

Grade Nine

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

Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

Body Systems

a) Identify and describe the major structures and functions of the endocrine system.

Nutrition

b) Explain the differences between fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health.

c) Explain organic, fresh, farm-raised, “lite,” low-fat, and fat-free foods.

Physical Health

d) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

Disease Prevention/Health Promotion

e) Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.

f) Define herd immunity and explain how immunizations can prevent the spread of diseases.

g) Describe the importance of health habits that promote vision, hearing, and dental health.

Substance Abuse Prevention

h) Explain how alcohol and other drugs increase the risk of injury.

i) Analyze the consequences of binge drinking.

j) Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.

Safety/Injury Prevention

k) Identify behaviors that contribute to injuries and that may result in irreversible consequences.

l) Define traumatic and non-traumatic brain injury and identify examples of each, including concussion.

m) Describe actions, behaviors, and signs that may indicate potential threats to individuals or the school.

n) Identify effective time-management and organizational skills.

Mental Wellness/Social and Emotional Skills

o) Describe the positive and negative effects of social media and of sharing personal information online.

- p) Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, and self-harm behaviors).
- q) Identify causes of conflict with friends and family and feelings/emotions both sides might experience.
- r) Identify types of gangs, gang-related behaviors, and associated consequences.

Violence Prevention

- s) Identify risky behaviors adolescents engage in, including weapon use and gang involvement.

Community/Environmental Health

- t) Identify health-related social issues, such as homelessness, underage drinking, and substance abuse.
- u) Identify global environmental health issues.

Healthy Decisions

- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

Body Systems

- a) Identify health risks and other factors that affect the function of the endocrine system.

Nutrition

- b) Analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals.
- c) Explore community resources for purchasing locally grown/sourced foods, including the concept of farm-to-table/restaurant.

Physical Health

- d) Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.

Disease Prevention/Health Promotion

- e) Identify behaviors that contribute to heart disease, stroke, diabetes, cancer, obesity, and other chronic diseases and conditions.
- f) Understand the difference between an epidemic and a pandemic and how they impact populations.
- g) Determine strategies to protect vision, hearing, and dental health.

Substance Abuse Prevention

- h) Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.
- i) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.
- j) Analyze and draw inferences about behaviors connected to addiction and mental health.

Safety/Injury Prevention

- k) Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.
- l) Identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion.

- m) Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement.
- n) Identify strategies to respond to and report potential threats to individuals or the school.

Mental Wellness/Social and Emotional Skills

- o) Analyze how time management might contribute to stress reduction.
- p) Explain limitations to effective communication online.
- q) Identify school and community mental health resources to help and assist with mental illnesses or challenges.
- r) Identify strategies for peaceful resolution of conflict.

Violence Prevention

- s) Examine how the consequences associated with gang involvement could affect oneself, the family, and the community in the present and the future.

Community/Environmental Health

- t) Evaluate strategies for improving health-related social issues.
- u) Examine the impact of global environmental health issues on local communities.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

Body Systems

- a) Promote behaviors that protect endocrine system health.

Nutrition

- b) Create one or more S.M.A.R.T. goals for personal consumption of vitamins and minerals and develop a plan to meet them.
- c) Explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership).

Physical Health

- d) Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.

Disease Prevention/Health Promotion

- e) Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies.
- f) Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed.
- g) Promote vision, hearing, and dental health.

Substance Abuse Prevention

- h) Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).
- i) Develop a personal plan to prevent substance use.
- j) Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.

Safety/Injury Prevention

- k) Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock.

- l) Advocate for reporting signs and symptoms and for safety practices to prevent brain injury.
- m) Demonstrate healthy decision-making strategies related to risky behaviors.
- n) Develop action steps to promote a safe and inclusive school environment.

Mental Wellness/Social and Emotional Skills

- o) Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).
- p) Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.
- q) Promote access to mental health resources to help oneself and others.
- r) Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.

Violence Prevention

- s) Create a message about the importance of avoiding gang involvement.

Community/Environmental Health

- t) Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue.
- u) Promote global environmental health and/or disease prevention projects.