

Grade Nine

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

Essential Health Concepts

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- a) Identify and describe the major structures and functions of the endocrine system.
 - b) Identify guidelines for sleep, rest, nutrition, and physical activity.
 - c) Explain the body's need for amino acids and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.
 - d) Explain the relationship between body composition and healthy body weight.
 - e) Analyze personal risk factors for diabetes, heart disease, and stroke.
 - f) Identify types of pathogens that cause disease.
 - g) Describe the importance of health habits that promote personal wellness.
 - h) Explain how alcohol and other drugs increase the risk of injury.
 - i) Analyze the deadly consequences of binge drinking.
 - j) Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.
 - k) Examine how the consequences associated with gang involvement could affect self, family, and community.
 - l) Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.
 - m) Describe the positive and negative impacts of social networking.
 - n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.
 - o) Explain the relationship between body image and eating disorders.
 - p) Evaluate how social environments affect health and well-being.
 - q) Identify causes of conflict with friends and family.
 - r) Examine the impact of global health issues on local communities.

Healthy Decisions

- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- a) Identify health risks and other factors that affect the function of the endocrine system.
 - b) Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.
 - c) Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.
 - d) Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.

- e) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.
- f) Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.
- g) Identify common types of cancer, risk factors, and prevention strategies.
- h) Apply a decision-making process for selecting health and wellness products.
- i) Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.
- j) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.
- k) Determine strategies to protect vision, hearing, and dental health.
- l) Describe the benefits of organ donation.
- m) Explain short- and long-term consequences of inappropriate behaviors online.
- n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.
- o) Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors.
- p) Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.
- q) Develop a personal system for coping with distress and stress.
- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.
- s) Demonstrate peaceful resolution of conflicts.
- t) Explain the importance of community mental health services.
- u) Discuss the causes, symptoms, harmful effects, and treatment of eating disorders.
- v) Evaluate strategies for improving the societal and environmental conditions that contribute to health.
- w) Identify global and local health-related environmental issues, including ways to prevent and manage asthma and allergies.
- x) Identify health-related social issues such as homelessness, underage drinking, and substance abuse.
- y) Evaluate how public health policies influence health and disease prevention.

Advocacy and Health Promotion

- 9.3 The student will demonstrate skills to advocate for personal and community health.
- a) Design a lifelong physical activity and wellness plan.
 - b) Create a one-day meal plan that meets daily values for vitamins and minerals.
 - c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.
 - d) Develop a personal plan for remaining free of communicable diseases.
 - e) Promote community health promotion and/or disease prevention projects.
 - f) Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for bleeding, contusions, fractures, and anaphylactic shock.
 - g) Demonstrate healthy decision-making strategies related to weapons.

- h) Create a message about the importance of avoiding gang involvement.
- i) Create strategies to manage deadlines.
- j) Discuss ramifications of sharing personal information through electronic media.
- k) Identify school and community mental health resources.
- l) Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.
- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.
- n) Create an action plan to prepare for a natural disaster.
- o) Develop a long-term plan for self and/or family to positively impact the environment.