



9th Grade Health Curriculum

Scope and Sequence: There are a total of eight units that make up the high school health curriculum. Below is an outline of the sequence in which these units are to be taught:

- Mental, Emotional and Social Health – p. 168
- Nutrition and Physical Activity – p. 72
- Promoting Safe and Healthy Relationships – p. 246
- Alcohol, Tobacco and Other Drugs – p. 538
- Diseases and Disorders – p. 620
- Growth, Development – p. 484
- A healthy Foundation – p. 2
- Injury Prevention and Environmental Health – p. 704

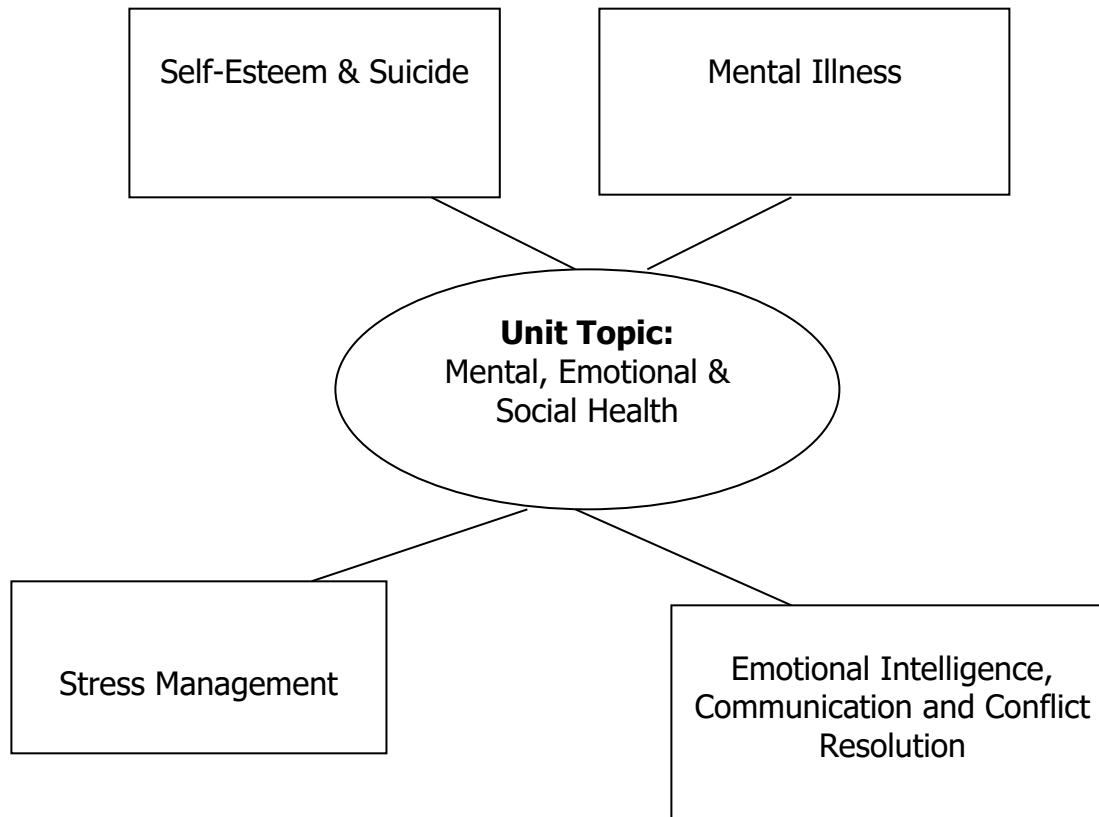
Critical Content/Concept Web

Unit Planner

Unit Topic: Mental, Emotional & Social Health

Conceptual Lens: Coping

Grade: 9



Unit Overview

Mental, emotional and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Mental/Emotional Health
 Hierarchy of Needs
 Self-Actualization
 Personality
 Modeling
 Personal Identity
 Developmental Assets
 Constructive Criticism
 Emotions
 Hormone
 Empathy
 Hostility
 Defense Mechanisms
 Suppression
 Stress
 Perception
 Stressor

Psychosomatic Response
 Chronic Stress
 Stress Management
 Relaxation Response
 Anxiety
 Depression
 Resiliency
 Protective Factors
 Mental Disorder
 Anxiety Disorder
 Mood disorder
 Conduct Disorder
 Alienation
 Suicide
 Cluster Suicides
 Coping
 Grief Response
 Mourning
 Psychotherapy
 Group Therapy

Grade: 9 Subject: Health Unit: Mental, Emotional & Social Health Lens: Coping	
Enduring Understandings	Guiding Questions
<ol style="list-style-type: none"> 1. Individuals are driven by their basic needs. 2. Stress affects all aspects of a healthy life. 3. Communication, conflict resolution and management of emotions influence relationships. 4. Building strong mental health can influence one's overall wellbeing. 	<ol style="list-style-type: none"> a. What is Maslow's hierarchy or needs? b. How might a person's needs change? c. What influences our self-esteem? d. What are warning signs of suicide? e. What factors contribute to suicidal thought? f. What resources are available within the community for those at risk of suicide? a. What are stressors? b. What is the difference between eustress and distress? c. What is the fight or flight response? d. What are healthy strategies for managing stress? e. What is the relationship between stress and illness? a. What are the forms of communication? b. How do emotions affect the ability to communicate? c. What are healthy ways to achieve conflict resolution? a. What is a mental illness? b. What are common mental illnesses? c. What are warning signs of mental illness? d. What are resources for diagnosing and treating mental illness?

Grade: 9 Subject: Health Unit: Mental, Emotional & Social Health Lens: Coping			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes P - Prompts O – Observations WS – Work Samples D – Dialogues SA – Student Self-Assessment T - Tests	
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> 1. Maslow’s hierarchy of needs.(1.1.1, 1.1.2) 2. Influences and factors that build and maintain self perceptions. (1.1.4) 3. Factors influencing suicide. (1.1.1, 1.1.2, 1.1.4, 1.1.8) 4. Warning signs of suicide. 5. Resources available for those at risk of suicide. (1.1.6) 6. Forms of communication (passive, aggressive, assertive). 7. The relationship between emotions and effective communication. (1.1.2) 8. Healthy strategies for conflict resolution. (1.1.5) 9. The physiological and psychological effects of stress (short and long term). (1.1.1, 1.1.8) 10. Stress-Management strategies. (1.1.5) 11. Categories of Mental Illness. 12. Signs and symptoms of mental illness. 13. Diagnosis and treatment options for mental illness. (1.1.6) 		<p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the family and culture influence health beliefs and behaviors. 2.1.1 2. Analyze how peers influence health beliefs and behaviors 2.1.2 <p>Accessing Information</p> <ol style="list-style-type: none"> 3. Access valid and reliable health information, products, and services. 3.1.3 4. Determine when professional health services may be required. 3.1.5 <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 5. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.1.3 6. Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.1.4 <p>Decision Making</p> <ol style="list-style-type: none"> 7. Justify when individual or collaborative decision-making is appropriate. 5.1.3 8. Defend the healthy choice when making decisions 5.1.6 <p>Goal Setting</p> <ol style="list-style-type: none"> 9. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.1.2 <p>Practice Healthy Behaviors</p> <ol style="list-style-type: none"> 10. Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others. 7.1.3 <p>Advocacy</p> <ol style="list-style-type: none"> 11. Demonstrate how to influence and support others to make positive health choices. 8.1.2 	

Grade: 9 Subject: Health Unit: Mental, Emotional & Social Health Lens: Coping			
Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>KNOW</i>	<i>DO</i>
1. Students create their own hierarchy of needs.	1	1,2,3	1,2,9
2. Students demonstrate effective communication and coping strategies.	3	6,7,8,10	5,6,7,8,10,11
3. Create a model of a person who is in a state of stress.	2	9	3
4. Create a pamphlet of common mental disorders and effective treatment methods.	4	11,12,13	3,4,8

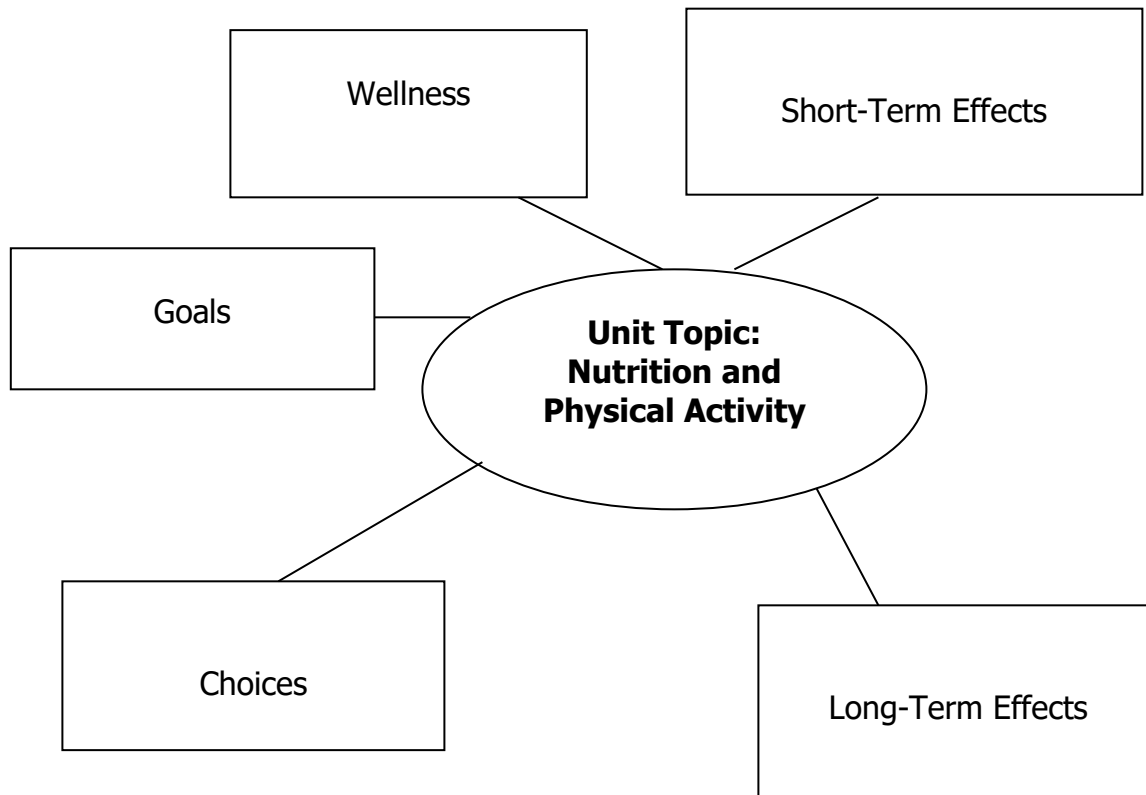
Critical Content/Concept Web

Unit Planner

Unit Topic: Physical Activity and Nutrition

Conceptual Lens: Healthy Living

Grade: 9



Unit Overview

For adolescents to learn and achieve to their fullest potential, they need to acquire knowledge and skills to make healthy choices in food selection and engage in lifelong physical activity. This knowledge includes the link between healthy eating and exercise with physical, mental, emotional and social health; energy level; self image; and physical fitness.

Vocabulary

Physical Activity	Nutrition
Physical Fitness	Calories
Sedentary Lifestyle	Nutrients
Osteoporosis	Hunger
Metabolism	Appetite
Muscular Strength	Carbohydrates
Muscular Endurance	Fiber
Flexibility	Proteins
Body Composition	Lipid
Exercise	Vitamins
Aerobic Exercise	Minerals
Anaerobic Exercise	Food Allergy
Overload	Food Intolerance
Progression	Pasteurization
Specificity	Body Image
Warm-up	BMI
Workout	Overweight
F.I.T.T	Obesity
Cool-down	Underweight
Hydration	Fad Diets
Anabolic Steroids	Weight Cycling
Health Screening	Eating Disorder
Heat Cramp	Anorexia Nervosa
Frostbite	Bulimia Nervosa
Hypothermia	Vegetarian
Strain	Vegan
Sprain	Megadose

Grade: 9th Subject: Health Unit: Nutrition and Physical Activity Lens: Healthy Living	
Enduring Understandings	Guiding Questions
<p>1. Proper nutrition influences a healthy lifestyle.</p> <p>2. Physical activity influences a healthy lifestyle.</p> <p>3. Eating and fitness habits established early in life can impact long-term health behaviors.</p>	<p>a. What are key nutrients? b. What are the benefits of a healthy diet? c. What barriers influence our diet choices? d. What can you learn from a food label?</p> <p>a. What is Physical Fitness? b. What components are essential to a fitness program? c. What are the benefits of physical activity? d. What is the importance of cardio respiratory fitness? e. What is the difference between aerobic and anaerobic activity?</p> <p>a. How can nutrition affect physical fitness? b. What is the importance of balancing caloric intake and caloric expenditure? c. How can eating and fitness habits established early in life impact life-long health?</p>

Grade: 9th Subject: Health Unit: Nutrition and Physical Activity Lens: Healthy Living			
Critical Content and Skills		AC = Assessment Code:	Q – Quizzes O – Observations D – Dialogues T - Tests
			P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> 1. The six classes of nutrients. 2. The rate at which their body metabolizes energy (Metabolic rate). 3. The importance of Hydration - physical and mental effects on performance.(1.1.5) 4. How to read a food label. (1.1.1, 1.1.5) 5. How to analyze their diet. (1.1.1, 1.1.5) 6. Benefits of a healthy diet. (1.1.5) 7. Proper caloric intake and the distribution of nutrients(1.1.1, 1.1.5) 8. The importance of balancing caloric intake and output. (1.1.1, 1.1.5) 9. The importance of making healthy food choices. (1.1.1, 1.1.5) 10. The characteristics associated with eating disorders. (1.1.2, 1.1.8) 11. How genetic influences can affect body structure. (1.1.4) 12. Ways to overcome barriers to proper diet and exercise. (1.1.1, 1.1.7, 1.1.8) 13. The components of Fitness.(1.1.5) 14. How to calculate BMI or composition (1.1.1) 15. How to calculate target heart rate (1.1.1) 16. The benefits of exercise.(1.1.5) 		<p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the family and culture influence health beliefs and behaviors. 2.1.1 <p>Accessing Information</p> <ol style="list-style-type: none"> 2. Evaluate the validity of health information, products, and services. 3.1.1 <p>Decision Making</p> <ol style="list-style-type: none"> 3. Examine barriers that can hinder healthy decision-making. 5.1.1 4. Determine the value of applying a thoughtful decision-making process in health-related situations. 5.1.2 5. Generate alternatives to health-related issues or problems. 5.1.4 <p>Goal Setting</p> <ol style="list-style-type: none"> 6. Assess personal health practices and overall health status. 6.1.1 7. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.1.2 8. Implement strategies and monitor progress in achieving a personal health goal. 6.1.3 9. Formulate an effective long-term personal health plan. 6.1.4 <p>Practice Health Behaviors</p> <ol style="list-style-type: none"> 10. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.1.2 	

Grade: 9th Subject: Health Unit: Nutrition and Physical Activity Lens: Healthy Living			
Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>KNOW</i>	<i>DO</i>
1. Use menus from local restaurants to identify healthy choices while dining out.	1,3	1,4,5,6,7,9,12	1,3,4,5,6,7,8,10
2. Students create a nutrition program to include a week's worth of a balanced diet and physical activity. (Balancing caloric intake and output)	1,2,3	1-16	1,2,3,4,5,6,7,8,10
3. Determine individual student fitness levels through a variety of activities.	2	8,13,14,15,16	2,3,6,8
4. Analyze food labels to determine percent from fat, carbohydrates and proteins.	1,3	4,5,9	2,8,10
5. Students calculate resting and target heart rates.	2,3	15,16	6,8,10

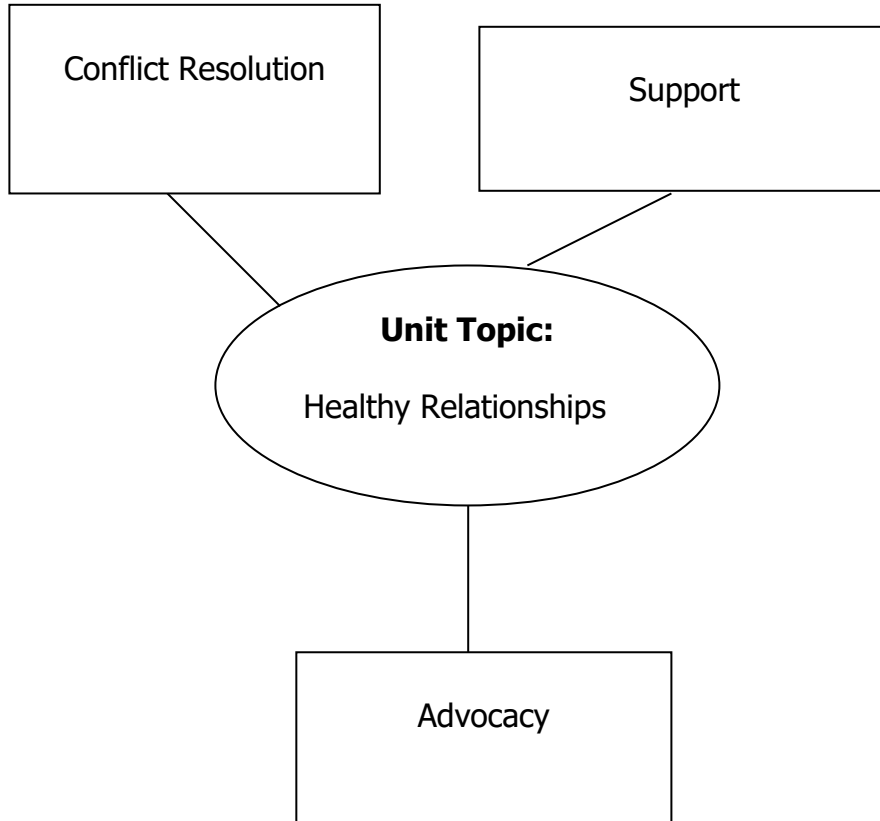
Critical Content/Concept Web

Unit Planner

Unit Topic: Promoting Safe and Healthy Relationships

Conceptual Lens: Conservation

Grade: 9



Unit Overview

Individuals need the skills necessary to build healthy relationships in all aspects of life. Those skills include communication, cooperation, compromise, and conflict resolution. These skills can help focus on the positive and negative influences of peer pressure and keeping one safe from abuse.

Vocabulary

- | | |
|---------------------|---------------------|
| Relationship | Domestic Violence |
| Friendship | Emotional Abuse |
| Citizenship | Physical Abuse |
| Role | Sexual Abuse |
| Communication | Child Abuse |
| Cooperation | Neglect |
| Compromise | Foster Care |
| Active Listening | Family Counseling |
| Body Language | Mediator |
| Prejudice | Peer |
| Tolerance | Friendship |
| Constructive | Platonic Friendship |
| Criticism | Clique |
| Conflict | Stereotype |
| Conflict Resolution | Peer pressure |
| Negotiation | Harassment |
| Mediation | Refusal Skills |
| Family | Infatuation |
| Extended Family | Abstinence |
| Sibling | STD |
| Affirmation | Self-Defense |
| Separation | Bullying |
| Divorce | Rape |
| Custody | Date Rape |
| Grief | Stalking |

Grade: 9 Subject: Health Unit: Promoting Safe and Healthy Relationships Lens: Conservation	
Enduring Understandings	Guiding Questions
1. The importance of good character to friendship.	a. What is conflict? b. How can compromise be helpful? c. Why is listening just as important as speaking? d. What is your identity?

Grade: 9 Subject: Health Unit: Promoting Safe and Healthy Relationships Lens: Conservation			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> 1. Foundations of Healthy Relationships. (1.1.1, 1.1.5) 2. Communication Effectively. (1.1.3, 1.1.5) 3. Resolving Conflict. (1.1.3, 1.1.5) 4. The Role of the Family. (1.4, 3.1 3.4 5.4) 5. Dealing With Family Crisis. (3.4, 3.6, 5.7) 6. Community Support Systems. (1.4, 2.4, 2.6, 6.2) 7. Safe and Healthy Relationships. (1.4, 5.1, 5.4, 5.5) 8. Peer Pressure and Refusal Skills. (1.4, 3.6, 5.6) 9. Dating and Setting Limits. (1.4, 3.6, 5.1, 5.3) 10. Abstinence: A responsible Decision. (1.1, 3.4, 5.3, 6.1, 6.3) 11. Personal Safety. (1.4, 3.1, 3.4, 3.6) 12. Keeping Schools Safe. (1.4, 3.4, 3.6, 5.6) 		<p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the family and culture influence health beliefs and behaviors. 2.1.1 2. Evaluate how the school and community can affect personal health practice and behaviors. 2.1.3 3. Analyze how the perception of norms influences healthy and unhealthy behaviors. 2.1.5 4. Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.1.7 <p>Decision Making</p> <ol style="list-style-type: none"> 5. Generate alternatives to health-related issues or problems. 5.1.4 6. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5 <p>Practice Health Behaviors</p> <ol style="list-style-type: none"> 7. Analyze the role of individual responsibility in enhancing health. 7.1.1 <p>Advocacy</p> <ol style="list-style-type: none"> 8. Demonstrate how to influence and support others to make positive health choices. 8.1.2 9. Adapt health messages and communication techniques to target a specific audience. 8.1.4 	

Grade: 9 Subject: Health Unit: Proportioning Safe and Healthy Relationships Lens: Conservation			
Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>KNOW</i>	<i>DO</i>
1. Students describe actions they can take to conserve energy in their homes or lives outside of school. Explain why conserving energy is important.	1	1,5,6	1,2,4,5,6,7,8,
2. Students create advocacy posters for a conservation effort of choice. Posters can be hung throughout the school.	1	1,2,3,5,6	2,3,5,7,8,9
3. Students participate in a letter campaign to a company, organization or legislator relating to a current and local environmental issue.	1	1,2,3,4,5,6	2,3,4,5,7,8,9
4. Students create a Public Service Announcement that encourages the community to become more involved in a conservation effort.	1	1,2,3,4,5,6	2,3,5,7,8,9

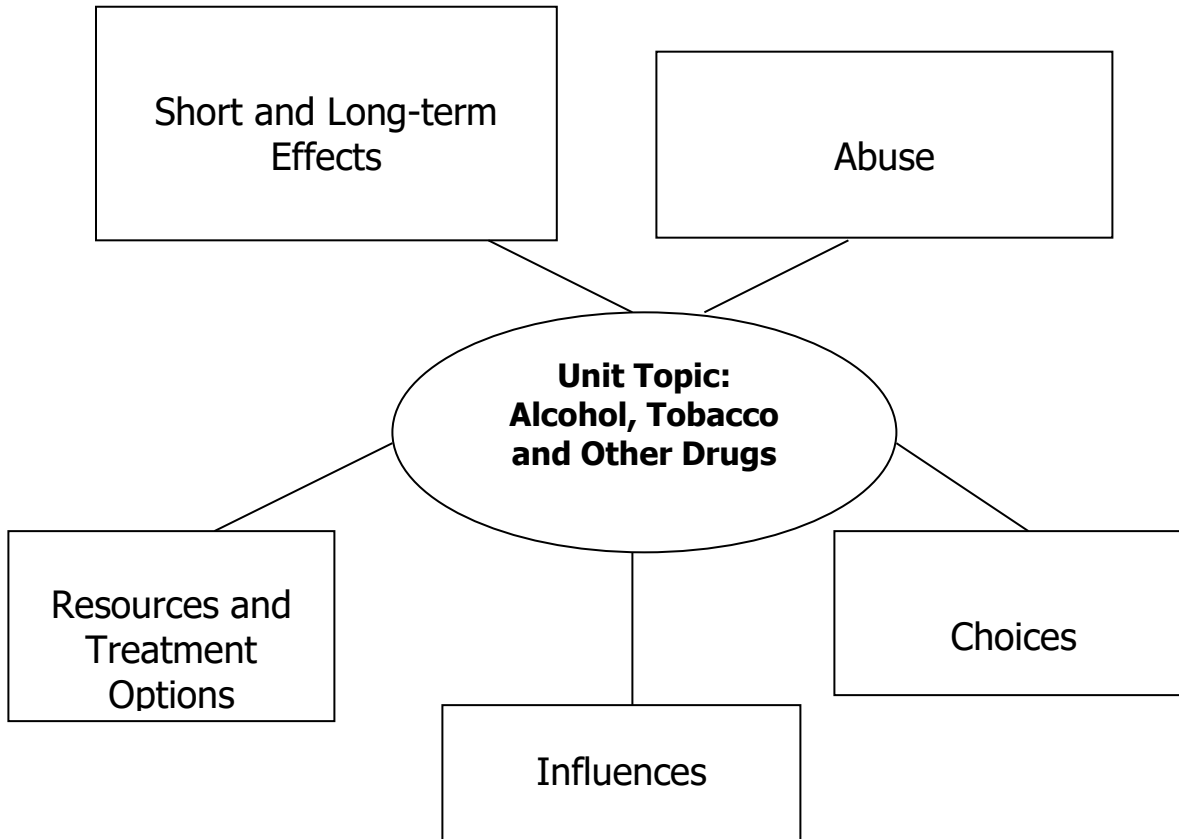
Critical Content/Concept Web

Unit Planner

Unit Topic: Alcohol, Tobacco and Other Drugs

Conceptual Lens: Effects

Grade: 9



Unit Overview

The purpose of this unit is to provide students with an understanding of the major implications that alcohol, tobacco and other drugs have on the lifelong health of individuals. These include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body.

Vocabulary

Nicotine
Stimulant
Carcinogen
Tar
Smokeless Tobacco
Leukoplakia
Nicotine Withdrawal
Nicotine Substitute
ETS
Mainstream Smoke
Side Stream Smoke
Ethanol
Fermentation
Depressant
Intoxication
Alcohol Abuse
Metabolism
Blood Alcohol
Concentration
Binge Drinking
Alcohol Poisoning
Fetal Alcohol
Syndrome
Alcoholism
Alcoholic
Recovery
Detoxification

Sobriety
Medicine
Drugs
Vaccine
Analgesics
Side Effects
Additive Interaction
Synergistic Effect
Antagonistic Interaction
Substance Abuse
Illegal Drugs
Illicit Drug use
Overdose
Psychological
Dependence
Marijuana
Paranoia Inhalants
Psychoactive Drugs
Stimulants
Euphoria
Depressants
Narcotics
Hallucinogens
Designer Drugs
Drug-Free School Zone
Drug Watches

Grade: 9 Subject: Health Unit: Alcohol, Tobacco and Other Drugs Lens: Effects	
Enduring Understandings	Guiding Questions
<ol style="list-style-type: none"> 1. The effects of alcohol, tobacco and other drugs can impact a user's mental/emotional and physical well-being. 2. Society bears the mental/emotional, physical and financial burdens of alcohol, tobacco and other drug use and abuse. 3. Understanding potential effects of abuse that can influence decisions regarding substance use. 	<ol style="list-style-type: none"> a. What are the effects of alcohol, tobacco and other drugs on the brain and body? b. When does substance use become abuse? c. What are the effects of use and abuse on the user's mental/emotional well-being? a. What circumstances could lead to an impact on society stemming from use and abuse? b. What are the dangers of driving under the influence? c. What financial burden is placed upon society as a result of alcohol, tobacco and drug use/abuse? a. What are potential outcomes of substance use? b. How is the decision process affected by use and abuse?

Grade: 9 Subject: Health Unit: Alcohol, Tobacco and Other Drugs Lens: Effects			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will Know...	AC	Students will be able to ...	AC
<ol style="list-style-type: none"> 1. The short term and long term effects of alcohol, tobacco and other drugs on the brain and body. (1.1.8) 2. The most prevalent drugs of choice within their community (to include prescription drugs and OTC medications). 3. The definition of binge drinking and its immediate and long term effects. (1.1.1, 1.1.8) 4. How alcohol, tobacco and other drugs can influence the development of a fetus (FAS). (1.1.1, 1.1.8) 5. Long term diseases associated with the use and abuse of alcohol, tobacco and other drugs. (1.1.1, 1.1.8) 6. How and when to use refusal skills when confronted with the potential use of alcohol, tobacco and other drugs. 7. The dangers associated with driving under the influence of alcohol and other drugs (BAC/BAL). (1.1.1, 1.1.8,) 8. The consumption of alcohol and use of other drugs can lead to impaired judgment (poor choices). (1.1.1,) 9. Resources and treatment options available. (Alateen, AA, SADD, MADD, American Heart Association, CDH, etc.) (1.1.6) 10. Warning signs of addiction/pathway to addiction (1.1.4) 11. Different classifications of drugs. 12. Alcohol concentration levels in different types of alcohol. 13. The influence of advertising on alcohol and tobacco use. 14. Harmful ingredients in tobacco. 		<p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the family and culture influence health beliefs and behaviors. 2.1.1 2. Analyze how peers influence health beliefs and behaviors. 2.1.2 3. Analyze how the media and technology influence health beliefs and behaviors.2.1.4 4. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.2.1.6 <p>Accessing Information</p> <ol style="list-style-type: none"> 5. Determine when professional health services may be required. 3.1.5 <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 6. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.1.2 <p>Decision Making</p> <ol style="list-style-type: none"> 7. Examine barriers that can hinder healthy decision-making. 5.1.1 8. Generate alternatives to health-related issues or problems (making healthy choices). 5.1.4 9. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5 <p>Practice Health Behaviors</p> <ol style="list-style-type: none"> 10. Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others. 7.1.3 <p>Advocacy</p> <ol style="list-style-type: none"> 11. Adapt health messages and communication techniques to target a specific audience. 8.1.4 	

15. The predisposition to alcohol, tobacco and drug use and abuse based on: a. Genetics/heredity b. Influence of peers, family, etc.			
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Grade: 9 Subject: Health Unit: Alcohol, Tobacco and Other Drugs Lens: Effects			
Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>KNOW</i>	<i>DO</i>
1. Use Guest Speakers (Police Officers, Recovering Addicts, Project METH, MADD)	1,2,3	1-15	1-11
2. Students analyze alcohol and tobacco advertisements	2,3	6,13,14	1,2,3,6,7,8,9
3. Obstacle course with drug goggles and glasses (if you have the materials)	1,3	1,3,7,8,12	4,7,8,9,10
4. Students advocate for anti-drug use and abuse (campaign, posters, speech, etc.)	1,2,3	1-15	1-11

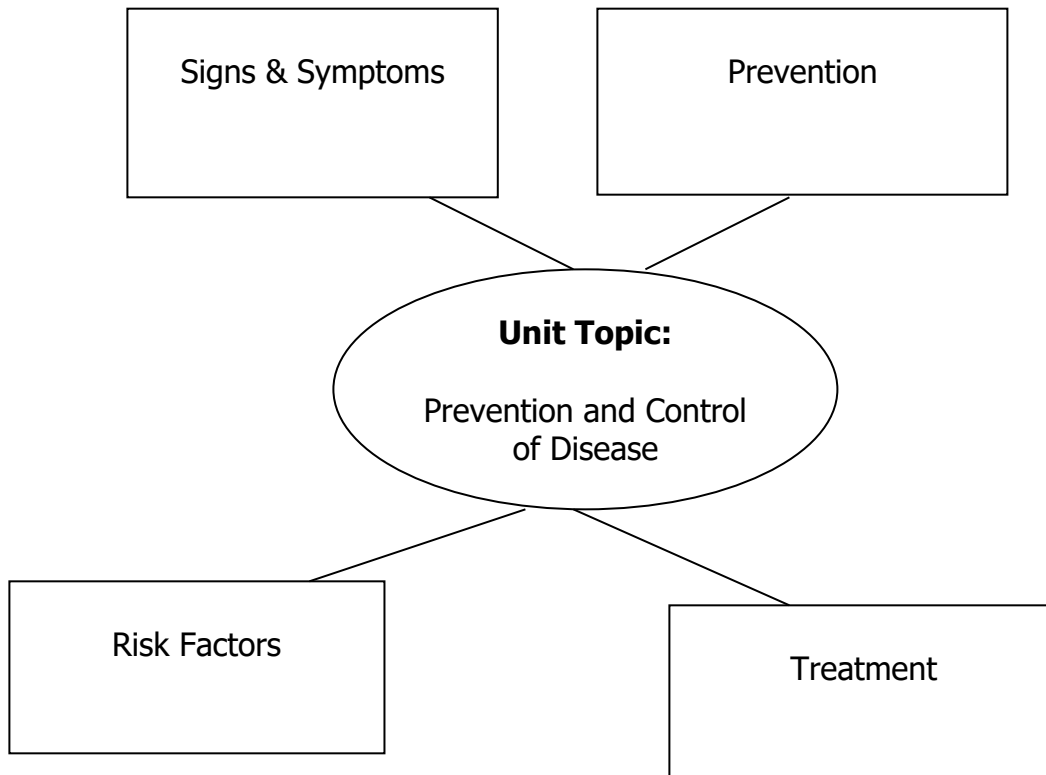
Critical Content/Concept Web

Unit Planner

Unit Topic: Diseases and Disorders

Conceptual Lens: Management

Grade: 9



Unit Overview

This unit content will include health-related choices and decisions regarding prevention of communicable and non-communicable diseases including recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Accurate information and discussion of sexually transmitted diseases, HIV infection and AIDS are necessary and important components of this content area. Information should be factual and medically accurate. Throughout this unit students will understand that individuals have a considerable measure of control over their own health and the risks of contracting illnesses.

Vocabulary

Communicable Disease	Syphilis
Pathogen	AIDS
Infection	HIV
Viruses	Opportunistic Infection
Bacteria	Asymptomatic Stage
Toxin	Symptomatic Stage
Vector	EIA
Immune System	Western Blot
Antigen	Pandemic
Immunity	Noncommunicable Disease
Lymphocyte	CVD
Antibody	Hypertension
Vaccine	Atherosclerosis
Pneumonia	Angina Pectoris
Jaundice	Arrhythmias
Emerging Infection	Cancer
STD	Tumor
STI	Benign
Epidemics	Malignant
Abstinence	Metastasis
HPV	Carcinogen
Chlamydia	Biopsy
Genital Herpes	Remission
Gonorrhea	Allergy
Trichomoniasis	Diabetes

Grade: 9 Subject: Health Unit: Diseases and Disorders Lens: Management	
Enduring Understandings	Guiding Questions
<ol style="list-style-type: none"> 1. Preventative knowledge and skills can increase overall health and wellness. 2. Individual decisions impact life-long health. 	<ol style="list-style-type: none"> e. What are communicable and non-communicable diseases? f. How can diseases be prevented? g. What influences do genetics have on risk of disease? h. Why is early detection and treatment important to disease prevention? a. How can one's choices today impact life in the future? b. How can your family, peers and environment influence your decisions?

Grade: 9 Subject: Health Unit: Diseases and Disorders Lens: Management			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> 1. Risk factors linked to genetics for certain diseases. (1.1.1, 1.1.4) 2. Risk factors linked to life-style choices and their connection to communicable and noncommunicable diseases. (1.1.1, 1.1.7, 1.1.8) 3. Signs and symptoms of noncommunicable diseases including cancers, cardiovascular, and types of diabetes. May also include diseases such as asthma, arthritis, and allergies. (1.1.8) 4. Early screening detection methods for breast, testicular, and skin cancer. (1.1.1, 1.1.4, 1.1.5, 1.1.7, 1.1.8) 5. Differences between and factors that influence types of diabetes. (1.1.4, 1.1.5, 1.1.8) 6. Pathogens that cause communicable disease. 7. Prevention methods for reducing the risk of communicable disease. (1.1.1, 1.1.5) 8. How the immune system fights pathogens – passive, active and natural immunity. 9. Methods of treatment. (1.1.5) 10. Current trends associated with communicable and noncommunicable diseases. (Bird flu, H1N1, West Nile, Heart disease, etc.) 11. How to access local health information, products and services. (1.1.5, 1.1.7) 		<p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how the perception of norms influences healthy and unhealthy behaviors. 2.1.5 2. Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.1.7 <p>Accessing Information</p> <ol style="list-style-type: none"> 3. Determine the accessibility of health information, products, and services. 3.1.2 4. Determine when professional health services may be required. 3.1.5 <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 5. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.1.2 <p>Decision Making</p> <ol style="list-style-type: none"> 6. Determine the value of applying a thoughtful decision-making process in health-related situations. 5.1.2 7. Evaluate the effectiveness of health-related decisions. 5.1.7 <p>Practice Health Behavior</p> <ol style="list-style-type: none"> 8. Analyze the role of individual responsibility in enhancing health. 7.1.1 <p>Advocacy</p> <ol style="list-style-type: none"> 9. Use accurate peer and societal norms to formulate a health-enhancing message. 8.1.1 10. Work cooperatively as an advocate for improving personal, family, and community health. 8.1.3 11. Adapt health messages and communication techniques to target a specific audience. 8.1.4 	

<p>Content and Skills Associated with STDs/STIs and HIV can be taught in this unit or the Growth, Development and Family Life unit.</p> <p>12. Specific pathogens that cause STDs/STIs and HIV.</p> <p>13. Signs and symptoms of STDs/STIs and HIV.</p> <p>14. Prevention methods for STDs/STIs and HIV. (1.1.1, 1.1.5, 1.1.7, 1.1.8)</p> <p>15. Risk factors associated with STDs/STIs and HIV.(1.1.1, 1.1.5, 1.1.7, 1.1.8)</p> <p>16. How HIV attacks our immune system.</p> <p>17. Treatment methods for STDs/STIs and HIV. (1.1.5, 1.1.7)</p> <p>18. Effectiveness of prevention and treatment methods associated with STDs/STIs and HIV. (1.1.5, 1.1.7, 1.1.8)</p> <p>19. How to access local health information, products and services associated with STDs/STIs and HIV. (Central District Health – CDH) (1.1.5, 1.1.7)</p> <p>20. Methods of transmission of STIs/STDs and HIV/AIDS</p> <p>P1 Student-initiated questions related to prevention, transmission, risk, process and treatment will be answered in class in an age-appropriate and medically accurate manner. All other questions will be referred home.</p> <p>P2 All student-initiated questions will be answered in an age-appropriate and medically accurate manner.</p> <p>All Levels – No discussion of intricacies of intercourse, sexual stimulation or erotic behavior. Questions about homosexuality will be answered in a non-biased, non-advocating, scientifically factual manner. Methods of birth control will be discussed as they pertain to risk and effectiveness. No demonstrations will be permitted.</p>			
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Grade: 9 Subject: Health Unit: Diseases and Disorders Lens: Management			
Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>KNOW</i>	<i>DO</i>
1. Students create advocacy posters for hand washing and post them in the school restrooms.	2	2,7	8,9,10
2. Use of district approved guest speaker from CDH to address STDs/STIs.	1	12-15, 17-19	1,2,3,4,7
3. Research project of a disease to include signs, symptoms, treatment, prevention and access to health information products and services.	1,2	1-19	2,3,7

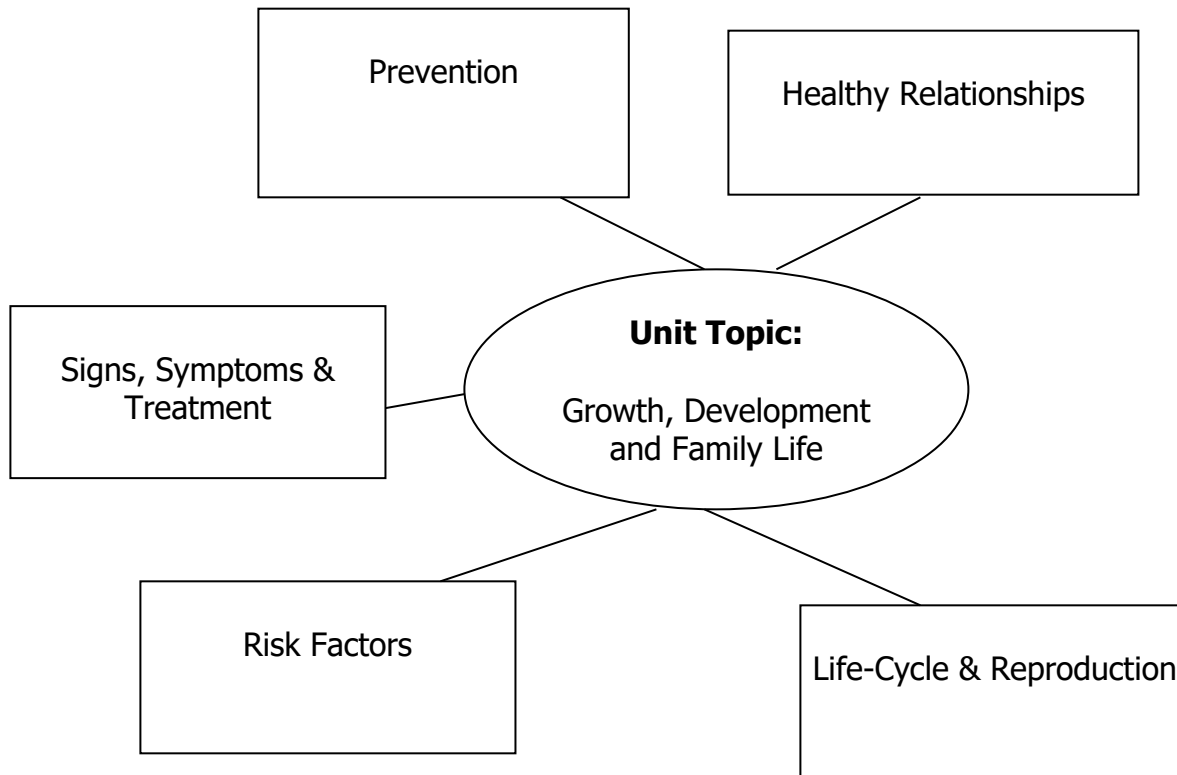
Critical Content/Concept Web

Unit Planner

Unit Topic: Growth and Development

Conceptual Lens: Awareness

Grade: 9



Unit Overview

The study of growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Family living includes the following topics: healthy relationships and sexuality, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV and their prevention, as well as methods of preventing pregnancy. Knowledge of factual, medically accurate and objective information is important along with personal, legal and economic responsibilities of parenthood and other consequences of sexual activity.

Vocabulary

Fertilization
 Implantation
 Embryo
 Fetus
 Amniotic Sac
 Umbilical Cord
 Placenta
 Labor
 Prenatal Care
 Birthing Center
 FAS
 Miscarriage
 Stillbirth
 Heredity
 Chromosomes
 Genes
 DNA
 Genetic Disorder
 Amniotic Villi
 Sampling
 Gene Therapy
 Developmental Task
 Autonomy

Scoliosis
 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

Grade: 9 Subject: Health Unit: Growth and Development Lens: Awareness	
Enduring Understandings	Guiding Questions
<ol style="list-style-type: none"> 1. Healthy relationships support personal well being. 2. Knowledge of the life cycle will impact health practices and behaviors. 3. Individual decisions impact life-long health. 	<ol style="list-style-type: none"> a. What are your expectations in a relationship? b. How do you communicate your expectations in a relationship? a. What are the reproductive organs? b. How do the reproductive organs function? c. Why is prenatal care important? d. How does the environment affect fetal development? e. What occurs during the birth process? f. How can pregnancy be prevented? g. What are the risks and effectiveness of methods of birth control? h. What is the life cycle? i. What is the aging process? j. What are some physical, mental and social changes you have experienced? c. How can one's choices today impact life in the future? d. How can your family, peers and environment influence your decisions?

Grade: 9 Subject: Health Unit: Growth and Development Lens: Awareness			
Critical Content and Skills		AC = Assessment Code:	Q – Quizzes O – Observations D – Dialogues T - Tests
		P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> 1. Components of a healthy relationship. (1.1.2, 1.1.7, 1.1.8) 2. The reproductive system and cycle. (1.1.6) <ol style="list-style-type: none"> a. Reproductive organs b. Menstrual Cycle c. Prenatal Care d. Fetal Development e. Stages of the Birthing Process 3. The stages of life from birth to death. 4. Methods of pregnancy prevention to include abstinence and birth control. (1.1.1, 1.1.5, 1.1.7) <i>*Abortion is not a topic covered by the Joint School District No. 2 Health Curriculum</i> <p>Content and Skills Associated with STDs/STIs and HIV can be taught in this unit or the Prevention and Control of Disease unit.</p> <ol style="list-style-type: none"> 5. Specific pathogens that cause STDs/STIs and HIV. 6. Signs and symptoms of STDs/STIs and HIV. 7. Prevention methods for STDs/STIs and HIV. (1.1.1, 1.1.5, 1.1.7, 1.1.8) 8. Risk factors associated with STDs/STIs and HIV.(1.1.1, 1.1.5, 1.1.7, 1.1.8) 9. How HIV attacks our immune system. 10. Treatment methods for STDs/STIs and HIV. (1.1.5, 1.1.7) 11. Effectiveness of prevention and treatment methods associated with STDs/STIs and HIV. 		<p>Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how peers influence health beliefs and behaviors. 2.1.2 <p>Accessing Information</p> <ol style="list-style-type: none"> 2. Use resources from home, school, and community that provide valid health information. 3.1.2 3. Determine when professional health services may be required. 3.1.5 <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 4. Use skills for communicating effectively with family, peers, and others to enhance health. 4.1.1 5. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.1.3 <p>Decision Making</p> <ol style="list-style-type: none"> 6. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5 7. Defend the healthy choice when making decisions. 5.1.6 <p>Practice Health Behaviors</p> <ol style="list-style-type: none"> 8. Analyze the role of individual responsibility in enhancing health. 7.1.1 	

<p>(1.1.5, 1.1.7, 1.1.8)</p> <p>12. How to access local health information, products and services associated with STDs/STIs and HIV. (1.1.5, 1.1.7)</p> <p>13. Methods of transmission of STIs/STDs and HIV/AIDS</p> <p>P1 Student-initiated questions related to prevention, transmission, risk, process and treatment will be answered in class in an age-appropriate and medically accurate manner. All other questions will be referred home.</p> <p>P2 All student-initiated questions will be answered in an age-appropriate and medically accurate manner.</p> <p><i>All Levels</i> – No discussion of intricacies of intercourse, sexual stimulation or erotic behavior. Questions about homosexuality will be answered in a non-biased, non-advocating, scientifically factual manner. Methods of birth control will be discussed as they pertain to risk and effectiveness. No demonstrations will be permitted.</p>			
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Grade: 9 Subject: Health Unit: Growth and Development Lens: Awareness			
Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>KNOW</i>	<i>DO</i>
1. Students create a scrapbook of their stages of life and project future stages of life using family pictures or pictures from the internet. (Erickson's Stages of Development)	2	3	2
2. Diagram reproductive organs.	2	2	2
3. Compare and contrast prevention methods including rates of effectiveness.	2	4	2,3,5,6
4. Role-play relationship scenarios and communication strategies.	1	1	1,4,5,8
5. Students reflect on qualities they would desire in their ideal mate.	1	1	N/A
6. Use of district approved guest speaker from CDH to address STDs/STIs.	3	5-8, 10-12	2,3,6,8

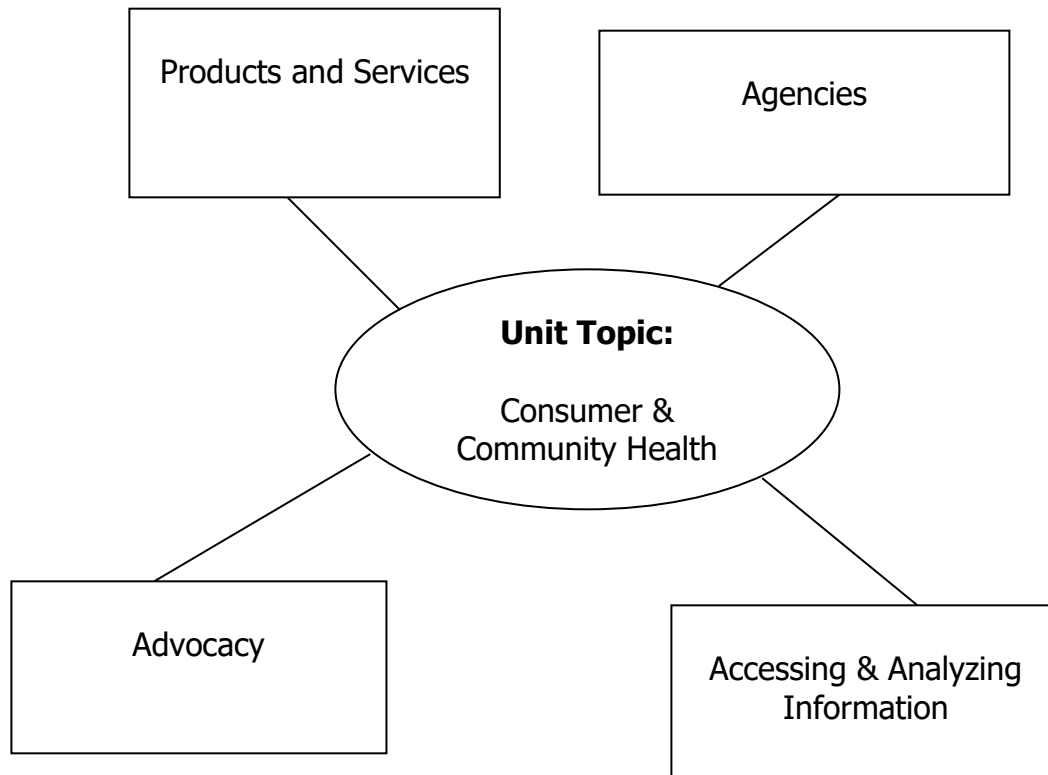
Critical Content/Concept Web

Unit Planner

Unit Topic: A Healthy Foundation

Conceptual Lens: Analysis

Grade: 9



Unit Overview

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. This includes knowledge about health insurance, health related research, advertising and fraudulent claims.

Vocabulary

Health
Wellness
Prevention
Health Education
Healthy People 2010
Health Literacy
Heredity
Environment
Peers
Culture
Media
Risk Behaviors
Cumulative Risks
Abstinence
Health Skills
Interpersonal
Communication
Refusal Skills
Conflict Resolution
Stress Management
Advocacy
Values
Goal

Decision Making
Skills
Short Term Goal
Long Term Goal
Action Plan
Character
Role Model
Health Consumer
Media
Advertising
Comparison
Shopping
Warranty
Online Shopping
Health Care System
Primary Care
Physician
Specialist
Preventive Care
Health Insurance
Fraud
Malpractice
Epidemioloav

Grade: 9 Subject: Health Unit: A Healthy Foundation Lens: Analysis	
Enduring Understandings	Guiding Questions
1. The ability to analyze and access consumer and community health information will promote self advocacy.	<ol style="list-style-type: none">a. Why is it important to be aware of personal medical history?b. What is a consumer?c. What are the different health care agencies at the local, national and global levels?d. What makes a source valid, reliable and reputable?

Grade: 9 Subject: Health Unit: A Healthy Foundation Lens: Analysis			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> 1. Characteristics of false advertising and fraud. 2. How to access local health related products and services to include health insurance, physician care, holistic medicine, pharmaceutical services, and financial aid. (1.1.6) 3. A variety of health care organizations at the local, national and global levels. 4. How to access reliable health information: <ol style="list-style-type: none"> a. Valid b. Reliable c. Reputable 5. The roles of the following agencies: <ol style="list-style-type: none"> a. Food and Drug Administration (FDA) b. Federal Trade Commission (FTC) c. Center for Disease Control (CDC) d. Better Business Bureau (BBB) 		<ol style="list-style-type: none"> 1. Evaluate how the school and community can affect personal health practice and behaviors. 2.1.3 2. Analyze how the media and technology influence health beliefs and behaviors. 2.1.4 3. Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.1.7 <p>Accessing Information</p> <ol style="list-style-type: none"> 4. Evaluate the validity of health information, products, and services. 3.1.1 5. Determine the accessibility of health information, products, and services. 3.1.2 6. Access valid and reliable health information, products, and services. 3.1.3 7. Use resources from home, school, and community that provide valid health information. 3.1.4 <p>Decision Making</p> <ol style="list-style-type: none"> 8. Determine the value of applying a thoughtful decision-making process in health-related situations. 5.1.2 <p>Advocacy</p> <ol style="list-style-type: none"> 9. Work cooperatively as an advocate for improving personal, family, and community health. 8.1.3 10. Adapt health messages and communication techniques to target a specific audience. 8.1.4 	

Grade: 9 Subject: Health Unit: A Healthy Foundation Lens: Analysis			
Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>KNOW</i>	<i>DO</i>
1. Students generate a list of types/components of medical history that they would take with them when transferring doctors. (Types of history, not actual history). Explain why a doctor would need to know that information.	1	2,4	5,7
2. Groups of students imagine that they are looking for a new local health care professional. Where would they look for potential candidates? How would they determine whether he/she would meet their needs? What questions might they ask this professional?	1	1,2,4	1,4,5,7,8
3. Students analyze the validity, reliability and reputability of sources related to consumer health.	1	1	1,2,4,6,7,8
4. Students work with partners or small groups to conduct a mini research activity to then share with the rest of the class (Jigsaw). The focus of research will be on local, national and global health organizations. Students should identify the history, responsibilities, mission and goals of each agency.	1	2,3	3,7
5. Students investigate a community health career to determine education requirements, skills and training, availability/demand, importance of career to the health of the community. Students report finding to the class.	1	2,3,4	3,4,5,7,9

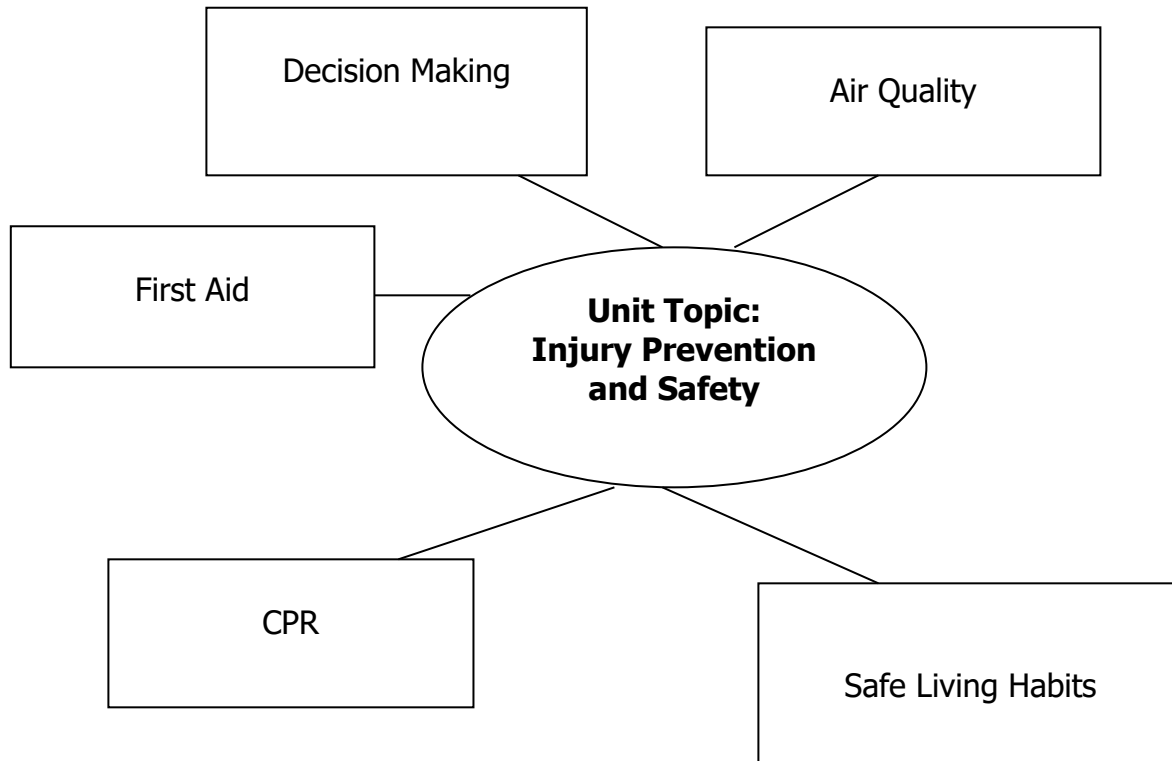
Critical Content/Concept Web

Unit Planner

Unit Topic: Injury Prevention and Environmental Health

Conceptual Lens: Management

Grade: 9



Unit Overview

Unintentional and intentional injuries rank among the greatest threats to the health of adolescents. Adolescents require knowledge that prevention includes safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of one's decisions.

Vocabulary

Unintentional Injury
 Accident Chain
 Smoke Alarm
 Fire Extinguisher
 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
 First Aid
 Universal Precautions
 Chain of Survival
 Defibrillator
 CPR
 Shock

Fracture
 Unconsciousness
 Concussion
 Poison
 Venom
 Poison Control Center
 Air Pollution
 Smog
 AQI
 Asbestos
 Radon
 Noise Pollution
 Decibel
 Biodegradable
 Landfill
 Hazardous Waste
 Deforestation
 Urban Sprawl
 Wastewater
 Conservation
 Precycling
 Recycling

Grade: 9 Subject: Health Unit: Injury Prevention and Environmental Health Lens: Management	
Enduring Understandings	Guiding Questions
<ol style="list-style-type: none"> 1. Safe living practices protect individuals, families and communities. 2. Correct application of first aid knowledge techniques (to include CPR) can reduce injury severity. 3. Violence awareness reduces the risk of becoming a victim. 	<ol style="list-style-type: none"> a. What are safety practices you can apply to your daily life? b. How do behaviors impact safety in daily activities? a. What are the basic steps in emergency care? b. What are the ABC's of CPR? c. How do you determine the need for first aid and CPR techniques? d. Why is CPR important? a. What are different forms of violence? b. How can one avoid putting themselves at risk? c. What are some warning signs one can be aware of to help avoid becoming a victim? d. Where can a victim go to seek help? e. What is date rape? f. How can you reduce your risk of being a victim of date rape?

Grade: 9 Subject: Health Unit: Injury Prevention and Environmental Health Lens: Management			
Critical Content and Skills		AC = Assessment Code:	
		Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
1. Safe living habits and how to apply them to their lives. (1.1.1, 1.1.5, 1.1.7, 1.1.8) 2. The consequences of one’s decisions. (1.1.1, 1.1.8) 3. Forms of violence and abuse and the effects it can have on a victim (i.e. physical, sexual, verbal, bullying, cyber bullying, sexting, etc.) (1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8) 4. Resources available for victims of abuse. (1.1.5, 1.1.6) 5. Components of First Aid and CPR. (1.1.5, 1.1.6)		Analyzing Influences 1. Analyze how peers influence health beliefs and behaviors. 2.1.2 2. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.1.6 Accessing Information 3. Access valid and reliable health information, products, and services. 3.1.3 Interpersonal Communication 4. Use skills for communicating effectively with family, peers, and others to enhance health. 4.1.1 Decision Making 5. Evaluate the effectiveness of health-related decisions. 5.1.7 Goal Setting 6. Assess personal health practices and overall health status. 6.1.1 Practice Health Behaviors 7. Analyze the role of individual responsibility in enhancing health. 7.1.1	

Grade: 9 Subject: Health Unit: Injury Prevention and Environmental Health Lens: Management			
Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>KNOW</i>	<i>DO</i>
1. Identify risk-taking behaviors and indicate what can be done to reduce risk.	1	1,2	1,2,4,5,6,7
2. Students research local resources/agencies geared toward helping victims of abuse.	3	3,4	3,7
3. Use guest speakers (SRO, local organization, counselor, etc.)	3	3,4	1-7
4. Use instructional videos for CPR and First Aid	2	5	3
5. Students practice CPR methods using mannequins	2	5	3,6

**IDAHO CONTENT STANDARDS
HEALTH EDUCATION
Grades 9-12**

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. These include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body.

Nutrition & Physical Activity

For adolescents to learn and achieve to their fullest potential they need to acquire knowledge and skills to make healthy choices in food selection and engage in lifelong physical activity. This knowledge includes the link between healthy eating and exercise with physical, mental, emotional and social health; energy level; self image; and physical fitness.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescence. Adolescents require knowledge that prevention includes safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of one's decisions.

Mental, Emotional & Social Health

Mental, emotional and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risks of contracting illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Accurate information

and discussion of sexually transmitted diseases, HIV infection and AIDS are necessary and important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. This includes knowledge about health insurance, health related research, advertising and fraudulent claims.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Family living includes the following topics: healthy relationships and sexuality, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV and their prevention, as well as methods of preventing pregnancy. Knowledge of factual, medically accurate and objective information is important along with personal, legal and economic responsibilities of parenthood and other consequences of sexual activity.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.1.1.1 Predict how behaviors can affect health status.
- 9-12.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 9-12.H.1.1.3 Analyze how environment and personal health are interrelated.

- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.1.1.5 Propose ways to reduce health problems.
- 9-12.H.1.1.6 Analyze the relationship between access to health care and health status.
- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors.
- 9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
- 9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors.
- 9-12.H.2.1.5 Analyze how the perception of norms influences healthy and unhealthy behaviors.
- 9-12.H.2.1.6 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 9-12.H.2.1.7 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.3.1.3 Access valid and reliable health information, products, and services.
- 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
- 9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.4.1.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
- 9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 9-12.H.5.1.6 Defend the healthy choice when making decisions.
- 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.H.6.1.3 Implement strategies and monitor progress in achieving a personal health goal.
- 9-12.H.6.1.4 Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 9-12.H.7.1.3 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.8.1.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.