

Grade Nine

Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community.

Knowledge and Skills

- 9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include
 - a) the use of current research and scientific study to interpret nutritional principles;
 - b) a decision-making process for selecting health and wellness products;
 - c) development of personal standards regarding the use of alcohol, tobacco, and other harmful substances;
 - d) maintenance of health habits that promote personal wellness;
 - e) implementation of a fitness and lifelong physical activity plan;
 - f) establishment of personal parameters for appropriate and inappropriate health behaviors;
 - g) utilization of a personal system for coping with distress and stress;
 - h) management of deadlines;
 - i) peaceful resolution of conflicts.
- 9.2 The student will analyze and evaluate the relationships among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include
 - a) participation in activities that improve the cardiovascular system;
 - b) development of a personal plan for remaining free of communicable diseases;
 - c) recognition of the value of proper nutrition, rest, and regular activity.
- 9.3 The student will analyze, synthesize, and evaluate the relationships among positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include
 - a) risky behaviors that may result in permanent disability for self or others;
 - b) the consequences of using weapons in acts of violence;
 - c) identification of situations involving risks;
 - d) use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures;
 - e) the effects of alcohol and other drug use.

Information Access and Use

- 9.4 The student will use various sources of information to evaluate global health issues. Key concepts/skills include
 - a) the connections between personal health goals and state or national health issues (e.g., as found in the *Report of the Surgeon General*);
 - b) the benefits of information provided by recognized sources, such as state and local health departments, the United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), the National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).

Community Health and Wellness

- 9.5 The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include
- a) the impact of developing positive relationships among health, wellness, and safety professionals for promotion of healthy communities;
 - b) promotion of community projects;
 - c) development of school and community health programs for citizens of all ages;
 - d) the need for community services;
 - e) the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

Grade Ten

Students in grade ten demonstrate comprehensive health and wellness knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

Knowledge and Skills

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. Key concepts/skills include
- a) the impact of healthy and poor nutritional choices;
 - b) the effects of active and sedentary lifestyles;
 - c) the effects of tobacco, alcohol, inhalants, and other drug use;
 - d) behaviors that result in intentional and unintentional injury.
- 10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include
- a) the empowering effect of being assertive;
 - b) the impact of involvement in school and community activities;
 - c) the value of exercising self-control;
 - d) the merits of goal setting;
 - e) the influence of emotions and peer approval on personal decision-making;
 - f) the influence of the environment on the individual;
 - g) family health habits and behaviors as they relate to promotion of health and wellness;
 - h) the importance of support and encouragement from positive role models.
- 10.3 The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include
- a) strategies to reduce and prevent violence;
 - b) peaceful resolution of conflicts;
 - c) administration of emergency care;
 - d) recognition of tendencies toward self-harm;
 - e) recognition of life-threatening situations;
 - f) crisis-management strategies;
 - g) methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression;
 - h) recognition of when to seek support for self and others.

Information Access and Use

- 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life. Key concepts/skills include
- a) marketing and advertising techniques to promote health and wellness;
 - b) the use of current technological tools to analyze health products and services;
 - c) involvement of local, state, and federal agencies in health-related issues;
 - d) the impact of technology on the health status of individuals, families, communities, and the world;
 - e) employment opportunities in health-related careers and professions.

Community Health and Wellness

- 10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include
- a) the benefits of volunteering;
 - b) the outcome of drinking and driving;
 - c) the consequences of using acts of violence to settle disputes;
 - d) the need for organized efforts to address community health and wellness issues;
 - e) the responsibilities of citizens to promote the health and wellness goals of the community;
 - f) the value of positive role models;
 - g) the negative influence of teenage drug and alcohol use on younger members of the community.