

Corsica Stickney Curriculum Map

Unit Title: A Healthy Foundation Chapter 1: Understanding Health and Wellness Chapter 2: Taking Charge of your Health Subject: Health Grade:9 th	Teacher: LaDawn Nelson Duration: January – February 2027
Summary of unit: Students will explored the following topics: your total health, what affects your health, health risks and behaviors, and promoting health and wellness. (These are titles to the lessons in the chapter.) Students will explore the following topics: building health skills, making responsible decisions and setting goals, being a health-literate consumer, and managing consumer problems.	
Stage 1 – Desired Results	
Standards(unpacked) Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on healthy behaviors. Health Education Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health. Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	Essential Questions: What is health? Why would you want to be healthy? Who is most responsible for your health? What is the health triangle? How does heredity, environment, and other factors affect your health? What are the steps you can take to avoid or reduce risks in your health? How do you become an individual who is health literate? What is a health skill? How can health skills help you achieve wellness? Why should you be a health-literate consumer?

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Health Education Standard 6: Students will demonstrate the ability to use goal setting to enhance health. Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.															
Factual Knowledge Students will know: The following vocabulary terms: health, spiritual health, wellness, chronic disease, heredity, environment, peers, culture, media, technology, risk behaviors, cumulative risks, prevention, abstinence, health literacy, health skills, interpersonal communication, refusal skills, conflict resolution, stress, stress management skills, advocacy, values, decision-making skills, goals, short-term goals, long-term goals, action plan, health consumer, advertising, comparison shopping, warranty,	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left; padding: 5px;"> Procedural Knowledge Students will be able to: </th> <th style="width: 50%; text-align: left; padding: 5px;"> Conceptual Knowledge Students will understand: </th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">How to make healthy decisions about your physical, emotions, and social well-being?</td> <td style="padding: 5px;">Health triangle</td> </tr> <tr> <td style="padding: 5px;">How to use technology to make better health choices?</td> <td style="padding: 5px;">Health continuum</td> </tr> <tr> <td style="padding: 5px;">Process on identifying health risks.</td> <td style="padding: 5px;">Risks from the Centers for Disease Control</td> </tr> <tr> <td style="padding: 5px;">How to identify health skills and how they benefit your life.</td> <td style="padding: 5px;">Nation's health goals.</td> </tr> <tr> <td style="padding: 5px;">How to create short-term and long-term goals.</td> <td style="padding: 5px;">Decision making and goal setting process</td> </tr> <tr> <td style="padding: 5px;">How to be a health-consumer.</td> <td style="padding: 5px;">Better Business Bureau</td> </tr> </tbody> </table>	Procedural Knowledge Students will be able to:	Conceptual Knowledge Students will understand:	How to make healthy decisions about your physical, emotions, and social well-being?	Health triangle	How to use technology to make better health choices?	Health continuum	Process on identifying health risks.	Risks from the Centers for Disease Control	How to identify health skills and how they benefit your life.	Nation's health goals.	How to create short-term and long-term goals.	Decision making and goal setting process	How to be a health-consumer.	Better Business Bureau
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consumer advocate, malpractice, health fraud		
Stage 2 – Assessment Evidence		
Performance Tasks: Journals, quizzes, worksheet, chapter tests	Unit Pre-Assessment: Introduction Journal Other Evidence/Assessments Used: Quizzes for each section, end of section questions, in class discussions, chapter reviews, chapter tests Degree of Competency (select one) Introduced/reinforced/mastered Introduced	
Evidence of a student’s ability to demonstrate competency Chapter Test	Differentiation Considerations: Reading and discussing lessons with the class. Videos that give visual representation for lessons. Group projects to promote central ideas of chapter. Guided notes and shortened tests for those who need it.	
Stage 3 – Learning Plan		
Learning Activities:(How is the content taught?) procedures/topics Reading and discussing lesson with class. Delivering a PowerPoint Presentation highlighting the main concepts. Students taking notes and using notes to complete quizzes and worksheets. Students completing activity on vocabulary in chapter.		

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Lesson Descriptions

Chapter 1

Lesson 1: Being in the best of health throughout your life means making healthy choices and practicing healthful behaviors.

Lesson 2: Understanding how heredity, environment, and other factors affect your health can help you make healthy decisions.

Lesson 3: Risk behaviors can harm your health, but there are steps you can take to avoid or reduce these risks.

Lesson 4: Staying healthy takes knowledge, a plan, and practicing healthful behaviors.

Chapter 2

Lesson 1: You can develop skills that will help you manage your health throughout your life.

Lesson 2: You can actively promote your well-being by making healthful choices and setting positive goals.

Lesson 3: A health-literate consumer carefully evaluates health products and services.

Lesson 4: Knowing how to handle consumer problems is an important skill to learn.

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Unit Title: Mental & Emotional Health Chapter 3: Achieving Mental & Emotional Health Chapter 5: Mental & Emotional Problems Subject: Health Grade:9 th	Teacher: LaDawn Nelson Duration: February - March 2027
Summary of unit: Students will explore the following topics: developing your self-esteem developing personal identity and character, and expressing emotions in healthful ways Students will explore the following topics: dealing with anxiety and depression, mental disorders, suicide prevention, and getting help	
Stage 1 – Desired Results	
Standards(unpacked) Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on healthy behaviors. Health Education Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health. Health Education Standard 4: Students will demonstrate interpersonal-	Essential Questions: What is mental and emotional health? Why is creating your own personal identity and character important? How can we express emotions in a healthful way? What is anxiety and depression? How do we diagnose and treat mental disorders? How can we help prevent suicide? Where can we get help with mental health problems?

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communication skills to enhance health and avoid or reduce health risk. Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Health Education Standard 6: Students will demonstrate the ability to use goal setting to enhance health. Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks. Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
Factual Knowledge Students will know: The following vocabulary terms: mental/emotional health, resilient, self-esteem, competence, hierarchy or needs, self-actualization, personal identity, role model, personality, character, integrity, constructive criticism, emotions, hormones, hostility, empathy, defense	Procedural Knowledge Students will be able to: Evaluate factors that affect one’s self-esteem Understand why good character is important Express emotions in healthy ways	Conceptual Knowledge Students will understand: Self-esteem Good character Different ways to express emotions Difference between anxiety and depression What warning signs of suicide to watch for Where to go to get help for mental health problems

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mechanism, anxiety, depression, apathy, mental disorder, stigma, anxiety disorder, mood disorder, conduct disorder, alienation, suicide, cluster suicides, psychotherapy, behavior therapy, cognitive therapy, family therapy, group therapy, drug therapy	Use stress-management skills to help reduce anxiety Identify warning signs of suicide Know where to get help with mental health problems	
Stage 2 – Assessment Evidence		
Performance Tasks: Journals, quizzes, worksheet, projects, chapter review, chapter test, research papers	Unit Pre-Assessment: Introduction Journal Other Evidence/Assessments Used: Quizzes for each lesson, chapter reviews, chapter tests, end of section assessments, worksheets Chapter 3 final project- create 5 islands of personality of their own Chapter 5 – Research paper on a mental health illness Degree of Competency (select one) Introduced/reinforced/mastered Introduced	
Evidence of a student’s ability to demonstrate competency Final Project & Chapter Tests	Differentiation Considerations: Reading and discussing lessons with the class. Videos that give visual representation for lessons. Group projects to promote central ideas of chapter. Guided notes and shortened tests for those that need it.	
Stage 3 – Learning Plan		

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Learning Activities:(How is the content taught?) procedures/topics

Chapter 3

Reading and discussing lessons with class.

Delivering a PowerPoint Presentation highlighting the main concepts.

Students taking notes and using notes to complete quiz.

Students completing activity on vocabulary in chapter.

Showing videos to reinforce main ideas

Chapter 5

Reading and discussing lessons with class.

Delivering a PowerPoint Presentation highlighting the main concepts.

Students taking notes and using notes to complete quiz.

Students completing activity on vocabulary in chapter.

Showing videos to reinforce main ideas

Lesson Descriptions

Chapter 3

Lesson 1: Good mental and emotional health are directly related to healthy self-esteem

Lesson 2: Being a person of good character can build a healthy personal identity.

Lesson 3: Learning to manage emotions in healthful ways contributes to good mental and emotional health

Chapter 5

Lesson 1: Anxiety and depression are two of the most common mental health problems. Stress-management techniques can help people cope with day-to-day anxiety. Depression can be treated by a mental health professional.

Lesson 2: Mental disorders are diseases that can be diagnosed and treated. The disorders are classified into several types, based on their symptoms.

Lesson 3: Certain factors increase the risk of suicide, and warning signs may indicate that a person is considering suicide.

Professional help and support from friends and family can often prevent suicide.

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Lesson 4: Many types of mental health professionals, agencies, and treatments are available to help people with mental health problems.

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Unit Title: Diseases and Disorders Chapter 23: Communicable Diseases Chapter 24: Sexually Transmitted Diseases and HIV/AIDS Subject: Health Grade:9 th		Teacher: LaDawn Nelson Duration: March – April 2027	
Summary of unit: Chapter 23 Students will explore the following topics: Understanding communication diseases, common communicable diseases, fighting communicable diseases, and emerging diseases and pandemics. Chapter 24 Students will explore the following topics: sexually transmitted diseases, preventing and treating STD’s, HIV/AIDS, and preventing and treating HIV/AIDS.			
Stage 1 – Desired Results			
Standards(unpacked) Health Education Standard 6: Students will demonstrate the ability to use goal setting to enhance health. Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.		Essential Questions: Chapter 23 How often do you get a cold or flu? How do you think you get these illnesses? What do you do to recover from them? Chapter 24 What do you know about infections that are spread through sexual contact? Why is it important for you to know about these infections?	
Factual Knowledge Students will know: Chapter 23 The following vocabulary terms: communicable diseases, infection, virus, bacteria, toxins, vector,	Procedural Knowledge Students will be able to: Chapter 23 How to take precautions against infection. How the immune response works.	Conceptual Knowledge Students will understand: Chapter 23 Types of pathogens Type of common communicable diseases. Factors for emerging infections. Chapter 24	

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respiratory tract, mucous membrane, pneumonia, jaundice, cirrhosis, immune system, inflammatory response, phagocytes, antigens, immunity, lymphocyte, antibody, vaccine, emerging diseases, giardia, epidemic, and pandemic. Chapter 24 Sexually transmitted diseases, sexually transmitted infections, asymptomatic, antibiotics. HPV vaccine, human immunodeficiency virus, acquired immunodeficiency syndrome, antibody screening, Western Blot, and rapid test.	Chapter 24 Tests for HIV/AIDS Diagnosis and treatments for STDs. How to protect yourself against HIV/AIDS.	Symptoms of STDS
Stage 2 – Assessment Evidence		
Performance Tasks: Journals, quizzes, worksheet, group presentations, chapter reviews, chapter tests	Unit Pre-Assessment: Introduction Journal Other Evidence/Assessments Used: Quizzes for each lesson, end of section assessments, chapter reviews, chapter tests Chapter 23 – students made a quiz over the chapter and had other students complete the quiz	

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	Degree of Competency (select one) Introduced/reinforced/mastered Introduced
Evidence of a student's ability to demonstrate competency Tests Self-made quiz	Differentiation Considerations: Reading and discussing lessons with the class. Guided notes and shortened tests for those that need it.
Stage 3 - Learning Plan	
Learning Activities:(How is the content taught?) procedures/topics Chapter 23 Read and discuss lessons as a class. Worksheets over each lesson. Reading and discussing lessons with class. Delivering a PowerPoint Presentation highlighting the main concepts. Students taking notes and using notes to complete quiz. Students completing activity on vocabulary in chapter. Students create essay quiz with answer sheet. Chapter 24 Read and discuss lessons as a class. Worksheets over each lesson. Reading and discussing lessons with class. Delivering a PowerPoint Presentation highlighting the main concepts. Students taking notes and using notes to complete quiz. Students completing activity on vocabulary in chapter.	

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Lesson Descriptions

Chapter 23

Lesson 1: Learning about communicable diseases and how they spread can help you prevent them.

Lesson 2: You can lower your chances of catching a communicable disease by learning about the causes and symptoms of these diseases and how to avoid them.

Lesson 3: By learning about and practicing prevention strategies, you can help your body stay healthy.

Lesson 4: Today, infectious diseases have the potential to spread quickly throughout the world.

Chapter 24

Lesson 1: Sexually transmitted diseases are highly communicable infections that are contracted through sexual contact.

Lesson 2: All STDs are preventable and most can be treated, but some are incurable.

Lesson 3: HIV is the virus that causes AIDS, a disease that weakens the body's immune system and may have fatal consequences.

Lesson 4: HIV/AIDS is preventable and treatable, but it is incurable.

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Unit Title: Safety & Environmental Health Chapter 26 Safety and Injury Prevention Subject: Health Chapter 27 First Aid and Emergencies Grade:9 th	Teacher: Duration: April – May 2027
Summary of unit: Chapter 26 Students will explore the following topics: personal safety and protection, safety at home and your community, outdoor safety, and safety on the road. Chapter 27 Students will explore the following topics: providing first aid, CPR and first aid for shock and choking, responding to other common emergencies, and emergency preparedness	
Stage 1 – Desired Results	
Standards(unpacked) Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on healthy behaviors. Health Education Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	Essential Questions: What basic precautions do you take in your daily life? How do you protect your safety at home? How do you stay safe outdoors and on the road?

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Health Education Standard 6: Students will demonstrate the ability to use goal setting to enhance health. Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.		
Factual Knowledge Students will know: Chapter 26 The following vocabulary terms: personal safety, self-defense, cyberbullying, unintentional injuries, accident chain, fire extinguisher, smoke alarm, OSHA, personal floatation device, vehicular safety, graduated licensing, road rage, and defensive driving Chapter 27 The following vocabulary terms: first aid, Good Samaritan laws, universal precautions, chain of survival, defibrillator, cardiopulmonary	Procedural Knowledge Students will be able to: Ways to stay safe online. Safety tips with electricity. Ways to keep schools safe. How to keep safe in the outdoors. How to avoid road rage while driving. Provide first aid Perform CPR Be prepared in severe weather and natural disasters	Conceptual Knowledge Students will understand: Tips to improve personal safety. How to prevent poisoning. Tips for staying safe while camping and hiking. Tips to stay safe on a boat. How to perform CPR and life saving measures What to do in common emergencies

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resuscitation (CPR), rescue breathing, shock, fracture, dislocation, unconsciousness, poison, poison control center, venom, hurricane, tornado, blizzard, flash floods, earthquake, emergency survival kit		
Stage 2 – Assessment Evidence		
Performance Tasks: Journals, quizzes, worksheet, chapter reviews, chapter tests	Unit Pre-Assessment: Introduction Journal Other Evidence/Assessments Used: Quizzes for each lesson, end of section assessments, chapter reviews, chapter tests Degree of Competency (select one) Introduced/reinforced/mastered Reinforced	
Evidence of a student’s ability to demonstrate competency. Chapter tests	Differentiation Considerations: Reading and discussing lessons with the class. Guided notes and shortened tests for those that need it.	
Stage 3 – Learning Plan		
Learning Activities:(How is the content taught?) procedures/topics Reading and discussing lesson with class. Students taking notes and using notes to complete quiz. Students completing activity on vocabulary in chapter.		

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Lesson Descriptions

Chapter 26

Lesson 1: Learning basic safety precautions can help you avoid threatening or harmful situations.

Lesson 2: Reducing the potential for accidents can help you stay safe at home and at work.

Lesson 3: Common sense and caution can minimize the risk of accidental injuries during outdoor activities.

Lesson 4: Drivers, pedestrians, and others on the road need to follow rules to stay safe.

Chapter 27

Lesson 1: Immediately responding to an emergency with the appropriate first-aid treatment can mean the difference between life and death.

Lesson 2: The most urgent medical emergencies are those in which the victim is unresponsive or has stopped breathing.

Lesson 3: The most common medical emergencies, such as muscle and bone injuries, impaired consciousness, animal bites, nosebleeds, and poisoning, are treated with standard first-aid procedures.

Lesson 4: Paying attention to weather warnings, following safety guidelines, and knowing what to expect are the best defenses against severe storms and natural disasters.