

Health Education Grade 9 (4990) Supplemental Teaching Resources

| Essential Learning Objective | Performance Indicators | Supplemental Teaching Resources |
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| <p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>A1. Evaluate internal and external influences that affect food choices</p> <p>A2. Assess personal barriers to healthy eating and physical activity</p> <p>A3. Distinguish between facts and myths regarding nutrition practices, products, and physical performance</p> <p>A4. Analyze the impact of nutritional choices on future reproductive and prenatal health</p> <p>A5. Analyze the impact of various influence, including the environment, on eating habits and attitudes toward weight management</p> <p>A6. Analyze internal and external influences that affect physical activity</p> <p>A7. Analyze the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis</p> <p>A8. Evaluate the prevalence, causes, and long-term consequences of unhealthy eating</p> <p>A9. Analyze the relationship between physical activity and overall health</p> <p>B1. Determine personal, family, school and community factors that can help reduce the risk of engaging in sexual activity</p> <p>B2. Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences</p> <p>B3. Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers</p> <p>B4. Assess situations that could lead to pressure for sexual activity and the risk of HIV, other STDs and pregnancy</p> | <p>Consent Consent Tea Video</p> <p>HIV/AIDS</p> <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p>Tools for Teaching Comprehensive Human Sexuality Education. by Dominick Splendorio & Lori Reichel</p> |

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| | <p>B5. Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</p> <p>C1. Analyze the influence of alcohol and other drug use on personal, family, and community safety</p> <p>C2. Explain how a person's behavior when traveling as a passenger in a vehicle influences the behavior of others</p> <p>C3. Can put in data on dangerous trends for teens (gangs, cyber bullying etc.)</p> <p>C4. Examine ways that injuries are caused while traveling to and from school and in the community</p> <p>C5. Evaluate the risks, responsibilities, and common causes associated with teen driving and auto accidents</p> <p>C6. Assess characteristics of harmful or abusive relationships</p> <p>D1. Evaluate strategies for managing the impact of internal and external influences on ATOD</p> <p>D2. Analyze the role of individual, family, community, and cultural norms on the use of ATOD</p> <p>D3. Describe financial, political, social, and legal influences on the use of ATOD</p> <p>D4. Analyze the connection between alcohol and tobacco use and the risk of oral cancer</p> <p>D5. Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases, neurological disorders, and reproductive system disorders</p> <p>D6. Explain the impact of ATOD on vehicle crashes, injuries, violence, and risky sexual behavior</p> <p>E1. Analyze the internal and external issues related to seeking mental health assistance</p> <p>E2. Describe how social environments affect health and well being</p> <p>F1. Discuss influences that affect positive health practices</p> <p>F2. Evaluate influences on the selection of personal health care products and services</p> <p>F3. Evaluate the benefits of informed health choices</p> <p>F4. Analyze how environmental conditions affect personal and</p> | |
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| | community health F5. Evaluate the need for rest, sleep, and exercise F6. Investigate the causes and symptoms | |
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| <p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>A1. Access sources of accurate information about safe and healthy weight management</p> <p>A2. Describe internal and external influences that affect physical activity</p> <p>A3. Evaluate the accuracy of claims about food and dietary supplements</p> <p>A4. Describe how to use nutrition information on food labels to compare products</p> <p>A5. Describe community programs and services that help people gain access to affordable, healthy foods</p> <p>A6. Research and discuss the practical use of current research based guidelines for a nutritional balanced diet</p> <p>A7. Analyze the harmful effects of using diet pills and steroids</p> <p>A8. Identify the causes, symptoms, and harmful effects of eating disorders</p> <p>B1. Analyze the validity of health information, products, and services related to reproductive and sexual health</p> <p>B2. Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care</p> <p>B3. Compare the success and failure rates of FDA – approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy</p> <p>B4. Evaluate laws related to sexual involvement with minors</p> <p>B5. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation</p> <p>B6. Describe physical, social, and emotional changes associated with being a young adult</p> <p>B7. Explain how conception occurs, the stages of pregnancy,</p> | <p><u>Stages of Conception</u></p> <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><u>Tools for Teaching Comprehensive Human Sexuality Education.</u> by Dominick Splendorio & Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p> |

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| | <p>and the responsibilities of parenting</p> <p>B8. Explain the different processes for the varying types of adoption, as well as local adoption agencies</p> <p>B9. Summarize fertilization, fetal development, and childbirth</p> <p>B10. Explain responsible prenatal and perinatal care and parenting, including Safe Haven Law</p> <p>B11. Describe the short and long-term effects of HIV, AIDS, and other STDs</p> <p>B12. Analyze STDs rates among teens, locally and nationally</p> <p>C1. Analyze sources of information and services concerning safety and violence prevention</p> <p>C2. Analyze community resources for safety and violence prevention</p> <p>C3. Describe rules and laws intended to prevent injuries: Shaken Baby Syndrome</p> <p>C4. Discuss the laws regarding bullying, sexual violence, and sexual harassment</p> <p>D1. Access information, products, and services related to the use of ATOD</p> <p>D2. Evaluate prevention, intervention, and treatment resources and programs concerning ATOD</p> <p>D3. Evaluate the impact of ATOD on brain chemistry, brain function, and behavior</p> <p>D4. Describe the use and abuse of prescription and nonprescription medicines and illegal substances</p> <p>D5. Analyze the consequence for the mother and child of using ATOD during pregnancy, including fetal alcohol spectrum disorders and other birth defects</p> <p>E1. Access school and community resources to help with mental, emotional, and social health concerns</p> <p>E2. Evaluate the benefits of professional services for people with mental, emotional, or social health conditions</p> <p>E3. Identify and Analyze signs of depression, potential suicide, and other self-destructive behaviors</p> <p>E4. Identify warning signs for suicide</p> <p>E5. Identify grief and loss</p> <p>F1. Access valid information about personal health products</p> | |
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| | <p>And services available in the community</p> <p>F2. Access valid information about common diseases</p> <p>F3. Evaluate current research about the health consequences of poor environmental conditions</p> <p>F4. Assess ways to be a responsible consumer of health products and services</p> <p>F5. Identify symptoms that should prompt individuals to seek health care</p> <p>F6. Identify types of pathogens that cause disease</p> <p>F7. Describe the dangers of exposure to ultraviolet light, lead, asbestos, pesticides, and unclean air, and water – discuss strategies to avoid exposure</p> <p>F8. Examine common types and symptoms of cancer</p> <p>F9. Examine ways to prevent and manage asthma</p> | |
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| <p>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>A1. Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community</p> <p>A2. Practice how to refuse less-nutritious foods in social settings</p> <p>A3. Discuss how to help someone with an eating disorder and how to get them professional help</p> <p>B1. Analyze how interpersonal communication affects relationships</p> <p>B2. Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STD's, and pregnancy</p> <p>B3. Demonstrate effective communication skills within healthy dating relationship</p> <p>B4. Practice effective communication with parents, guardians, health care providers by discussing issues related to reproductive and sexual health</p> <p>C1. Demonstrate effective negotiation skills for avoiding</p> | <p>Interpersonal relationships and communication</p> <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p>Tools for Teaching Comprehensive Human Sexuality Education. by Dominick Splendorio & Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p> |

| | <p>dangerous and risky situations</p> <p>C2. Use effective communication skills for preventing and reporting sexual assault and molestation</p> <p>C3. Demonstrate how to get out of potentially harmful or abusive relationships, including dangerous dating situations</p> <p>C4. Explain the effects of violence on individual, families, and communities</p> <p>D1. Demonstrate assertive communication skills to resist pressure to use ATOD</p> <p>D2. Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using ATOD</p> <p>D3. Clarify myths regarding the scope of ATOD among adolescents</p> <p>D1. Seek help from trusted adults for oneself or a friend with an emotional or social health problem</p> <p>E2. Discuss healthy ways to respond when you or someone you know is grieving</p> <p>E3. Describe the benefits of having positive relationships with trusted adults</p> <p>E4. Analyze the qualities of healthy peer and family relationships</p> <p>E5. Describe healthy ways to express caring, friendship, affection, and love</p> <p>F1. Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health</p> | |
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| <p>4. Students will demonstrate the ability to use decision-making skills to enhance health.</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>A1. Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status</p> <p>A2. Use a decision-making process to plan nutritionally adequate meals at home and away from home</p> <p>A3. Demonstrate how to use safe food handling procedures</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> |

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| | <p>when preparing meals and snacks</p> <p>A4. Demonstrate the importance of variety and moderation in food selection and consumption through creating a meal plan</p> <p>B1. Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners</p> <p>B2. Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health</p> <p>B3. Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy</p> <p>B4. Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, teen parent, the family, and society</p> <p>B5. Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation</p> <p>B6. Evaluate the benefits to parents and child when teenagers wait until adulthood to become parents</p> <p>C1. Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents</p> <p>C2. Apply a decision-making process to avoid potentially dangerous situations</p> <p>C3. Analyze the laws regarding and detrimental effects of sexual harassment</p> <p>D1. Examine barriers to making the decision to be free of ATOD</p> <p>D2. Explain healthy alternatives to ATOD</p> <p>D3. Explain the social and legal implications of using and abusing ATOD</p> <p>E1. Monitor personal stressors and assess techniques for managing them</p> <p>E2. Compare various coping mechanisms for managing stress</p> <p>E3. Analyze situations when it is important to seek help with stress, loss, and unrealistic body image, and depression</p> <p>E4. Analyze resiliency skills</p> | <p>(also available for public viewing within the site's LMC)</p> <p><u>Tools for Teaching Comprehensive Human Sexuality Education.</u> <u>by Dominick Splendorio & Lori Reichel</u></p> <p>(also available for public viewing within the site's LMC)</p> |
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| | <p>F1. Explain how decisions regarding health behaviors have consequences for oneself and others</p> <p>F2. Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume)</p> | |
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| <p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>A1. Assess one's personal nutritional needs and physical activity level</p> <p>A2. Develop practical solutions to removing barriers to healthy eating and physical activity</p> <p>A3. Create a physical activity plan based on current guidelines</p> <p>A4. Describe the amount and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight</p> <p>A5. Create a personal nutrition plan using dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits</p> <p>A6. Evaluate various approaches to maintaining a healthy weight</p> <p>B1. Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals</p> <p>B2. Identify short and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention</p> <p>C1. Develop a plan to prevent injuries in social situations with peers</p> <p>C2. Identify ways to prevent situations that might harm vision, hearing, or dental health</p> <p>D1. Assess personal practices and behaviors related to ATOD use and formulate an effective long term plan to achieve a personal goal related to ATOD prevention</p> <p>D2. Predict how a drug-free lifestyle will support the</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><u>Tools for Teaching Comprehensive Human Sexuality Education.</u> by Dominick Splendorio & Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p> |

| | <p>achievement of short and long-term goals</p> <p>E1. Evaluate how preventing and managing stress and getting help from mental and social problems can help a person achieve short and long-term goals</p> <p>E2. Set a goal to reduce life stressors in a health-enhancing way</p> <p>F1. Develop a plan of preventative health management, including dental</p> | |
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| <p>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>A1. Select health foods and beverages in a variety of settings</p> <p>A2. Critique one's personal diet for overall balance of key nutrients</p> <p>A3. Identify strategies for eating more fruits and vegetables</p> <p>A4. Describe how to take more personal responsibility for eating healthy foods</p> <p>A5. Participate in school and community activities that promote health and fitness</p> <p>A6. Distinguish between facts and myths regarding nutrition practices, products, and physical performance</p> <p>A7. Explain how proper food purchasing, preparation, and storage practices keeps food safe</p> <p>B1. Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood)</p> <p>B2. Discuss the characteristics of healthy relationships, dating, committed relationships, limited sexual partners, and marriage</p> <p>C1. Practice injury prevention during social and motor vehicle related activities</p> <p>C2. Demonstrate conflict resolution skills to avoid potentially violent situations</p> <p>C3. Describe and demonstrate procedures for emergency care and lifesaving, including CPR/AED, and first aid for</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><u>Tools for Teaching Comprehensive Human Sexuality Education.</u> <u>by Dominick Splendorio & Lori Reichel</u></p> <p>(also available for public viewing within the site's LMC)</p> |

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| | <p>bleeding</p> <p>C4. Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and bullying</p> <p>C5. Identify and analyze emergency preparedness plans for the home, the school, and the community</p> <p>C6. Discuss the ways to reduce the risk of injuries that can occur during social activities</p> <p>D1. Use effective coping strategies when faced with various social situations involving the use of ATOD</p> <p>D2. Describe the health benefits of abstaining from or discontinuing use of ATOD</p> <p>E1. Assess personal patterns of response to stress and use of resources</p> <p>E2. Practice effective coping mechanisms and strategies for managing stress</p> <p>E3. Discuss suicide-prevention strategies</p> <p>E4. Practice respect for individual differences and diverse backgrounds</p> <p>E5. Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement</p> <p>E6. Practice setting personal boundaries in a variety of situations</p> <p>E7. Describe qualities that contribute to a positive self-image</p> <p>E8. Classify personal stressors at home, in school, and with peers</p> <p>F1. Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers</p> <p>F2. Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep</p> <p>F3. Describe the steps involved in breast or testicular self exams</p> <p>F4. Discuss the value of actively managing personal health behaviors (e.g. getting enough sleep, performing self examinations)</p> | |
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| | <p>F5. Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations</p> <p>F6. Identify the importance of medical screenings necessary to maintain reproductive health</p> <p>F7. Identify symptoms that indicate a need for examination by a professional</p> | |
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| <p>7. Students will demonstrate the ability to advocate for personal, family, and community health</p> | <p>Performance will be satisfactory when the student is able to:</p> <p>A1. Educate family and peers about choosing healthy options for snacks and meals</p> <p>A2. Educate family and peers about the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease</p> <p>B1. Support other in making positive and healthful choices about sexual behavior</p> <p>B2. Advocate the respect for and the dignity of persons living with HIV or AIDS</p> <p>B3. Encourage the support safe, respectful, and responsible relationships</p> <p>C1. Identify and support changes in the home, at school, and in the community that promote safety</p> <p>C2. Encourage peers to be safe in social situations</p> <p>C3. Encourage actions to promote safe driving experiences</p> <p>D1. Participate in activities in the school and community that help other individuals make positive choices regarding the use of ATOD</p> <p>D2. Present a persuasive solution to the problem of ATOD among youths</p> <p>D3. Interpret school policies and community laws related to alcohol, tobacco/nicotine, and illegal drug use, possession, and sale</p> <p>E1. Support the needs and rights of others regarding mental and social health</p> | <p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><u>Tools for Teaching Comprehensive Human Sexuality Education.</u> <u>by Dominick Splendorio & Lori Reichel</u></p> <p>(also available for public viewing within the site's LMC)</p> |

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| | <ul style="list-style-type: none"> E2. Promote a positive and respectful environment at school and in the community E3. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation E4. Describe the importance of recognizing signs of disordered eating and other common mental health conditions E5. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations F1. Support personal or consumer health issues that promote community/school wellness F2. Encourage societal and environmental conditions that benefit health | |
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