

**Health Education**  
**Grade 9**  
*Essential Objectives and Content*

**National Standards**

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
- Access valid information, products, and services to enhance health.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills to enhance health.
- Use goal-setting skills to enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.
- Advocate for personal, family, and community health.

**Unit I: Social and Emotional Health**

**MSC Standard:** Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

**Objectives** – The student will be able to:

- a. Demonstrate skills for communicating effectively with family, peers, and others.
  - Communication Styles
    - Passive, aggressive, and assertive
  - Speaking skills
    - Voice volume
    - Tone and pitch
    - Empathy
  - Body language
- b. Analyze how interpersonal communication affects relationships.
- c. Recognize and respond to signs of depression and potential suicide.
  - Physical, emotional, social, and behavioral signs
  - How to help others
  - Community resources for assistance
- d. Analyze the impact of stress on overall health.
- e. Relate healthy stress management strategies to the reduction of disease and improvement of health.
  - Associated Illness

- Hypertension
- Impaired Immune System
- Other
- Stages Of Stress
- Stress Response
- Coping Skills – Healthy and unhealthy
  - Eliminate stressor or change interpretation.
  - Relaxation techniques
  - Exercise
  - Limit caffeine and “comfort foods”
- f. Analyze risk factors and protective factors that contribute to emotional health.
  - Self-efficacy
  - Feelings/emotions
  - Values
  - Relationships
  - Support systems
  - Family history/genetics
  - Lifestyle choices
  - Access to health care
- g. Differentiate between healthy and unhealthy ways to deal with social and emotional health issues.
  - Stigma associated with social and emotional health issues and disorders.
  - Unhealthy ways of dealing (drug use, eating disorders, risk-taking, self-mutilation, etc.)
  - Healthy ways of dealing (getting help, resources for help)
- h. Describe the role society plays in the perception of normal body image.
- i. Relate negative body image to the development of eating disorders.
- j. Access and evaluate school and community services for social and emotional health issues.
  - Validity, cost, and accessibility
  - Support groups
  - Types of social and emotional health disorders
    - Depression, bi-polar disorder (manic/depressive)
    - obsessive-compulsive disorder (OCD)
    - Eating Disorders
  - Types of social and emotional health services
  - Doctors (types and differences)
  - Counselors (guidance, etc.)
- k. Apply the decision-making process to situations involving social and emotional health.

## Unit II: Tobacco, Alcohol, and Other Drugs

**MSC Standard:** Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

**Objectives** – The student will be able to:

- a. Examine short-term and long-term consequences of use of over-the-counter (OTC), prescription, and illegal drugs on the individual, family, and society.
  - Physical, emotional, social (including binge drinking), intellectual, legal, financial consequences
  - Effect of combining drugs (OTC with alcohol, etc.)
  - Effect of drug use on the fetus in pregnancy
  - Effect on ability and perceived ability to drive
  - Legal consequences of underage drinking
- b. Differentiate between safe, therapeutic drug use, drug misuse, and drug abuse of OTC, prescription, and illegal drugs.
- c. Analyze the factors that influence attitudes toward the use of tobacco, alcohol, and other drugs, and addictive behaviors.
  - Advertising/media messages
  - Perceived norms\*
  - Peer pressure
  - Lifestyle choices
  - Genetics/Family history
  - Environment, second-hand smoke
- d. Explain the progressive nature of addiction.
  - Review classifications of drugs
  - Physical and psychological addiction
    - Chemical dependency
  - Stages of addiction
- e. Apply the decision-making process for issues related to the use of tobacco, alcohol, and other drugs.
  - Decision-making models that include generating alternatives
  - Healthy and unhealthy consequences
- f. Demonstrate skills that promote a personal commitment to remain drug free.
  - Normative Education\* - teaching youth what's normal as most believe drug use is more prevalent than it really is.
  - Cultural Sensitivity\* - an awareness and respect for the fact that needs and motivation of people are often greatly affected by culture, race, and gender.
  - Resistance skills\*
  - Decision making
  - Problem solving
  - Goal setting

- Stress management
- Assertiveness

**NOTE 1:** \*Research has shown that the following three skills are the most important: normative education, cultural sensitivity, and resistance skills.

**NOTE 2:** Students should not be placed in the role of perpetrator in roleplay situations.

- g. Identify and access resources for the intervention and treatment of tobacco, alcohol, and other drug use and addiction.
  - School system Student Assistance Program (SAP)
  - Types of treatment facilities (emergency room, in-patient, out-patient facilities, group, private, etc.)
  - Support groups to include Al-Anon, Alcoholics Anonymous, Alateen, etc.
  - Smoking cessation programs
  - Psychiatrist, Psychologist, Counseling

### **Unit III: Nutrition and Fitness**

**MSC Standard:** Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

**Objectives** – The student will be able to:

- a. Access accurate information about nutrition and weight control.
  - Sources of accurate info FDA, USDA, WHO, Dietary Guidelines for Americans
  - Factors that determine accuracy of a source: validity, cost, effectiveness
  - Current trends in weight control to include quick weight-loss diets
- b. Analyze the benefits of maintaining a healthy weight.
  - BMI
  - Energy balance
  - Benefits of physical activity in relationship to weight management
  - Lean body mass
  - Basal metabolism
- c. Utilize health information in making nutritional choices.
  - food labels and *Dietary Guidelines for Americans*.
  - Ingredients list – serving size, calories, fat, fiber
  - Compounds for sugar end in “ose” i.e. sucrose, fructose, maltose
  - Nutrients, nutrient-dense foods
- d. Analyze influences on eating behaviors, activity behaviors, and weight gain and identify strategies to maximize healthy influences and minimize unhealthy influences.
  - Family history

- Lifestyle behaviors
  - Environment
  - Stress level
  - Food choices
- e. Examine the impact of eating disorders on an individual's health.
- Anorexia, bulimia, bulimiarexia, compulsive overeating, binge eating, obsessive compulsive eating disorder
  - Major organs and body systems affected

#### **Unit IV: Safety, First Aid, and Injury Prevention**

**MSC Standard:** Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

**Objectives** – The student will be able to:

- a. Analyze behaviors and settings that place individuals at risk for violence, injury, and premature death.
  - Internet safety
  - Weapons
  - Motor vehicle safety
- b. Apply skills for prevention and intervention in safety issues.
  1. Topics
    - Abusive relationships
      - Child abuse
      - Unhealthy dating relationships
    - Bullying behaviors (email, websites, instant messaging, telephone, cell phone)
    - Sexual harassment and aggression
    - Gang activity
    - Date rape
  2. Skills
    - Communication skills
    - Reporting
    - Awareness of environment
    - Accessing school and community services

**NOTE:** Students should not be placed in the role of perpetrator in roleplay situations.

- c. Demonstrate skills to respond to emergency situations.
  - Accessing resources and services to respond to emergency situations
  - Cardiopulmonary Resuscitation (CPR including ABCs) and Rescue Breathing
    - AED – external defibrillator
  - Cardiac arrest

- Muscle, bone and joint injuries to include RICE (rest, ice, compress, elevate)
  - Sudden illness
  - Breathing emergencies, choking
  - Bleeding
  - Burns
  - Concussion
- d. Identify strategies for emergency preparedness.
- Natural disasters, terrorist attack, etc.
  - Family contact information (work and cell phone numbers)
  - Two family meeting places
  - Out-of-town contact (name and phone number)
  - Supplies for an emergency kit
- e. Analyze influences on harassment and other intimidating behaviors.
- Peer groups
  - Social norms and perceived social norms
  - Family
  - Media
  - Other

## **Unit V: Disease Prevention and Control**

**MSC Standard:** Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

**Objective** – The student will be able to:

- a. Analyze risk factors and behaviors that contribute to the development and course of illness.
- Family history/genetics
  - Lifestyle choices
  - Environment
  - Access to medical care
- b. Explain transmission and prevention of disease.
- Communicable and noncommunicable illness
  - Cardiovascular disease
  - Cancer, skin cancer ABCs
  - HIV/AIDS
    - Symptoms
    - Progression of disease
    - Effect on body (immune system)
  - Other STIs
    - Chlamydia
    - Gonorrhea
    - Syphilis
    - Herpes
    - Genital Warts

- HPV
- Hepatitis B
- c. Identify and explain symptoms, screening, and treatment of disease.
  - Role of technology in screening and treatment
  - Communicable and noncommunicable disease
  - Cardiovascular disease
  - Cancer
    - Breast cancer, cervical cancer, skin cancer, lung cancer
  - HIV/AIDS
  - Other STIs
    - Chlamydia
    - Gonorrhea
    - Syphilis
    - Herpes
    - Genital Warts
    - HPV
    - Hepatitis B
  - Specialists for different types of diseases, i.e. oncologist, dermatologist, pulmonologist, etc.

## **Unit VI: Family Life and Human Sexuality**

**MSC Standard:** Students will demonstrate the ability to use human development knowledge, social skills, and health-enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

**NOTE:** Prior to beginning instruction on this sensitive topic, it is important to establish ground rules that promote open and honest discussion and create a safe classroom environment for such discussion.

**Objectives** – The student will be able to:

- a. Explore issues related to healthy and unhealthy relationships.
  - Factors that contribute to a healthy relationship
  - Potential causes of relationship failures
  - Effects of personal and family stress on relationships
  - Others
    - Age
    - Sexual pressure
    - Breaking up
    - Communication
    - Commitment levels
- b. Analyze influences on sexual decision making.
  - Define “sexuality”
  - Define “sexual orientation”
    - Heterosexual
    - Homosexual

- Bisexual
  - Culture
  - Value systems
  - Family
  - Influence of drug and alcohol use
- c. Apply skills that encourage a personal commitment to abstain from sexual intercourse.
    - Decision making
    - Problem solving
    - Refusal skills
    - Goal setting
    - Communication
    - Accessing resources
  - d. Validate reasons why abstinence from sexual intercourse is a healthy, safe, and responsible decision for adolescents.
  - e. Explain the process of human reproduction.
    - Fertilization, fetal development, birth process
    - Prevalent congenital and hereditary conditions affecting the fetus
    - Resources to promote and maintain reproductive health
  - f. Describe various contraceptives and their effectiveness in reducing the risk of pregnancy.
    - Abstinence
    - Birth control pills (“hormonal contraceptives,” “oral contraceptives”)
    - Latex condoms
    - Spermicide
    - Diaphragm
    - Contraceptive foams, creams, gels, suppositories
    - Birth control patch, nuva ring
    - Vasectomy, tubal ligation
  - g. Access valid information, products, and services that promote sexually healthy youth.
    - To include parents, clergy, counselors, etc.