

# McGraw-Hill Health Foundations

GRADE NINE HEALTH AND HUMAN SEXUALITY

ZACHARY MENZER

### Getting Started Tips

- This pacing guide was designed to support teachers and parent educators in the implementation of the “Health” curriculum from McGraw-Hill.
- This curriculum is available in hard copy or online. The online program includes accessibility options for students, including a read aloud feature for the textbook as well as additional teaching resources.
- For each lesson, students can complete the “Lesson Assessment” and the “Chapter Assessment” to monitor and check for student understanding.
- The major topics covered include: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention, Substance Use, and Personal and Community Health. However, there are nearly 30 topics covered in this textbook. *As you review the curriculum you may decide to swap out a unit with another one in the textbook based on your own comfort level with the topic/s being covered.*
- The website for logging in to the online materials is: <https://my.mheducation.com/login>
- Your username is the first name of the student and their ID number (no spaces and case sensitive). Ex.: Zachary12345
- Your password is Sutterpeak1 (case sensitive).

## **Additional Information for Parents and Teachers from the Publishers:**

### **Using the Health and Human Sexuality Curriculum**

Most young people have received many messages about sex but know very little about sexuality. Some teens may have not had opportunities to discuss, in a serious manner, concerns and problems dealing with sexuality. Many teens may also have found it difficult to obtain factual information about it. Nor have they learned or had a chance to apply this practical information while practicing basic life skills, such as decision making, goal setting, refusal, and the application of personal values in life. Human Sexuality presents factual information and encourages students to apply the information when making responsible decisions. There are several points about sexuality education you may wish to keep in mind to use the program successfully.

### **Teaching Suggestions**

The teacher is the critical key to whether a school-based sexuality program is successful. It is important that you feel comfortable with the subject matter and have a broad base of accurate information. Participating in update workshops as well as a sexuality course can be very helpful.

The following tips apply to teaching the material in Human Sexuality.

- Avoid using the word you in teaching (e.g., “When you participate in sexual activity...”), which may be construed by students as an advocacy position. Instead, use the third-person pronoun in any class discussion.
- Acknowledge the fact that, historically, sexuality topics have not been discussed openly in our society. As such, some people are likely to be uncomfortable with them and may express this discomfort in any number of inappropriate ways (such as through laughter). Stress the inappropriateness of such responses, underscoring that sexuality is neither a forbidden topic nor one that should be confined to formal settings (i.e., the classroom).
- Correct the students’ use of slang terms (to refer, to example, to parts of the reproductive system) by providing the students with correct terms. This simultaneously creates a trusting and mature environment and encourages free inquiry.
- Avoid asking for personal information or sharing such information about yourself with the class.
- If school or state guidelines defining what can and cannot be taught in a class discussing sexuality issues exist, explain the guidelines to the class. Then, if a question arises that goes beyond the district policy, the students can appreciate why it cannot be addressed in class. Students will support this approach and will not think that you are just dodging a topic.

- Emphasize, especially as you go through the material on teens and high-risk behaviors that physical and emotional changes occurring during adolescence are normal and vary greatly from person to person. Stress that most students' feelings, thoughts, and concerns are normal.
- Be sure to obtain permission (passive or active) from a parent or guardian prior to teaching about sexuality and/or STDs, as designated by state or local district guidelines. Note that student response to any questions may require prior parental or guardian permission.
- Emphasize mutual respect between students and between teacher and students regarding questions and answers and group participation.
- Encourage students to establish and maintain an open dialogue at home with their parents, guardians, or other adult care providers.

### **Responding to Student Questions**

Here are some suggestions you may wish to follow when responding to student questions:

- All questions should be treated as serious questions. Do not assume that a student's question is being asked to elicit a reaction or to get attention. If the question is one that goes beyond school guidelines, explain that fact to students. Advise students to pursue the line of inquiry with parents or in appropriate reference materials.
- Remind students there is no such thing as a dumb question. Tell students you would rather they ask questions in class, where they can get correct information. Suggest that if they do ask a question, it is likely that others in class have the same question.
- Allow students to submit written questions anonymously if they do not feel comfortable speaking about a topic. Respond to written questions during class.
- Do not allow another student to answer a student's question, which risks not only throwing the discussion off track, but could also result in incorrect information reaching students. If a student asks a question to which you do not know the answer, the appropriate response is to admit not having that information and to assure students that you will find the answer before the next class session. Do not give students the responsibility of hunting for every answer, as this may discourage future open inquiry.
- Repeat any difficult questions to be sure you heard them correctly.
- Answer all questions concisely, but bear in mind that most questions deserve more than a simple yes or no answer. Always take the time to review correct information and make sure students understand.
- Avoid making judgments or imposing your own opinions. This is often done in subtle ways through tone of voice or body language. Be aware of and spend extra time preparing for topics

or issues on which may have particularly strong feelings that may be communicated to the class.

Remember that new information on topics related to sexuality is being made available on a continual basis, in both the public and professional media. It is important to provide students with current, accurate information from reliable sources.

<b>Unit One: A Healthy Foundation</b>	
<b>Chapter One: Understanding Health and Wellness</b>	
<b>Topics/Day</b>	<b>Assignments</b>
Day 1 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 2 <b>Lesson One:</b> Your Total Health	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 3 <b>Lesson Two:</b> What Affects Your Health?	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 4 <b>Lesson Three:</b> Health Risks and Your Behavior	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 5 <b>Lesson Four:</b> Promoting Health and Wellness	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 6 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Two: Taking Charge of Your Health</b>	
Day 7 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 8 <b>Lesson One:</b> Building Health Skills	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 9 <b>Lesson Two:</b> Making Responsible Decisions and Setting Goals	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 10 <b>Lesson Three:</b> Being a Health-Literate Consumer	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 11 <b>Lesson Four:</b> Managing Consumer Problems	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 12 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment

<b>Unit Three: Healthy and Safe Relationship</b>	
<b>Chapter Six: Skills for Healthy Relationships</b>	
<b>Topics/Day</b>	<b>Assignments</b>
Day 13 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 14 <b>Lesson One:</b> Foundations of a Healthy Relationships	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 15 <b>Lesson Two:</b> Respecting Yourself and Others	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 16 <b>Lesson Three:</b> Communicating Effectively	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 17 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Seven: Family Relationships</b>	
Day 18 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 19 <b>Lesson One:</b> Healthy Family Relationships	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 20 <b>Lesson Two:</b> Strengthening Family Relationships	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 21 <b>Lesson Three:</b> Help for Families	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 22 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Eight: Peer Relationships</b>	
Day 23 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 24 <b>Lesson One:</b> Safe and Healthy Friendships	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 25 <b>Lesson Two:</b> Peer Pressure and Refusal Skills	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 26 <b>Lesson Three:</b> Practicing Abstinence	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
	<input type="checkbox"/> Chapter Review

Day 27 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Assessment
<b>Chapter Nine: Resolving Conflicts and Preventing Violence</b>	
Day 28 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 29 <b>Lesson One:</b> Causes of Conflict	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 30 <b>Lesson Two:</b> Resolving Conflicts	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 31 <b>Lesson Three:</b> Understanding Violence	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 32 <b>Lesson Four:</b> Preventing and Overcoming Abuse	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 33 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment



<b>Unit Four: Nutrition and Physical Activity</b>	
<b>Chapter Ten: Nutrition for Health</b>	
<b>Topics/Day</b>	<b>Assignments</b>
Day 34 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 35 <b>Lesson One:</b> The Importance of Nutrition	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 36 <b>Lesson Two:</b> Nutrients	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 37 <b>Lesson Three:</b> Healthy Food Guidelines	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 38 <b>Lesson Four:</b> Nutrition Labels and Food Safety	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 39 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Eleven: Managing Weight and Eating Behaviors</b>	
Day 40 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 41 <b>Lesson One:</b> Maintaining a Healthy Weight	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 42 <b>Lesson Two:</b> Body Image and Eating Disorders	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 43 <b>Lesson Three:</b> Lifelong Nutrition	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 44 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Twelve: Peer Relationships</b>	
Day 45 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 46 <b>Lesson One:</b> Benefits of Physical Activity	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 47 <b>Lesson Two:</b> Improving Your Fitness	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 48	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment

<b>Lesson Three:</b> Planning a Personal Activity Program	
Day 49 <b>Lesson Four:</b> Fitness Safety and Avoiding Injuries	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 50 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment

<b>Unit Eight: Diseases and Disorders</b>	
<b>Chapter Twenty-Three: Communicable Diseases</b>	
<b>Topics/Day</b>	<b>Assignments</b>
Day 51 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 52 <b>Lesson One:</b> Understanding Communicable Diseases	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 53 <b>Lesson Two:</b> Common Communicable Diseases	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 54 <b>Lesson Three:</b> Fighting Communicable Diseases	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 55 <b>Lesson Four:</b> Emerging Diseases and Pandemics	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 56 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Twenty-Four: Sexually Transmitted Diseases and HIV/AIDS</b>	
Day 57 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 58 <b>Lesson One:</b> Sexually Transmitted Diseases	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 59 <b>Lesson Two:</b> Preventing and Treating STDs	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 60 <b>Lesson Three:</b> HIV/AIDS	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 61 <b>Chapter Four:</b> Preventing and Treating HIV/AIDS	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 62 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Twenty-Five: Noncommunicable Diseases and Disabilities</b>	
Day 63 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 64 <b>Lesson One:</b> Cardiovascular Disease	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 65	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment

<b>Lesson Two:</b> Cancer	
Day 66 <b>Lesson Three:</b> Allergies, Asthma, Diabetes, and Arthritis	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 67 <b>Lesson Four:</b> Physical and Mental Challenges	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 68 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment

<b>Unit Nine: Safety and Environmental Health</b>	
<b>Chapter Twenty-Six: Safety and Injury Prevention</b>	
<b>Topics/Day</b>	<b>Assignments</b>
Day 69 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 70 <b>Lesson One:</b> Personal Safety and Protection	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 71 <b>Lesson Two:</b> Safety at Home and in Your Community	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 72 <b>Lesson Three:</b> Outdoor Safety	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 73 <b>Lesson Four:</b> Safety on the Road	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 74 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Twenty-Seven: First Aid and Emergencies</b>	
Day 75 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 76 <b>Lesson One:</b> Providing First Aid	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 77 <b>Lesson Two:</b> CPR and First Aid for Shock and Choking	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment
Day 78 <b>Lesson Three:</b> Responding to Other Common Emergencies	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 79 <b>Lesson Four:</b> Emergency Preparedness	<input type="checkbox"/> Assign and discuss the Lesson 4 Assessment
Day 80 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment
<b>Chapter Twenty-Eight: Community and Environmental Health</b>	
Day 81 <b>Chapter Introduction</b>	<input type="checkbox"/> Review chapter opener
Day 82 <b>Lesson One:</b> Community and Public Health	<input type="checkbox"/> Assign and discuss the Lesson 1 Assessment
Day 83	<input type="checkbox"/> Assign and discuss the Lesson 2 Assessment

<b>Lesson Two:</b> Air Quality and Health	
Day 84 <b>Lesson Three:</b> Protecting Land and Water	<input type="checkbox"/> Assign and discuss the Lesson 3 Assessment
Day 85 <b>Chapter Wrap-Up and Optional Activities</b>	<input type="checkbox"/> Chapter Review <input type="checkbox"/> Chapter Assessment