



## JC Schools 9th Grade Health Yearly Standards

Units	Priority Standards	Supporting Standards
<b>Unit 1: Nutrition/ Body Weight Management</b>  26 days	<p><b>9-12.ME.1.D-1,2</b>            1. Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity</p> <p>2. Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness</p> <p><b>9-12.ME.2.A-1</b>            Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention)</p> <p><b>9-12.ME.2.B-3</b>            Analyze food choices and discuss how it should be used to develop a proper diet</p>	<p><b>9-12.ME.2.A-2</b>            Assess how nutritional needs change throughout the life cycle</p> <p><b>9-12.ME.2.B-1,2</b>            1. Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease</p> <p>2. Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising)</p> <p><b>9-12.ME.2.C</b>            Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies)</p> <p><b>9-12.ME.2.E</b>            Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g., caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss)</p> <p><b>9-12.ME.3.A-1,2</b>            1. Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people</p> <p>2. Analyze the health claims that the media make and their impact</p>

		<p>on physical, mental/emotional, and social health</p> <p><b>9-12.ME.4.A</b> Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision making, assertive behavior, resisting peer pressure, asset development)</p> <p><b>9-12.ME.4.D</b> Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)</p>
<p><b>Unit 2: Cardiorespiratory System &amp; Other Body Systems</b></p> <p>19 days</p>	<p><b>9-12.FS.1.E</b> Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)</p>	<p><b>9-12.FS.1.A</b> Investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g., hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling)</p> <p><b>9-12.FS.1.B</b> Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains)</p> <p><b>9-12.FS.1.C</b> Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis)</p> <p><b>9-12.FS.1.G</b> Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's, epilepsy)</p> <p><b>9-12.FS.1.H</b> List the most common disorders, describe how to treat them and</p>

		<p>prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn's Disease, diarrhea, constipation, gall stones, colon cancer)</p> <p><b>9-12.FS.1.I</b> Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)</p> <p><b>9-12.FS.1.J-1,2</b> 1. Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances)</p> <p>2. List the causes of type II diabetes and describe management procedures and prevention techniques</p> <p><b>9-12.FS.1.L</b> Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)</p>
<p><b>Unit 3: Drugs, Alcohol, &amp; Tobacco</b></p> <p>19 days</p>	<p><b>9-12.RA.3.C-1</b> Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society</p>	<p><b>9-12.RA.3.A</b> Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, "road rage," acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases)</p> <p><b>9-12.RA.3.B</b> Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)</p> <p><b>9-12.RA.3.C-2,3,4</b> 2. Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health</p>

		<p>3. Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem</p> <p>4. Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors</p>
<p><b>Unit 4: CPR/First Aid &amp; Prevention</b></p> <p>9 days</p>	<p><b>9-12.RA.1.A-2</b> Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH))</p> <p><b>9-12.RA.2.B</b> Identify from a given list those situations that are life threatening and perform basic life saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning) <i>*Mandatory 30 minute CPR/Heimlich training per DESE as graduation requirement</i></p>	<p><b>9-12.RA.1.A-1,3</b> 1. Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)</p> <p>3. Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)</p> <p><b>9-12.RA.1.B</b> Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them</p> <p><b>9-12.RA.2.C-1,2</b> 1. Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each</p> <p>2. Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and Activity Related practices</p> <p><b>9-12.RA.2.D</b> List the common water-related emergencies and describe prevention and treatment techniques</p> <p><b>9-12.ME.1.B</b> Discuss the concept of preventive care and its importance in maintaining and improving health</p>

<p><b>Unit 5: Human Sexuality (Reproductive Systems)</b></p> <p>9 days</p>	<p><b>9-12.FS.1.K-1</b> Recognize normal vs abnormal conditions of the reproductive system</p>	<p><b>9-12.ME.3.B</b> Analyze the reliability of healthcare information, services and products that could affect consumer decision making (e.g., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)</p> <p><b>9-12.ME.3.C</b> Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)</p> <p><b>9-12.RA.1.D-1,2</b> 1. Compare signs and symptoms of common sexually transmitted infections</p> <p>2. Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic wellbeing (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)</p> <p><b>9-12.RA.1.F-1,2,3</b> 1. Analyze and evaluate how teen pregnancy and parenting can impact personal family and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics)</p> <p>2. Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and it's effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight)</p> <p>3. Evaluate the progression of reliability of various contraceptive</p>

		<p>methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants)</p> <p><i>*Follow district curriculum policy when addressing methods of contraception</i></p> <p><b>9-12.RA.2.A</b> Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)</p> <p><b>9-12.FS.1.K-2,3</b> 2. Explain how the following affect the function of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, ovarian cancer, testicular cancer and prostate cancer</p> <p>3. Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases</p>
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