

## **9<sup>th</sup> Grade Health Education Objectives**

### **UNIT: SOCIAL & EMOTIONAL HEALTH**

The student will:

#### **Content Concepts**

- Recognize and respond to social and emotional health issues
  - Depression and suicide
  - Self injury
  - Eating disorders
- Relate body image to the development of eating disorders

#### **Analyzing Influences**

- Analyze influences on social and emotional health
  - Body image

#### **Accessing Information**

- Access a variety of credible resources for issues related to social and emotional health

#### **Interpersonal Communication**

- Explain and apply skills for effective communication (I statements, active listening, body language, conflict resolution)
- Analyze barriers to effective communication

#### **Decision Making and Goal Setting**

- Explain, apply, and evaluate the decision-making process to personal health issues
- Apply strategies and skills needed to attain personal health goals

#### **Self-Management**

- Demonstrate, evaluate, and analyze strategies to manage stress
- Apply strategies to promote a positive body image.

### **UNIT: NUTRITION & FITNESS**

The student will:

#### **Content Concepts**

- Analyze benefits and strategies for maintaining a healthy weight
  - Concepts –BMI (pros/cons), weight control, nutrient density
  - Benefits - nutrition, energy, reduced risk of disease
  - Strategies – energy balance, physical activity, avoid fad diets

#### **Analyzing Influences**

- Analyze personal nutrition and eating behaviors

**Accessing Information**

- Access and evaluate current, accurate information for nutrition and weight management

**Self-Management**

- Identify areas of personal eating behaviors that need improvement
- Create an eating plan that targets identified areas.

**UNIT: TOBACCO, ALCOHOL AND OTHER DRUGS**

The student will:

**Content Concepts**

- Summarize physical, psychological, social and legal consequences of use, misuse, and abuse of prescription, gateway/illegal, and OTC drugs

**Analyzing Influences**

- Identify factors that influence the use of tobacco, alcohol, and other drugs

**Accessing Information**

- Access and evaluate current, accurate information for substance abuse and addiction

**Interpersonal Communication**

- Demonstrate strategies for refusal and intervention of tobacco, alcohol, and other drugs

**Decision Making and Goal Setting**

- Apply a decision making process to issues related to tobacco, alcohol and other drugs

**Advocacy**

- Advocate for an issue related to alcohol, tobacco, and other drugs
  - Rules, policies, laws
  - Healthy choices.

**UNIT: SAFETY AND INJURY PREVENTION**

The student will:

**Content Concepts**

- Demonstrate the ability to respond appropriately to emergency and nonemergency situations
  - Laws/Codes/Regulations pertaining to emergency situations
  - Ways to deter abuse and violence (including bullying and sexual harassment)
- Demonstrate skills related to cardiopulmonary resuscitation (CPR) and automated external defibrillator(AED)
  - Compression-only CPR
  - Locations and proper use of AEDs
- Differentiate between healthy and unhealthy use of technology through internet, email, websites, instant messaging, and telephone/cell phone use

### **Analyzing Influences**

- Analyze factors that influence risky situations and violent behaviors
  - Bullying/Cyberbullying
  - Child abuse
  - Date rape
  - Dating violence
  - Gang involvement
  - Sexual harassment
  - Human trafficking

### **Accessing Information**

- Investigate resources for first aid, personal safety, and injury prevention

### **Interpersonal Communication**

- Assess conflict resolution strategies that promote and sustain interpersonal relationships
- Respond appropriately to harassment, sexual aggression, and other violent behaviors
- Practice assertive communication in relation to personal safety

### **Self-Management**

- Apply strategies to prevent injuries and violence

### **Advocacy**

- Advocate for an issue related to safety and injury prevention.

## **UNIT: DISEASE PREVENTION**

The student will:

### **Content Concepts**

- Examine the transmission, symptoms, prevention, and treatment, of communicable diseases
  - STIs, including HIV/AIDS
  - Flu, common cold, other
- Examine the symptoms, prevention, and treatment of non-communicable diseases
  - Congenital
  - Cancer, heart disease, diabetes
  - Other
- Evaluate the impact of disease on the individual, family, and society

### **Analyzing Influences**

- Analyze influences on transmission, prevention, and treatment of disease
  - Genetics
  - Medical technology
  - Environment

### **Accessing Information**

- Describe roles and responsibilities of health-related agencies for disease prevention and control at local, state, and federal levels

- Identify resources for reliable information, assessment, and treatment of communicable and noncommunicable disease or disability
- Access information about a disease advocacy group or project

### **Self-Management**

- Create a personal disease-prevention plan
  - Screenings
  - Vaccinations and regular check-ups

### **Advocacy**

- Advocate for an issue related to disease.

## **UNIT: HUMAN SEXUALITY**

The student will:

### **Content Concepts**

- Explain fertilization, fetal development, and the birth process
- Identify the most prevalent congenital and hereditary conditions that affect the fetus
- Evaluate different ways to prevent pregnancy
- Examine risks and consequences of sexual activity
- Describe components of sexual responsibility
  - Gain knowledge about sexuality and sexual health
  - Choose a values system that makes sexuality a positive force in your life
  - Talk with parents/guardians, teachers, and counselors when necessary
  - Set your own limits and make them known to partners
  - Stick up for yourself, saying and believing “I count”
  - Report incest, rape, sexual abuse, and the spread of STIs to the appropriate authorities
  - SOURCE: Healthy Sexual Development (Pearson AGS Globe)

### **Analyzing Influences**

- Analyze factors that influence an individual’s decisions concerning sexual behavior
- Investigate factors that contribute to sexual identity
  - physical, psychological, social components
  - gender identity, transgender, sexual orientation

### **Accessing Information**

- Access valid information, products, and services that promote sexually healthy youth

### **Interpersonal Communication**

- Analyze how interpersonal communication affects relationships
- Analyze effective communication skills for sexual issues

### **Decision Making**

- Utilize a decision-making process for situations involving sexual behavior

### **Advocacy**

- Advocate for the health benefits of abstinence
- Advocate for respecting individual and others’ sexual limits.