

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

- 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;
 - b) a decision-making process for selecting health care products;
 - c) application of personal standards regarding the use of alcohol, tobacco, and other controlled substances;
 - 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;
 - 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 relationship 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 relationship between positive health behaviors and the prevention 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) identification of situations that require first aid or CPR;
 - 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 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).

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 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 10 demonstrate comprehensive health 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 well-being of self and others throughout life. Key concepts/skills include
 - a) the impact of poor dietary choices;
 - b) the effects of sedentary lifestyle;
 - 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 power of assertiveness;
 - 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 impact of emotions and peer approval on personal decision-making;
 - f) the effects of an individual's environment;
 - g) family health habits and behaviors as they relate to health promotion;
 - 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.

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 well-being throughout life. Key concepts/skills include

- a) marketing and advertising techniques to promote health;
- 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 community. Key concepts/skills include

- a) the benefits of volunteerism;
- b) the outcome of drinking and driving;
- c) the effects of using acts of violence to settle disputes;
- d) the need for organized efforts to address community health issues;
- e) the responsibilities of citizens to promote the health 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.