity, reliability, and effectiveness as they relate to personal selection.</p> <p>2:2 The student will analyze situations requiring professional health services.</p> <p>3:1 The student will analyze the short-term and long-term consequences of safe, risky, and harmful behaviors and recognize their responsibility for self-management.</p> <p>3:2 The student will identify and practice strategies to manage stress.</p> <p>4:2 The student will analyze how cultural diversity enriches and challenges health behavior.</p> <p>5:1 The student will demonstrate skills for communicating effectively with family, peers, and others.</p> <p>5:2 The student will demonstrate refusal, negotiation, collaboration, mediation, and conflict resolution skills to avoid potentially harmful situations.</p>	<p align="center">x</p>	<p align="center">x</p>	<p><u>Chapters: 2, 3, 4, 5, 6, 7</u></p> <p>Personality, Self Esteem, Emotions</p> <p>Managing Stress</p> <p>Mental Disorders/Suicide</p> <p>Relationships</p> <p>Preventing Violence</p>	<p>Unit 3 Exam (30 questions, 23 multiple choice, 7 true/false)</p>

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<p><b>Unit 4</b></p> <p><b>Drug Education and Human Development</b></p> <p>13 school days</p>	<p>1:1 The student will analyze how behavior can impact health maintenance and disease prevention.</p> <p>1:2 The student will describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.</p> <p>1:3 The student will analyze how their family, peers, and community influence the health of individuals.</p> <p>1:4 The student will describe how to delay the onset of and reduce risk for potential health problems across their lifespan.</p> <p>1:5 The student will analyze how public health policies and government regulations influence health promotion and disease prevention.</p> <p>2:1 The student will demonstrate the ability to evaluate health information, products, and services for validity, reliability, and effectiveness as they relate to personal selection.</p> <p>2:2 The student will analyze situations requiring professional health services.</p> <p>3:1 The student will analyze the short-term and long-term consequences of safe, risky, and harmful behaviors and recognize their responsibility for self-management.</p> <p>3:2 The student will identify and practice strategies to manage stress.</p>	<ul style="list-style-type: none"> <li>• Depressant</li> <li>• Stimulant</li> <li>• Blood Alcohol Content</li> <li>• Overdose</li> <li>• DWI/DUI</li> <li>• Misuse, abuse, proper use</li> <li>• Psychoactive drugs</li> <li>• Opiates</li> <li>• Methamphetamines</li> <li>• Cocaine</li> <li>• Ecstasy</li> <li>• Heroin</li> <li>• Club Drugs</li> <li>• Marijuana</li> </ul>	<p>How will you intervene if a friend is struggling with a drug/alcohol addiction?</p>	<p><u>Chapters: 18 and 19</u></p> <p>Research on: Hallucinogens Depressants Stimulants Alcohol Tobacco</p> <p>Relate 360</p>	<p>Participation</p> <p>Pre-test/Post test</p> <p>Student Growth Measure</p>

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	<p>4:1 The student will evaluate the influences of media and technology on health.</p> <p>4:2 The student will analyze how cultural diversity enriches and challenges health behavior.</p> <p>5:1 The student will demonstrate skills for communicating effectively with family, peers, and others.</p> <p>6:1 The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p> <p>7:1 The student will evaluate and express the effectiveness of communicating accurate health information and ideas.</p> <p>7:2 The student will demonstrate ability to work cooperatively when advocating for health.</p>				
<p>Unit 1, 2, 3, 4 = 1 quarter, then repeat for quarters 2, 3, 4</p>					