

# Health- Grade 9

Units		Michigan Merit Curriculum	Vocabulary	Pacing
Unit 1 - Personal Health and Wellness	<ul style="list-style-type: none"> <li>▪ Chapter 1: Living a Healthy Life</li> <li>▪ Chapter 2: Building Health Skills and Character</li> <li>▪ Chapter 3: Being a Health-Literate Consumer</li> <li>▪ Chapter 14: Personal Care and Healthy Behaviors</li> </ul>	<p><b>Standard 1: Core Concepts</b>                      5.1 Describe how common infectious diseases are transmitted.                      5.2 Explain the importance of regular health screenings or exams.                      5.3 Analyze the importance of rest and sleep for personal health.</p> <p><b>Standard 2: Access Information</b>                      5.4 Demonstrate the ability to access valid information and resources in one’s community and on the Internet related to personal health issues and concerns.                      5.5 Demonstrate the ability to access accurate information about personal health products.</p> <p><b>Standard 3: Health Behaviors</b>                      5.6 Describe health practices that can prevent the spread of illness.                      5.7 Apply knowledge about symptoms of illness to determine whether medical care is required.                      5.8 Describe personal strategies for minimizing potential harm from exposure to the sun.</p> <p><b>Standard 4: Influences</b>                      5.9 Analyze the social influences that encourage or discourage a person to practice sun safety.</p> <p><b>Standard 5: Goal Setting</b>                      5.10 Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.</p> <p><b>RECOMMENDED</b></p> <p><b>Standard 1: Core Concepts</b>                      5.11 Describe the dangers of exposure to UV light, lead, asbestos, pesticides, and unclean air and water, and strategies for avoiding exposure.</p> <p><b>Standard 3: Health Behaviors</b>                      5.12 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).</p> <p><b>Standard 4: Influences</b>                      5.13 Analyze the influence of media on selection of personal health care products.</p>	<p><b>Chapter 1:</b></p> <ul style="list-style-type: none"> <li>▪ Health</li> <li>▪ Wellness</li> <li>▪ Prevention</li> <li>▪ Health Education</li> <li>▪ Health Literacy</li> <li>▪ Heredity</li> <li>▪ Environment</li> <li>▪ Peers</li> <li>▪ Culture</li> <li>▪ Media</li> <li>▪ Risk Behavior</li> <li>▪ Cumulative Risks</li> <li>▪ Abstinence</li> </ul> <p><b>Chapter 2:</b></p> <ul style="list-style-type: none"> <li>▪ Health Skills</li> <li>▪ Interpersonal Communication</li> <li>▪ Refusal Skills</li> <li>▪ Conflict Resolution</li> <li>▪ Stress Management</li> <li>▪ Advocacy</li> <li>▪ Decision-Making Skills</li> <li>▪ Values</li> <li>▪ Goal</li> <li>▪ Short-Term Goal</li> <li>▪ Long-Term Goal</li> <li>▪ Action Plan</li> <li>▪ Character</li> <li>▪ Role Model</li> </ul> <p><b>Chapter 3:</b></p> <ul style="list-style-type: none"> <li>▪ Health Consumer</li> <li>▪ Media</li> <li>▪ Advertising</li> <li>▪ Comparison Shopping</li> <li>▪ Warranty</li> </ul>	

**Assessments:** May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.

- Online Shopping
- Health Care System
- Primary Care Physician
- Specialist
- Preventative Care
- Health Insurance
- Medical History
- Fraud
- Health Fraud
- Malpractice
- Consumer Advocates
- Public Health
- Epidemiology

**Chapter 14:**

- Epidermis
- Dermis
- Melanin
- Sebaceous Glands
- Sweat Glands
- Melanoma
- Hair Follicle
- Dandruff
- Periodontium
- Pulp
- Plaque
- Periodontal Disease
- Tartar
- Lacrimal Gland
- Sclera
- Cornea
- Choroid
- Retina
- External Auditory Canal
- Auditory Ossicles
- Labyrinth
- Tinnitus

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	Units	Michigan Merit Curriculum	Vocabulary	Pacing
Unit 2- Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>▪ Chapter 4: Physical Activity for Life</li> <li>▪ Chapter 5: Nutrition and Your Health</li> <li>▪ Chapter 6: Managing Weight and Body Composition</li> </ul>	<p><b>Standard 1: Core Concepts</b> 1.1 Distinguish between unhealthy and healthy ways to manage weight.</p> <p><b>Standard 2: Access Information</b> 1.2 Locate resources in one’s community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources.</p> <p><b>Standard 3: Health Behaviors</b> 1.3 Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions. 1.4 Prepare meal plans according to the federal dietary guidelines.</p> <p><b>Standard 5: Goal Setting</b> 1.5 Assess one’s personal nutrition needs and level of physical activity according to the federal dietary guidelines. 1.6 Assess one’s personal preferences regarding healthy eating and physical activity. 1.7 Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers. 1.8 Develop a personal plan for improving one’s nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.</p> <p><b>Standard 6: Decision Making</b> 1.9 Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.</p> <p><b>Standard 8: Advocacy</b> 1.10 Advocate for nutritional food choices and physical activity at school.</p> <p><b>RECOMMENDED:</b> <b>Standard 1: Core Concepts</b> 1.11 Distinguish between facts and myths regarding nutrition practices, products, and physical performance. 1.12 Describe nutrition practices that are important for the health of a pregnant woman and her baby.</p> <p><b>Standard 3: Health Behaviors</b> 1.13 Demonstrate proper use of safety gear during physical activity. 1.14 Demonstrate strategies for protection from cold, heat, and sun during physical activity.</p>	<p><b>Chapter 4:</b></p> <ul style="list-style-type: none"> <li>▪ Physical Activity</li> <li>▪ Physical Fitness</li> <li>▪ Sedentary Lifestyle</li> <li>▪ Osteoporosis</li> <li>▪ Metabolism</li> <li>▪ Cardiorespiratory Endurance</li> <li>▪ Muscular Strength</li> <li>▪ Muscular Endurance</li> <li>▪ Flexibility</li> <li>▪ Body Composition</li> <li>▪ Exercise</li> <li>▪ Aerobic Exercise</li> <li>▪ Anaerobic Exercise</li> <li>▪ Overload</li> <li>▪ Progression</li> <li>▪ Specificity</li> <li>▪ Workout</li> <li>▪ F.I.T.T</li> <li>▪ Cool-Down</li> <li>▪ Resting Heart Rate</li> <li>▪ Training Program</li> <li>▪ Hydration</li> <li>▪ Anabolic Steroids</li> <li>▪ Health Screening</li> <li>▪ Overexertion</li> <li>▪ Heat Cramps</li> <li>▪ Heatstroke</li> <li>▪ Frostbite</li> <li>▪ Hypothermia</li> <li>▪ Muscle Cramp</li> <li>▪ Strain</li> <li>▪ Sprain</li> </ul> <p><b>Chapter 5:</b></p> <ul style="list-style-type: none"> <li>▪ Nutrition</li> <li>▪ Calories</li> <li>▪ Nutrients</li> <li>▪ Hunger</li> <li>▪ Appetite</li> <li>▪ Carbohydrates</li> </ul>	

		<p><b>Assessments:</b> May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.</p>	<ul style="list-style-type: none"> <li>▪ Fiber</li> <li>▪ Proteins</li> <li>▪ Lipid</li> <li>▪ Vitamins</li> <li>▪ Minerals</li> <li>▪ Dietary Guidelines for Americans</li> <li>▪ MyPyramid</li> <li>▪ Food Additives</li> <li>▪ Food Allergy</li> <li>▪ Food Intolerance</li> <li>▪ Foodborne Illness</li> <li>▪ Pasteurization</li> <li>▪ Cross-Contamination</li> </ul> <p><b>Chapter 6:</b></p> <ul style="list-style-type: none"> <li>▪ Body Image</li> <li>▪ Body Mass Index</li> <li>▪ Overweight</li> <li>▪ Obesity</li> <li>▪ Underweight</li> <li>▪ Nutrient-Dense Food</li> <li>▪ Fad Diets</li> <li>▪ Weight Cycling</li> <li>▪ Eating Disorder</li> <li>▪ Anorexia Nervosa</li> <li>▪ Bulimia Nervosa</li> <li>▪ Binge Eating Disorder</li> <li>▪ Electrolytes</li> <li>▪ Rehydration</li> <li>▪ Vegetarian</li> <li>▪ Vegan</li> <li>▪ Dietary Supplement</li> <li>▪ Megadose</li> <li>▪ Herbal Supplement</li> </ul>	
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Units		Michigan Merit Curriculum	Vocabulary	Pacing
Unit 3- Social and Emotional Health	<ul style="list-style-type: none"> <li>▪ Chapter 7: Achieving Good Mental Health</li> <li>▪ Chapter 8: Managing Stress and Anxiety</li> <li>▪ Chapter 9: Mental and Emotional Problems</li> </ul>	<p><b>Standard 1: Core Concepts</b>            4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.            4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.</p> <p><b>Standard 2: Access Information</b>            4.3 Locate resources in one’s community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.            4.4 Demonstrate how to seek help for self or others when suicide may be a risk.</p> <p><b>Standard 3: Health Behaviors</b>            4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.</p> <p><b>Standard 5: Goal Setting</b>            4.6 Develop short-term and long-term personal goals and aspirations.</p> <p><b>Standard 6: Decision Making</b>            4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one’s health or safety at risk.            4.8 Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).</p> <p><b>Standard 7: Social Skills</b>            4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.            4.10 Demonstrate how to respond constructively to the anger of others.</p> <p><b>RECOMMENDED</b></p> <p><b>Standard 1: Core Concepts</b>            4.11 Describe the impact of showing empathy for another person’s emotions and point of view.</p> <p><b>Standard 3: Health Behaviors</b>            4.12 Assess one’s personal behavior and how one demonstrates character traits.</p> <p><b>Standard 5: Goal Setting</b>            4.13 Develop a personal plan for maintaining or improving one’s demonstration of character traits.</p> <p><b>Standard 6: Decision Making</b>            4.14 Evaluate the effectiveness of health-related decisions.</p>	<p><b>Chapter 7:</b></p> <ul style="list-style-type: none"> <li>▪ Mental/Emotional Health</li> <li>▪ Hierarchy of Needs</li> <li>▪ Self-Actualization</li> <li>▪ Personality</li> <li>▪ Modeling</li> <li>▪ Personal Identity</li> <li>▪ Developmental Assets</li> <li>▪ Constructive Criticism</li> <li>▪ Emotions</li> <li>▪ Hormone</li> <li>▪ Empathy</li> <li>▪ Hostility</li> <li>▪ Defense Mechanisms</li> <li>▪ Suppression</li> </ul> <p><b>Chapter 8:</b></p> <ul style="list-style-type: none"> <li>▪ Stress</li> <li>▪ Perception</li> <li>▪ Stressor</li> <li>▪ Psychosomatic Response</li> <li>▪ Chronic Stress</li> <li>▪ Stress-Management Skills</li> </ul>	

**Assessments:** May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.

- Relaxation Response
- Anxiety
- Depression
- Resiliency
- Protective Factors

**Chapter 9:**

- Mental Disorder
- Anxiety Disorder
- Post-Traumatic Stress Disorder
- Mood Disorder
- Conduct Disorder
- Alienation
- Suicide
- Cluster Suicides
- Psychotherapy
- Behavior Therapy
- Cognitive Therapy
- Group Therapy
- Biomedical Therapy
- Coping
- Grief Response
- Mourning

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Units	Michigan Merit Curriculum	Vocabulary	Pacing	
Unit 4- Safety	<ul style="list-style-type: none"> <li>▪ Chapter 10: Skills for Healthy Relationships</li> <li>▪ Chapter 11: Family Relationships</li> <li>▪ Chapter 12: Peer Relationships</li> <li>▪ Chapter 13: Violence Prevention</li> <li>▪ Chapter 27: Injury Prevention and Safe Behaviors</li> <li>▪ Chapter 28: First Aid and Emergencies</li> </ul>	<p><b>Standard 1: Core Concepts</b>            3.1 Explain the effects of violence on individuals, families, communities, and our nation.            3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities.            3.3 Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities.            3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.</p> <p><b>Standard 2: Access Information</b>            3.5 Locate resources in one’s community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources.            3.6 Apply strategies to access and get help for self or others.</p> <p><b>Standard 3: Health Behaviors</b>            3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.            3.8 Demonstrate strategies to stay safe in a violent situation.            3.9 Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.            3.10 Assess characteristics of hypothetical relationships for warning signs of harm or abuse.</p> <p><b>Standard 4: Influences</b>            3.11 Analyze social pressures to refrain from telling on others or reporting dangerous situations.            3.12 Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence.</p> <p><b>Standard 7: Social Skills</b>            3.13 Demonstrate the ability to use conflict resolution skills.</p> <p><b>RECOMMENDED</b></p> <p><b>Standard 1: Core Concepts</b>            3.14 Evaluate the characteristics of a conflict which must be managed rather than resolved.</p> <p><b>Standard 4: Influences</b>            3.15 Evaluate the impact of media on the prevalence of violence.</p> <p><b>Standard 7: Social Skills</b>            3.16 Apply strategies to stop or de-escalate a conflict.            3.17 Apply strategies to hypothetical situations involving abusive relationships.</p>	<p><b>Chapter 10:</b></p> <ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Friendship</li> <li>▪ Citizenship</li> <li>▪ Role</li> <li>▪ Communication</li> <li>▪ Cooperation</li> <li>▪ Compromise</li> <li>▪ “I” Message</li> <li>▪ Active Listening</li> <li>▪ Body Language</li> <li>▪ Prejudice</li> <li>▪ Tolerance</li> <li>▪ Constructive Criticism</li> <li>▪ Conflict</li> <li>▪ Interpersonal Conflicts</li> <li>▪ Conflict Resolution</li> <li>▪ Negotiation</li> <li>▪ Mediation</li> <li>▪ Confidentiality</li> <li>▪ Peer Mediators</li> </ul> <p><b>Chapter 11:</b></p> <ul style="list-style-type: none"> <li>▪ Family</li> <li>▪ Extended Family</li> <li>▪ Sibling</li> <li>▪ Affirmation</li> <li>▪ Separation</li> <li>▪ Divorce</li> <li>▪ Custody</li> <li>▪ Grief</li> <li>▪ Resiliency</li> <li>▪ Domestic Violence</li> <li>▪ Emotional Abuse</li> <li>▪ Physical Abuse</li> <li>▪ Sexual Abuse</li> <li>▪ Spousal Abuse</li> <li>▪ Child Abuse</li> <li>▪ Neglect</li> <li>▪ Cycle of Violence</li> <li>▪ Crisis Center</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Chapter 29: Environmental Health</li> </ul>	<p><b>Assessments:</b> May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.</p>	<ul style="list-style-type: none"> <li>▪ Foster Care</li> <li>▪ Family Counseling</li> <li>▪ Mediator</li> </ul> <p><b>Chapter 12:</b></p> <ul style="list-style-type: none"> <li>▪ Peers</li> <li>▪ Friendship</li> <li>▪ Platonic Friendship</li> <li>▪ Clique</li> <li>▪ Stereotype</li> <li>▪ Peer Pressure</li> <li>▪ Harassment</li> <li>▪ Manipulation</li> <li>▪ Assertive</li> <li>▪ Refusal Skills</li> <li>▪ Passive</li> <li>▪ Aggressive</li> <li>▪ Infatuation</li> <li>▪ Affection</li> <li>▪ Curfew</li> </ul> <p><b>Chapter 13:</b></p> <ul style="list-style-type: none"> <li>▪ Body Language</li> <li>▪ Self-Defense</li> <li>▪ Assertive</li> <li>▪ Violence</li> <li>▪ Bullying</li> <li>▪ Sexual Harassment</li> <li>▪ Gang</li> <li>▪ Peer Mediation</li> <li>▪ Assailant</li> <li>▪ Prejudice</li> <li>▪ Assault</li> <li>▪ Random Violence</li> <li>▪ Homicide</li> <li>▪ Sexual Violence</li> <li>▪ Sexual Assault</li> <li>▪ Rape</li> <li>▪ Abuse</li> <li>▪ Physical Abuse</li> <li>▪ Verbal Abuse</li> <li>▪ Stalking</li> <li>▪ Date Rape</li> </ul> <p><b><u>*Chapter 27-29 Vocab Located at End of Pacing Guide Due to Lack of Space</u></b></p>	
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Units	Michigan Merit Curriculum	Vocabulary	Pacing	
Unit 5 - Sexuality Education	<ul style="list-style-type: none"> <li>▪ Chapter 18: Endocrine and Reproductive Systems</li> <li>▪ Chapter 19: Prenatal Development and Birth</li> <li>▪ Chapter 20: Adolescence and the Life Cycle</li> <li>▪ Central Michigan Pregnancy Services: Willing to Wait</li> </ul>	<p><b>Standard 1: Core Concepts</b>            7.1 Summarize and explain laws related to the sexual behavior of young people.            7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.            7.3 Describe routine medical screening and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care.</p> <p><b>Standard 2: Access Information</b>            7.4 Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.</p> <p><b>Standard 3: Health Behaviors</b>            7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.</p> <p><b>Standard 4: Influences</b>            7.6 Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.            7.7 Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.</p> <p><b>Standard 5: Goal Setting</b>            7.8 Develop personal goals and a specific c plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.</p> <p><b>Standard 6: Decision Making</b>            7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.</p> <p><b>Standard 7: Social Skills</b>            7.10 Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.</p>	<p><b>Chapter 18:</b></p> <ul style="list-style-type: none"> <li>▪ Endocrine Glands</li> <li>▪ Hormones</li> <li>▪ Thyroid Gland</li> <li>▪ Parathyroid Glands</li> <li>▪ Pancreas</li> <li>▪ Pituitary Gland</li> <li>▪ Gonads</li> <li>▪ Adrenal Glands</li> <li>▪ Reproductive System</li> <li>▪ Sperm</li> <li>▪ Testosterone</li> <li>▪ Testes</li> <li>▪ Scrotum</li> <li>▪ Penis</li> <li>▪ Semen</li> <li>▪ Sterility</li> <li>▪ Ova</li> <li>▪ Uterus</li> <li>▪ Ovaries</li> <li>▪ Ovulation</li> <li>▪ Fallopian Tube</li> <li>▪ Vagina</li> <li>▪ Cervix</li> <li>▪ Menstruation</li> </ul> <p><b>Chapter 19:</b></p> <ul style="list-style-type: none"> <li>▪ Fertilization</li> <li>▪ Implantation</li> <li>▪ Embryo</li> <li>▪ Fetus</li> <li>▪ Amniotic Sac</li> <li>▪ Umbilical Cord</li> </ul>	

**Assessments:** May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.

- Placenta
- Labor
- Prenatal Care
- Birthing Center
- Fetal Alcohol Syndrome
- Miscarriage
- Stillbirth
- Heredity
- Chromosomes
- Genes
- DNA
- Genetic Disorder
- Amniocentesis
- Chorionic Villi Sampling
- Gene Therapy

**Chapter 20:**

- Adolescence
- Puberty
- Hormones
- Sex Characteristics
- Gametes
- Cognition
- Physical Maturity
- Emotional Maturity
- Emotional Intimacy
- Commitment
- Marital Adjustment
- Adoption
- Self-Directed
- Unconditional Love
- Transitions
- Empty-Nest Syndrome
- Integrity

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Units		Michigan Merit Curriculum	Vocabulary	Pacing
Unit 6- Alcohol, Tobacco, and Other Drugs	<ul style="list-style-type: none"> <li>▪ Chapter 21: Tobacco</li> <li>▪ Chapter 22: Alcohol</li> <li>▪ Chapter 23: Medicines and Drugs</li> </ul>	<p><b>Standard 1: Core Concepts</b>            2.1 Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use.            2.2 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.</p> <p><b>Standard 2: Access Information</b>            2.3 Locate resources in one’s community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.            2.4 Apply strategies to access and get help for self or others.</p> <p><b>Standard 3: Health Behaviors</b>            2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.</p> <p><b>Standard 4: Influences</b>            2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.            2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.</p> <p><b>Standard 6: Decision Making</b>            2.8 Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.</p> <p><b>Standard 7: Social Skills</b>            2.9 Demonstrate ways to support others who want to stop using alcohol or tobacco.</p> <p><b>Standard 8: Advocacy</b>            2.10 Advocate for ways schools and communities can promote a tobacco-free environment.            2.11 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.</p>	<p><b>Chapter 21:</b></p> <ul style="list-style-type: none"> <li>▪ Addictive Drug</li> <li>▪ Nicotine</li> <li>▪ Stimulant</li> <li>▪ Carcinogen</li> <li>▪ Tar</li> <li>▪ Carbon Monoxide</li> <li>▪ Smokeless Tobacco</li> <li>▪ Leukoplakia</li> <li>▪ Nicotine Withdrawal</li> <li>▪ Nicotine Substitute</li> <li>▪ Environmental Tobacco Smoke</li> <li>▪ Mainstream Smoke</li> <li>▪ Side stream Smoke</li> </ul> <p><b>Chapter 22:</b></p> <ul style="list-style-type: none"> <li>▪ Ethanol</li> <li>▪ Fermentation</li> <li>▪ Depressant</li> <li>▪ Intoxication</li> <li>▪ Alcohol Abuse</li> <li>▪ Metabolism</li> <li>▪ Blood Alcohol Concentration</li> <li>▪ Binge Drinking</li> <li>▪ Alcohol Poisoning</li> <li>▪ Fetal Alcohol Syndrome</li> <li>▪ Alcoholism</li> <li>▪ Alcoholic</li> <li>▪ Recovery</li> <li>▪ Detoxification</li> <li>▪ Sobriety</li> </ul> <p><b>Chapter 23:</b></p> <ul style="list-style-type: none"> <li>▪ Medicines</li> <li>▪ Drugs</li> <li>▪ Vaccine</li> </ul>	

		<p><b>Assessments:</b> May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.</p>	<ul style="list-style-type: none"> <li>▪ Analgesics</li> <li>▪ Side Effects</li> <li>▪ Additive Interaction</li> <li>▪ Synergistic Effect</li> <li>▪ Antagonist Interaction</li> <li>▪ Substance Abuse</li> <li>▪ Illegal Drugs</li> <li>▪ Illicit Drug Use</li> <li>▪ Overdose</li> <li>▪ Psychological Dependence</li> <li>▪ Physiological Dependence</li> <li>▪ Addiction</li> <li>▪ Marijuana</li> <li>▪ Paranoia</li> <li>▪ Inhalants</li> <li>▪ Anabolic-Androgenic Steroids</li> <li>▪ Psychoactive Drugs</li> <li>▪ Stimulants</li> <li>▪ Euphoria</li> <li>▪ Depressants</li> <li>▪ Narcotics</li> <li>▪ Hallucinogens</li> <li>▪ Designer Drugs</li> <li>▪ Drug-Free School Zones</li> <li>▪ Drug Watches</li> </ul>	
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Units	Michigan Merit Curriculum	Vocabulary	Pacing
Unit 7- HIV and Other STIs Prevention	<p> <b>Standard 1: Core Concepts</b>                      6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.                      6.2 Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.                      6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.                 </p> <p> <b>Standard 2: Access Information</b>                      6.4 Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.                 </p> <p> <b>Standard 3: Health Behaviors</b>                      6.5 Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.                      6.6 Evaluate one’s personal perception of risk for HIV and other STIs.                 </p> <p> <b>Standard 7: Social Skills</b>                      6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.                 </p> <p> <b>RECOMMENDED</b>  <b>Standard 7: Social Skills</b>                      6.8 Demonstrate acceptance for individuals living with HIV.                 </p>	<p><b>Chapter 25:</b></p> <ul style="list-style-type: none"> <li>▪ Sexually Transmitted Diseases</li> <li>▪ Sexually Transmitted Infections</li> <li>▪ Epidemics</li> <li>▪ Abstinence</li> <li>▪ Human Papillomavirus</li> <li>▪ Chlamydia</li> <li>▪ Genital Herpes</li> <li>▪ Gonorrhea</li> <li>▪ Trichomoniasis</li> <li>▪ Syphilis</li> <li>▪ Acquired Immune Deficiency Syndrome</li> <li>▪ Human Immunodeficiency Virus</li> <li>▪ Opportunistic Infection</li> <li>▪ Asymptomatic Stage</li> <li>▪ Symptomatic Stage</li> <li>▪ EIA</li> <li>▪ Western Blot</li> <li>▪ Pandemic</li> </ul> <p><b>Chapter 12: Lesson 4-</b></p> <ul style="list-style-type: none"> <li>▪ Abstinence</li> <li>▪ Sexually Transmitted Diseases</li> <li>▪ Priorities</li> <li>▪ Self-Control</li> </ul>	
	<p><b>Assessments:</b> May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.</p>		

## **\*Chapter 27-29 Vocabulary**

### **Chapter 27:**

- Unintentional Injury
- Accident Chain
- Smoke Alarm
- Fire Extinguisher
- Occupational Safety and Health Administration (OSHA)
- Heat Exhaustion
- Hypothermia
- Vehicular Safety
- Graduated Driver's License
- Road Rage
- Defensive Driver
- Severe Weather
- Emergency Survival Kit
- Hurricane
- Flash Flood
- Tornado
- Blizzard
- Earthquake

### **Chapter 28:**

- First Aid
- Universal Precautions
- Chain of Survival
- Defibrillator
- Cardiopulmonary Resuscitation
- Shock
- Fracture
- Unconsciousness
- Concussion
- Poison
- Venom

- Poison Control Center

**Chapter 29:**

- Air Pollution
- Smog
- Air Quality Index
- Asbestos
- Radon
- Noise Pollution
- Decibel
- Biodegradable
- Landfill
- Hazardous Waste
- Deforestation
- Urban Sprawl
- Wastewater
- Conservation
- Precycling
- Recycling