

## Grade Nine

Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. Students engage in promoting health in their community.

### Knowledge and Skills

#### Standard of Learning

- 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 well-being. Key concepts/skills include:
- a) the use of current research and scientific study to interpret dietary principles;

#### Understanding the Standard

The student will interpret dietary principles and current nutritional research to make healthful food choices.

#### Essential Knowledge and Skills

The student will identify and describe:

- recommended dietary allowances (RDA). (the amount of nutrients that will prevent deficiencies and excesses)
- food guide pyramid. (recommended servings from the five food groups)
- nutritional facts panel. (food labels provide percent of the recommended daily amount of nutrients provided in a serving of food)

### Instructional Resources

#### Feeding Minds, Fighting Hunger

Grades 9-12

International classroom for exploring the problems of hunger, malnutrition, and food insecurity.

- What are Hunger and Malnutrition?
- Who are the Hungry?
- Why are People Hungry and Malnourished?
- What Can We Do to Help End Hunger?

Three or more class periods

Contact: <http://www.feedingminds.org>

Free

#### Nutrition Decision

Grade 6-8

Research and determine nutritional needs of young children, teenagers, and adults. Compile nutrition portfolio. Assume role of hospital dietitian and plan meals for patients.

Sponsor: PBS and Children's Hospital

Six-eight class periods

<http://www.pbs.org/teachersource>

Free

### **Thin is In**

Grades 6-8

Learn to be smart and healthy consumers, to make wise health decisions, and to create original commercials that promote healthy living.

Sponsor: PBS and Children's Hospital

Two-four class periods

<http://www.pbs.org/teachersource>

Free

### **You Are What You Eat**

Explore how social class might affect personal health, understanding of nutritional needs, and policy related to Healthy People 2010.

Sponsor: PBS

Two-four class periods

<http://www.pbs.org/peoplelikeus/resources/lessonplans/health.html>

Free

## **Instructional Lessons**

### **About All You Can Eat: Feast or Famine**

Design an experiment to test if Pima Indians develop diabetes because of genetics or diet.

Sponsor: PBS

One class period

<http://www.pbs.org/teachersource>

Free

### **A 'Hearty'-y Look at Diet**

Grades 9-12

Explores how diet is related to heart disease.

Sponsor: PBS

Two-four class periods

<http://www.pbs.org/healaheart/classroom/diet.html>

Free

### **Eating Forever**

Grades 6-12

Importance of healthy diet and regular exercise.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/stealingtime/resources/lesson2print.htm>

Free

### **LOAFS – Learning on a Full Stomach**

Grades 5-12

Students look at hunger problems within their own communities and are encouraged to implement a LOAFS program.

Sponsor: Ask ERIC Lesson Plan

Three classes

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Soft Drink Sales in Schools**

Grades 9-12

Analyzes sugar content in soda and physical activity needed to burn these calories. Students formulate position on soft drink sales in school.

Sponsor: PBS – NOW with Bill Moyers

Two-four class periods

[http://www.pbs.org/now/printable/classroom\\_diet\\_print.html](http://www.pbs.org/now/printable/classroom_diet_print.html)

Free

### **Additional Instructional Resources**

- Review 6.2a and 7.2a
- Calorie Control Council – <http://www.caloriecontrol.org>
- Dietary Guidelines for Americans – <http://www.cnpp.usda.gov>
- Food Guide Pyramid – <http://www.cnpp.usda.gov>
- Nutrition: Calorie Control – <http://www.caloriecontrol.org>
- Nutrition: Family Food Zone – <http://www.familyfoodzone.com/fridge.html>
- Recommended Dietary Intakes (RDI) – <http://www.nal.usda.gov>
- Test Your Nutrition Knowledge – <http://www.utexas.edu/courses/ntr311/testknow/testknow.html>

### **Assessment Ideas**

The student will:

- identify resources that can help them make wise food choices.
- demonstrate an understanding of how to use the nutritional information on food labels.
- evaluate school lunches and apply dietary principles to make wise food choices.
- use fast food restaurants' online sites (i.e., Mcdonalds.com) to complete the following assignment:
  - select three popular fast food restaurants and give the total number of fat grams and calories for one of their most popular meals. (e.g., Quarter Pounder with cheese, large fries, large Coke, etc.)
  - select a healthier meal choice from the same restaurant and give the total number of fat grams and calories for that meal.
  - calculate the fat and calorie difference for the two meals.
- be responsible for developing a three-day menu for their family using the food pyramid (<http://www.nal.usda.gov/fnic/Fpyr/pyramid.html>) as a guide. The menu should include breakfast, midmorning snack, lunch, afternoon snack, and dinner. Include portion size and number of servings from each food group.
  - Breakfast Example:
    - 1 cup of milk (Milk, Yogurt and Cheese Group – 1 serving);
    - 1 ounce bowl of Cheerios Cereal (Bread, Cereal, Rice, and Pasta Group – 1 serving); and
    - 1 medium banana (Fruit Group-1 serving)
- determine whether it is healthy to exceed the recommended daily servings for any of the food groups. If so, which groups?
- calculate calories burned during a typical physical education class using a Web site such as <http://www.healthwindows.org>
  - Click on Nutrition & Fitness
  - Scroll down to The Fitness Jumping Calorie Calculator
  - Type in your weight and 25 minutes for duration.
  - Click on “Show Me” and write the number of calories burned for each activity.



## Knowledge and Skills Ninth Grade

### Standard of Learning

- 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 well-being. Key concepts/skills include:
- b) a decision-making process for selecting health care products;

### Understanding the Standard

The student will recognize the need to develop a personal decision-making process for selecting health care products.

### Essential Knowledge and Skills

The student will:

- describe a health consumer. (person who uses health products or services)
- identify several health products. (soap, shampoo, toothpaste, sports drinks, etc.)
- determine why having a decision-making process is important for selecting health products. (personal safety)
- identify internal and external factors that influence your buying decisions.
- recognize common advertising techniques. (rich and famous, bandwagon, testimonials, rewards, etc.)
- describe consumer rights. (right to safety, right to be informed, right to be heard, right to have problems corrected, etc.)
- define fraud and quackery. (making false claims – quackery is a type of medical fraud that plays on human emotions and fear)
- identify who is the most common victim of health-care fraud (the elderly)
- describe what quacks promise. (anti-aging and arthritis remedies, cancer cures, etc.)
- identify who can help with consumer problems. (the company's management staff, licensing boards, Consumer Product Safety Commission, Food and Drug Administration, Federal Trade Commission, etc.)

### Instructional Resources

- Review 8.5a-d
- Food and Drug Administration – <http://www.fda.gov>
- Consumer Products Safety Commission – <http://www.cpsc.gov>
- [http://www.ndrews.edu/IPA/education/adolescent\\_health/Media\\_Influence/sid001.htm](http://www.ndrews.edu/IPA/education/adolescent_health/Media_Influence/sid001.htm)
- Centers for Disease Control – <http://www.cdc.gov/hrqol/findings.htm>
- Adolescents and Decision Making – <http://www.innerself.com/Parenting/decisions.htm>
- <http://healthweb.org>
- Quackwatch – <http://www.quackwatch.com>
- How Quackery Sells – <http://www.quackwatch.org/01QuackeryRelatedTopics/quacksell.html>

### Assessment Ideas

The student will:

- write a consumer fraud letter or a letter of complaint about a health product or service.
- critique advertisements on television and in magazines that are directed at teens and analyze what methods are used to influence the buyer.
- develop and market a product that promotes healthy living.



# Knowledge and Skills Ninth Grade

## Standard of Learning

- 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 well-being. Key concepts/skills include:
- c) application of personal standards regarding the use of alcohol, tobacco, and other controlled substances;

## Understanding the Standard

The student will develop and implement a plan of action to make a commitment to be drug-free.

## Essential Knowledge and Skills

The student will:

- analyze peer pressure and alcohol and other drug use. (can be intense during the teen years – especially if alcohol and other drug use is considered the “norm”)
- define personal standards. (set clear goals and values)
- describe a plan of action to make a commitment to be drug-free:
  - make a commitment not to use drugs before they are offered to you;
  - steer clear of people who use drugs;
  - know that remaining drug-free is a positive, mature decision; and
  - deal with life’s ups and downs in a healthful way.

## Instructional Resources

- Review 7.2c
- Local Resource Officer and Police Officer
- Life Skills Programs
- Department of Alcohol Beverage Control
- Virginia Alcohol Safety Action Program
- Bureau of Alcohol Tobacco & Firearms – <http://www.atf.treas.gov>
- <http://www.mninter.net/~publish/photos.html>
- <http://www.adhl.org/drugslos.html>
- <http://www.drug-abuse.com/information>
- <http://www.usdoj.gov/dea/concer/concern.htm>
- <http://www.state.ok.us/~obnnd/obndfs.html>
- <http://www.daodas.com/refernce/charts/effects.html>
- <http://www.umsl.edu/~rkeel/180/classify.html>
- <http://www.umsl.edu/~rkeel/180/hallucin.html>
- Drug and Violence Prevention – <http://dave.esc4.net>

## Assessment Ideas

The student will:

- write a paper on how to avoid a drug-related situation.
- identify characteristics of individuals who use illegal drugs and how this can limit their potential.
- identify characteristic of persons who commit to be drug-free.
- answer the question: To what extent can you control peer pressure?
- conduct a Drug Research Web Quest/Guided Web Activity.

# Knowledge and Skills Ninth Grade

## Standard of Learning

- 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 well-being. Key concepts/skills include:
- d) maintenance of health habits that promote personal wellness;
  - e) implementation of a fitness and lifetime physical activity plan;
  - f) establishment of personal parameters for appropriate and inappropriate health behaviors;

## Understanding the Standard

The student will create, implement, and maintain a personal fitness plan that promotes personal wellness, and recognize parameters for appropriate and inappropriate health behaviors.

## Essential Knowledge and Skills

The student will:

- describe health habits that promote personal wellness. (exercise, diet, sleep, etc.)
- identify the health consequences associated with physical inactivity. (major risk factor for developing coronary heart disease, increased risk of stroke, high blood pressure, diabetes, low HDL, self esteem, psychological well-being, etc.)
- identify components of a personal fitness plan:
  - analysis of personal fitness data;
  - incorporating fitness components and principals;
  - establishing short- and long-term goals;
  - implementing and evaluating the plan.
- recognize parameters for appropriate and inappropriate health behaviors. (diet and eating disorders, excessive exercising, obsession with fitness, etc.)

## Instructional Resources

### Go Girls!

Grades 7-12

Enhances girls' self-esteem; empowers media advocacy; explores body image issues; and discusses eating disorders.

<http://www.nationaleatingdisorders.org>

+Cost

### Nutrition Decision

Grade 6-8

Research and determine nutritional needs of young children, teenagers, and adults. Compile nutrition portfolio. Assume role of hospital dietitian and plan meals for patients.

Sponsor: PBS and Children's Hospital

Six-eight class periods

<http://www.pbs.org/teachersource>

Free

### Secondary-Level Interdisciplinary Curriculum

Grades 9-12



Critical nutrition needs of adolescents.

- Special Nutrition Problems of Adolescence
- Alternative Eating in the 1990s
- Prevention of Disordered Eating
- Increasing Physical Activity
- Food Safety

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition](http://www.pde.state.pa.us/food_nutrition)

### **Sports Nutrition for Adolescents**

Grades 9-12

Promotes healthful nutrition to students participating in school or community-based athletics.

- Sports Drinks
- Sports Bars and Energy Foods
- Sports Diet
- Protein Power
- Recovery Carbs

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition](http://www.pde.state.pa.us/food_nutrition)

### **Thin is In**

Grades 6-8

Learn to be smart and healthy consumers, to make wise health decisions, and to create original commercials that promote healthy living.

Sponsor: PBS and Children's Hospital

Two-four class periods

<http://www.pbs.org/teachersource>

Free

### **You Are What You Eat**

Explore how social class might affect personal health, understanding of nutritional needs, and policy related to Healthy People 2010.

Sponsor: PBS

Two-four class periods

<http://www.pbs.org/peoplelikeus/resources/lessonplans/health.html>

Free

## **Instructional Lessons**

### **Eating Forever**

Importance of healthy diet and regular exercise.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/stealingtime/resources/lesson2print.htm>

Free

### **Genes or Jeans?**

Grades 9-10

Evaluates how one's genetics and health choices contribute to disease and proposes strategies to reduce risk.

Sponsor: Georgia State University  
Individual lesson plan  
<http://www.gsu.edu/~wwwche/hlessons.htm>  
Free

### **Healthy for Life**

Grades 9-10  
Evaluates how one's genetics & health choices contribute to disease and proposes strategies to reduce risk. Analyzes causes, treatments, and prevention for cancers.  
Sponsor: Georgia State University  
Individual lesson plan  
<http://www.gsu.edu/~wwwche/hlessons.htm>  
Free

### **LOAFS – Learning on a Full Stomach**

Grades 5-12  
Students look at hunger problems within their own communities and are encouraged to implement a LOAFS program.  
Sponsor: Ask ERIC Lesson Plan  
Three classes  
<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>  
Free

### **Motivating Youth to Get More Exercise**

Grades 9-12  
Discusses consequences of being overweight. Develop strategies to be more physically active.  
Sponsor: PBS – NOW with Bill Moyers  
Two-four class periods  
[http://www.pbs.org/now/printable/classroom\\_verb\\_print.html](http://www.pbs.org/now/printable/classroom_verb_print.html)  
Free

### **New Moves**

Grades 9-12  
\*Evaluated program  
Targets females to increase healthy eating and physical activity. Places emphasis on feeling good about the self. Provides nutrition guidance, non-competitive physical activity, and social support.  
University of Minnesota  
E-mail: [neumark@epi.umn.edu](mailto:neumark@epi.umn.edu)

### **Soft Drink Sales in Schools**

Grades 9-12  
Analyzes sugar content in soda and physical activity needed to burn these calories. Students formulate position on soft drink sales in school.  
Sponsor: PBS – NOW with Bill Moyers  
Two-four class periods  
[http://www.pbs.org/now/printable/classroom\\_diet\\_print.html](http://www.pbs.org/now/printable/classroom_diet_print.html)  
Free

## **Additional Instructional Resources**

- Review 8.2d
- Refer to physical education SOL 9.3a-d; 9.1b; and 9.5a-c
- American Cancer Society – “Generation Fit” – e-mail: [rita.w.miller@cancer.org](mailto:rita.w.miller@cancer.org)
- Calorie Control Council – <http://www.caloriecontrol.org>
- Local Fitness Centers and Instructors
- A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School – Includes 70 games & activities from 24 cultures – Publisher: Human Kinetics – <http://www.humankinetics.com/products/showproduct.cfm?isbn=0736038825>
- Nutrition: Calorie Control – <http://www.caloriecontrol.org>

### **Assessment Ideas**

The student will:

- create, implement, and evaluate a personal fitness and lifetime activity plan.
- describe appropriate and inappropriate health behaviors.
- locate and describe four fitness Web sites.
- design a 14-day exercise program for a college student that includes:
  - warm up
  - flexibility
  - cardiovascular and strength training (FITT principle)
  - cool down

# Knowledge and Skills Ninth Grade

## Standard of Learning

- 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 well-being. Key concepts/skills include:
- g) utilization of a personal system for coping with distress and stress;
  - h) management of deadlines;
  - i) peaceful resolution of conflicts.

## Understanding the Standard

The student will develop strategies for coping with stress, managing deadlines, and resolving conflicts.

## Essential Knowledge and Skills:

The student will:

- identify stressful situations. (relationships, deadlines, grades, etc.)
- recognize ways to avoid situations that may cause stress.
- describe some ways of managing stress:
  - eat nutritious foods;
  - get adequate sleep;
  - manage your time – list tasks and how much time it will take to complete each task;
  - maintain a positive outlook;
  - be physically active;
  - learn how to relax; and
  - seek advice from others for solutions to your problem.
- analyze ways to resolve conflicts peacefully. (negotiation, mediation, arbitration – all forms of resolution deal with agreement)

## Instructional Resources

- Review 7.1c
- School Guidance Counselor
- Peer Mediation/Conflict Mediation Programs
- Life Skills Program
- Goal Setting – <http://www.topachievement.com/goalsetting/html>
- Coping with Life's Stressors – <http://www.coping.org/control/selfcont.htm>
- Peaceful Solutions – Communication Skill Building – <http://www.thirteen.org/peaceful/strate.html>
- Drug and Violence Prevention – <http://dave.esc4.net>

## Assessment Ideas

The student will:

- develop a timeline for an assignment, list ways of meeting the deadline and how having a timeline reduces stress.
- identify sources of stress and how to handle them in ways that promote good physical, mental, and emotional health.
- research a historically significant event that was peacefully resolved using conflict resolution. (Check with social studies teacher)
- identify situations in which it makes sense to ignore and walk away from a potential conflict.
- explain how to resolve conflicts without violence.
- define mediation and describe how it can help resolve conflicts.

## Knowledge and Skills Ninth Grade

### Standard of Learning

- 9.2 The student will analyze and evaluate the relationship among health behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include:
- participation in activities that improve the cardiovascular system;
  - recognition of the value of proper nutrition, rest, and regular activity.

### Understanding the Standard

The student will analyze the value of proper nutrition, rest, and regular participation in activities that improve cardiovascular health.

### Essential Knowledge and Skills

The student will:

- identify how eating habits affect personal health.
- recognize how much sleep teenagers need. (8 to 10 hours)
- identify adverse health effects of lack of sleep. (linked to the rise in obesity; lowers growth hormone which controls the body's proportions of fat and muscle; blood studies show impaired glucose tolerance, or a pre-diabetic state; sleep is when the brain rehearses recently-learned information, so deep sleep improves memory and one's ability to learn; lowers the body's ability to fight infection)
- describe the psychological and physiological benefits of physical activity.
- identify the health benefits of regular physical activity for teenagers and for a lifetime.
- provide examples of cardiovascular activities.
- describe how a healthy cardiovascular system improves personal health.

### Instructional Resources

#### Nutrition Decision

Grade 6-8

Research and determine nutritional needs of young children, teenagers, and adults. Compile nutrition portfolio. Assume role of hospital dietitian and plan meals for patients.

Sponsor: PBS and Children's Hospital

Six-eight class periods

<http://www.pbs.org/teachersource>

Free

#### Sports Nutrition for Adolescents

Grades 9-12

Promotes healthful nutrition to students participating in school or community-based athletics.

- Sports Drinks
- Sports Bars and Energy Foods
- Sports Diet
- Protein Power
- Recovery Carbs

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition](http://www.pde.state.pa.us/food_nutrition)

### **Thin is In**

Grades 6-8

Learn to be smart and healthy consumers, to make wise health decisions, and to create original commercials that promote healthy living.

Sponsor: PBS and Children's Hospital

Two-four class periods

<http://www.pbs.org/teachersource>

Free

### **You Are What You Eat**

Explore how social class might affect personal health, understanding of nutritional needs, and policy related to Healthy People 2010.

Sponsor: PBS

Two-four class periods

<http://www.pbs.org/peoplelikeus/resources/lessonplans/health.html>

Free

## **Instructional Lessons**

### **About All You Can Eat: Feast or Famine**

Design an experiment to test if Pima Indians develop diabetes because of genetics or diet.

Sponsor: PBS

One class period

<http://www.pbs.org/teachersource>

Free

### **A 'Hearty'-y Look at Diet**

Grades 9-12

Explores how diet is related to heart disease.

Sponsor: PBS

Two-four class periods

<http://www.pbs.org/healaheart/classroom/diet.html>

Free

### **Genes or Jeans?**

Grades 9-10

Evaluates how one's genetics and health choices contribute to disease and proposes strategies to reduce risk.

Sponsor: Georgia State University

Individual lesson plan

<http://www.gsu.edu/~wwwche/hlessons.htm>

Free

### **Healthy for Life**

Grades 9-10

Evaluates how one's genetics & health choices contribute to disease and proposes strategies to reduce risk. Analyzes causes, treatments, and prevention for cancers.

Sponsor: Georgia State University

Individual lesson plan

<http://www.gsu.edu/~wwwche/hlessons.htm>

Free

### **Motivating Youth to Get More Exercise**

Grades 9-12

Discusses consequences of being overweight. Develop strategies to be more physically active.

Sponsor: PBS – NOW with Bill Moyers

Two-four class periods

[http://www.pbs.org/now/printable/classroom\\_verb\\_print.html](http://www.pbs.org/now/printable/classroom_verb_print.html)

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### **Soft Drink Sales in Schools**

Grades 9-12

Analyzes sugar content in soda and physical activity needed to burn these calories. Students formulate position on soft drink sales in school.

Sponsor: PBS – NOW with Bill Moyers

Two-four class periods

[http://www.pbs.org/now/printable/classroom\\_diet\\_print.html](http://www.pbs.org/now/printable/classroom_diet_print.html)

Free

### **Additional Instructional Resources**

- Physical Education SOL
- American Cancer Society – “Generation Fit” – e-mail: [rita.w.miller@cancer.org](mailto:rita.w.miller@cancer.org)
- Calorie Control Council – <http://www.caloriecontrol.org>
- Nutrition Café – <http://www.exhibits.pacsci.org>
- Nutrition: Calorie Control – <http://www.caloriecontrol.org>
- Nutrition: Family Food Zone – <http://www.familyfoodzone.com/fridge.html>
- Test Your Nutrition Knowledge – <http://www.utexas.edu/courses/ntr311/testknow/testknow.html>

### **Assessment Ideas**

The student will:

- maintain a fitness log that includes daily food intake, amount of sleep, physical activities, and energy levels throughout the day.
- research the psychological and physiological benefits of physical activity.

## Knowledge and Skills Ninth Grade

### Standard of Learning

- 9.2 The student will analyze and evaluate the relationship among health behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include:
- b) development of a personal plan for remaining free of communicable diseases;

### Understanding the Standard

The student will design a personal plan of action to avoid communicable diseases.

### Essential Knowledge and Skills

The student will:

- define communicable diseases. (an illness caused by a pathogen/germ)
- describe typhoid fever, Lyme disease, hepatitis A, B, and C virus, salmonella, dengue fever, West Nile virus, malaria, listeriosis, chicken pox, colds, E. Coli, flu, cholera, leprosy, measles, viral meningitis, mumps, rabies, rubella, smallpox, tetanus, tuberculosis, whooping cough, yellow fever, conjunctivitis, impetigo, mononucleosis, polio, Rocky Mountain spotted fever, strep throat, scarlet fever, shingles, etc.
- identify precautions you can take to prevent communicable diseases.
  - maintain good health – proper nutrition, sufficient rest and sleep, adequate physical activity, and regular medical check-ups;
  - proper hygiene to minimize germ exposure;
  - vaccinations; (immunizations) and
  - use caution around people with communicable diseases. (cold, flu, etc.)
- describe how the immune system works.

### Instructional Resources

- Review 8.1b and h
- Health Textbooks
- Local Health Departments
- Virginia Department of Health
- School Nurse
- Thrive on Line – <http://www.thriveonline.com/quizzes.html>
- Health Teacher – <http://healthteacher.com/lessonguides/nutrition/k-1/nutlelk1/index.asp>
- Center for Disease Control – <http://www.cdc.gov>
- Center for Disease Control – Travelers Health – <http://www.cdc.gov/travel>
- Family Life Curriculum

### Assessment Ideas

The student will:

- design a brochure outlining the precautions one can take to prevent communicable diseases.
- create and present their plan for avoiding communicable diseases.



# Knowledge and Skills Ninth Grade

## Standard of Learning

- 9.3 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors and the prevention of injury and premature death. Key concepts/skills include:
- risky behaviors that may result in permanent disability for self or others;
  - the consequences of using weapons in acts of violence;
  - identification of situations involving risks;
  - the effects of alcohol and other drug use.

## Understanding the Standard

The student will understand the consequences of high-risk behaviors, such as alcohol and other drug abuse and using weapons in acts of violence, and the relationship between high-risk situations and increased risk of injury or premature death.

## Essential Knowledge and Skills

The student will:

- identify situations with inherent risks. (driving recklessly, selling or buying drugs, participating in contact sports, using weapons, etc.)
- describe inappropriate actions that may contribute to injury. (not wearing a seatbelt, pranks, dares or challenges and other negative peer pressures, bullying, prejudice, riding with an intoxicated driver, etc.)
- recognize how anger contributes to fights, using weapons, and other violent behaviors. (anger causes the heart to beat faster, blood rushes to your face, muscles tense up, etc., so your body is ready to defend itself – without your brain channeling this energy into something positive, the situation can escalate into a serious conflict)
- identify how alcohol and other drug use may contribute to injury and violent crimes. (lose ability to control anger, make poor judgments and decisions, susceptible to negative group pressures, drive under the influence, etc.)

## Instructional Resources

- Review 7.1b
- Resource Officer and Police Departments
- Code of Virginia
- Juvenile Courts
- Internet Healthy Lifestyle Web Quest – <http://www.plainfield.k12.in.us/hschool/webq/webq49/bodytune.htm>
- ACDE Drug Prevention Lesson Plans – <http://www.acde.org/educate/Lessons.htm>
- Extreme Behavior – <http://www.pamf.org/teen/extreme/index.cfm>
- Reducing Risky Behaviors – [http://www.childrenshealth.gov/topics/risky\\_b](http://www.childrenshealth.gov/topics/risky_b)
- Adolescent Risky Behaviors and Family Environment – <http://aspe.hhs/riskybehav01>
- Avoiding Risky Behaviors – <http://www.healthierus.gov/behaviors.html>
- Crime and Risky Behaviors – <http://www.prevlink.org/clearinghouse/catalog>
- Drug and Violence Prevention – <http://dave.esc4.net>

## Assessment Ideas

The student will:

- bring in a recent article involving high-risk behaviors to discuss how the injury or death could have been avoided.
- write a two-page paper about a conflict that escalates into a violent situation.
- explain why people who have been drinking alcohol or using other drugs are more likely to become violent.

## Knowledge and Skills Ninth Grade

### Standard of Learning

- 9.3 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors and the prevention of injury and premature death. Key concepts/skills include:
- d) identification of situations that require first aid and CPR;

### Understanding the Standard

The student will recognize situations that require basic first aid and/or CPR.

### Essential Knowledge and Skills

The student will:

- define first aid. (immediate temporary care given to an injured or ill person)
- identify why learning basic first aid skills are important. (knowing what to do and what not to do can prevent further damage)
- define universal precautions. (actions taken to prevent the spread of communicable disease by treating all blood as if it were contaminated)
- describe the basic first aid steps for an emergency situation:
  - recognize signs of an emergency; (victim, smoke, toxic odor, etc.)
  - decide what immediate action is needed; (first responsibility is to never put your life in danger to help someone else and do not move the victim unless you need to protect him or her from further injury)
  - call for help; (explain the nature of the emergency, location, etc., and stay on the phone until the operator tells you to hang up)
  - provide care until help arrives. (protect from further injury, maintain body temperature, control bleeding, reassure the victim that help is on the way, etc.)
- list common emergencies. (sprains, broken bones, cuts, insect bites, burns, poisoning, fainting, nosebleeds, heat exhaustion, etc.)
- identify life-threatening emergencies. (choking, shock, severe bleeding, heart attack, etc.)
- describe first aid for common and life threatening emergencies.
- describe CPR. (combines rescue breathing and chest compressions to restore breathing and circulation)

### Instructional Resources

- Review 6.5b
- Poison Control Center (800-222-1222)
- American Red Cross
- American Heart Association – <http://www.americanheart.org>
- Local Fire Departments (Emergency Medical Technicians)
- School Nurse
- Athletic Trainer
- First Aid Textbooks
- Guest Speakers from Above-Listed Agencies
- Broken Bones – <http://www.pbs.org/ktca/newtons/10/brokenbone.html>
- First Aid Rescue 411 – <http://library.thinkquest.org/10624/1staid.html>
- Active First Aid Online – <http://www.parasolemt.com.au/afa>
- Basic First Aid Script – <http://www.cdc.gov/nasd/docs/d000101-d0002000/d000105/d000105.html>
- First Aid Page – <http://www.expage.com/gage/lacieking>
- MayoClinic.com – <http://www.mayoclinic.com/findinformation.fir>
- First Aid – <http://library.thinkquest.org/10624/1staid.ht>

- Common First-Aid Procedures – <http://cpmnet.columbia.edu/texts/guide/toc/t>

## **Assessment Ideas**

The student will:

- assemble a first aid kit.
- identify the treatment and care for the following:
  - obstructive airway/asphyxiation;
  - CPR;
  - rescue breathing;
  - nosebleeds;
  - allergic reactions;
  - shock;
  - severe bleeding;
  - thermal, chemical, electrical, and solar radiation burns;
  - bites and stings;
  - avulsion, bruise, cut, puncture, and abrasion wounds;
  - heat stroke/heat exhaustion – symptoms and care;
  - fractures;
  - sprains/strains;
  - dislocations;
  - fainting;
  - dehydration;
  - eye injuries;
  - tooth injuries;
  - vomiting;
  - tick removal;
  - fever;
  - concussions and contusions;
  - convulsions;
  - electrical injuries;
  - frostbite;
  - hypothermia;
  - heatstroke;
  - heat cramps;
  - stroke;
  - hypoglycemia;
  - hyperglycemia;
  - drug withdrawal;
  - motion sickness;
  - foreign objects in the ear, eye, nose, skin, swallowed, or inhaled;
  - heart attack; and
  - poisoning.
- become certified in CPR – if the teacher has the proper training.
- research and describe five first aid Web sites.

## Information Access and Use Ninth Grade

### Standard of Learning

- 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)

### Understanding the Standard

Student will identify the connections between personal health goals and state and national health issues.

### Essential Knowledge and Skills

The student will:

- identify the national health issues outlined in the Report of the Surgeon General. (<http://www.health.gov/healthypeople>).
- research community, state, national, and global health issues and evaluate their connections to personal health goals.
- identify how personal health practices can affect the health outcomes of individuals and groups. (normative behaviors – smoking, poor nutrition, etc., the spread of communicable diseases, pollution, violence, immunizations, etc.)
- analyze health behaviors and practices that are common to groups of people. (cultural or religious practices, gangs, underinsured, drug addicts, alcoholics, etc.)
- analyze the impact of unhealthy community and global practices on individuals and groups.
- assess the value of health indicators and their impact on societal health. (obesity, communicable disease infection rates, infant mortality statistics, etc.)

### Instructional Resources

- Healthy People 2010 – <http://www.health.gov/healthypeople>
- <http://www.kidshealth.org>
- <http://www.niaa.nih.gov>
- <http://www.communityhealth.hrsa.gov>
- Virginia Department of Social Services – <http://www.dss.state.va.us>
- Virginia Department of Health – <http://vdh.state.va.us>

### Assessment Ideas

The student will:

- create a world map and describe the health status for each continent.
- compare state and national health problems with those of the rest of the world.
- design a Web site to display global health concerns and provide links to international and national health resources.
- write a three-page paper on the Healthy People 2010 Goals and identify strategies to implement positive health decisions and practices in their community.
- identify five Internet sites that provide a better understanding of global health issues.
- research regions of the world, cultures, and patterns of health for various communities.
- illustrate through the creation of a historical time line the health problems that have had a global impact throughout the past 400 years.
- list health conditions that originated in one country and spread to other parts of the world.
- analyze interventions practiced by communities around the world that promote good health. (e.g., sanitation, immunizations, health education, etc.)



## **Information Access and Use Ninth Grade**

### **Standard of Learning**

9.4 The student will use various sources of information to evaluate global health issues.

Key concepts/skills include:

- b) the benefits of information provided by the recognized sources such as state and local health departments, the Food and Drug Administration (FDA), The National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).

### **Understanding the Standard**

The student will identify state, national, and global health agencies, such as the WHO, CDC, NIH, FDA, and state and local health departments, that provide information and services to help communities and the world protect public health and safety.

### **Essential Knowledge and Skills**

The student will:

- research the FDA, NIH, WHO, and CDC and identify their public health responsibilities.
- determine how individuals and communities access information from these organizations.
- analyze the health conditions of 10 nations.
- identify members of these health organizations.
- determine these health organizations' scope of influence or the methods used to affect health practices. (e.g., FDA restricted use of a product based on the product's clinical results)

### **Instructional Resources**

- Virginia Department of Health – <http://www.vdh.state.va.us>
- Center for Disease Control – <http://www.cdc.gov>
- Food and Drug Administration – <http://www.fda.gov>
- Nation Institutes of Health – <http://www.nih.gov>
- World Health Organization – <http://www.who.int/en>

### **Assessment Ideas**

The student will:

- list health organizations (FDA, WHO, NIH, CDC, etc.) and describe their responsibilities.
- explain the role members of health organizations have in the international health community.
- describe a moment in history where action by one of these health organizations resulted in local, state, or global health improvements.
- chart the effects of a specific health intervention on the status of a community.
- illustrate health organizations by their mission and the health areas they focus on and create a poster, drawing, or computer generated display.
- research music lyrics which describe health conditions, diseases, or epidemics.
- identify countries that receive assistance from the WHO, NIH, CDC, and others to eliminate life threatening health conditions and diseases.
- create a fictitious product for approval by the FDA.
- identify languages of countries and some terms they use to describe illnesses.

# Community Health and Wellness

## Ninth Grade

### Standard of Learning

- 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 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 service;
  - e) the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

### Understanding the Standard

The student will analyze the positive impact of collaborative relationships among health professionals for promotion of healthy communities; the importance of community service; the development of school and community health programs for citizens of all ages; and an awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

### Essential Knowledge and Skills

The student will:

- identify collaborative relationships among health professionals. (promoting and protecting public health requires coordinated efforts of state and federal government agencies and private organizations)
- identify health professionals, agencies, and organizations that impact community health.
- define health advocacy. (taking responsibility for improving personal, family, and community health)
- identify community projects that promote health for children, adolescents, young adults, and older populations.
- identify the benefits of community service:
  - promotes positive feelings;
  - promotes feelings of confidence;
  - helps with coping with stress;
  - promotes satisfying personal relationships; and
  - provides potential career opportunities.
- identify examples of community projects that address health-related social issues.
- describe examples of organizations/agencies that address health-related social issues.

### Instructional Resources

- Virginia Department of Health – <http://www.vdh.state.va.us>
- Center for Disease Control – <http://www.cdc.gov>
- Community Health – <http://www.communityhealth.hrsa.gov>
- Virginia Department of Social Services – <http://www.dss.state.va.us>
- National Service Learning Clearinghouse – <http://www.servicelearning.org>

### Assessments Ideas

The student will:

- identify a community health problem or need and plan a community health-promotion project.
- analyze health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

- volunteer to work on a community health project.