

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 as individuals, for their families, and for the larger 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 wellness. Key concepts/skills include
 - a) the use of current research and scientific study to interpret nutritional principles;
 - b) a decision-making process for selecting health and wellness products;
 - c) development of personal standards regarding the use of alcohol, tobacco, and other harmful substances;
 - d) maintenance of health habits that promote personal wellness;
 - e) implementation of a fitness and lifelong 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 relationships 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 relationships among positive health behaviors, prevention and treatment 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) use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures;
 - 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 United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), 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, wellness, and safety 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.