

# STANDARDS FOR HEALTH AND WELLNESS: GRADE 9

## CATALINA FOOTHILLS SCHOOL DISTRICT

### **Standard 1: Essential Health Concepts**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HW.9.1.1 Analyze how behavior can impact health maintenance and disease prevention (required: levels and types of physical activity/physical activity that has cardiovascular benefits, access to health care and health status, practicing sun safety, coping/stress management skills, high risk/unhealthy activities; for example: implementing a personal fitness plan, alcohol use and death rate in auto accidents, drug use and achieving life goals).

- compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors
- describe how to delay onset and/or reduce risks of potential health problems and injuries

HW.9.1.2 Analyze the impact of personal health behaviors (for example: substance abuse - alcohol, tobacco, drugs, physical activity, sleep deprivation; required: food and nutrition, nutrient deficiencies) on the functioning of body systems (for example: quality of life, longevity, disease prevention, heart health).

HW.9.1.3 Analyze the interrelationships of intellectual/mental, emotional, social, and physical health throughout life (how interrelated aspects of health may be affected by disease, illness, injury, broken relationships, etc.; stress and its effects on the body).  
[Connect to Physical Education]

### **Standard 2: Analyzing Influences**

**Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HW.9.2.1 Analyze how various factors influence individual health behaviors and practices.

- family and culture (for example: food preparation, eating and exercise behaviors, personal hygiene, genetics/heredity, family history of heart disease/diabetes)
- peers (for example: eating behaviors, dieting/weight control, peer pressure)
- school/community (for example: nutritionally balanced meals, organized events that focus on exercise and healthy behaviors)
- environment (for example: environmental toxins, pollutants)
- media and technology (for example: advertisements related to smoking, alcohol use, body image; dieting, eating patterns)
- personal values and beliefs (for example: exercise, personal hygiene, meal patterns, body image).

HW.9.2.2 Analyze how the perceptions of norms and some health risks can influence the likelihood of engaging in unhealthy behaviors (for example: teen alcohol and tobacco use, dating, body image, dieting, and eating disorder).

HW.9.2.3 Analyze how public health policies and government regulations can influence health promotion and disease prevention (for example: government wellness regulations related to nutrition: no soda at school, First lady's school lunch plan, smoking ban in public places and airlines, laws around drinking and driving, immunizations).

HW.9.2.4 Select and assess a school health or community health issue resulting from the influence of culture, media/technology, and/or other factors and create a solution for that issue (for example: eating behaviors, body image, smoking, alcohol).

### **Standard 3: Accessing Valid Information and Services**

**Demonstrate the ability to access valid information and products or services to enhance health.**

HW.9.3.1 Evaluate the validity of health information, products, and services (for example: Internet sources for health information, media messages).

- access and use valid and reliable resources from home, school, and community that provide valid health information (for example: county health department, police department, teen hotlines)

HW.9.3.2 Determine the accessibility of health products and services that enhance health (for example: local gym and fitness centers).

HW.9.3.3 Analyze a situation in which professional health services may be required (for example: signs and symptoms of choking).

### **Standard 4: Interpersonal Communication**

**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HW.9.4.1 Apply refusal, negotiation, communication, and collaboration skills to enhance health and avoid or reduce health risks (for example: peer pressure to consume alcohol or use tobacco or drugs).

HW.9.4.2 Evaluate and use strategies to prevent or resolve conflict without harming self and others.

HW.9.4.3 Evaluate effective ways to ask for and offer assistance to enhance the health of self and others (for example: ways to communicate about a threat to the school environment; required bullying/cyberbullying, sexting).

### **Standard 5: Decision Making**

**Demonstrate the ability to use decision-making skills to enhance health.**

HW.9.5.1 Describe the value of applying a thoughtful decision-making process in health-related situations (for example: using tobacco, drugs, and/or alcohol).

- justify when individual or collaborative decision-making is appropriate (for example: situations such as suicide or riding with someone under the influence of drugs or alcohol)

HW.9.5.2 Analyze and predict the potential short-term and long-term impact of health-related issues on self and others (for example: smoking, drug use, unhealthy eating habits).

- propose alternatives to health-related issues or problems (for example: healthy nutritional choices as positive alternatives to a high fat diet)
- defend a healthy choice when making a decision
- evaluate the effectiveness of a decision

### **Standard 6: Goal Setting**

**Demonstrate the ability to use goal-setting skills to enhance health.**

HW.9.6.1 Assess personal health practices and overall health status (for example: daily food plan/nutrition that supports long term health, exercise and fitness).

Formulate and develop an effective personal health plan (fitness and nutrition) that addresses strengths, needs, and risks. [Connect to Physical Education]

- implement strategies (for example: exercise for 30 minutes, monitor heart rate) and monitor progress toward goal

### **Standard 7: Practicing Health-Enhancing Behaviors**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HW.9.7.1 Demonstrate a variety of healthy practices and behaviors that will improve health or reduce health risks to self and others (for example: strategies for managing stress, behaviors that can prevent oral health problems, safe and unsafe practices for tattoos or body piercing, binge drinking).

- analyze the role of individual responsibility in enhancing health (for example: physical activity, nutrition, stress management)

### **Standard 8: Health Promotion**

**Demonstrate the ability to advocate for personal, family, and community health.**

HW.9.8.1 Create and adapt health messages and communication techniques to a specific target audience (for example: drug awareness campaign targeted to school-age children).

- use accurate peer and societal norms to formulate a health-enhancing message (for example: to describe healthy exercise, to abstain from risky behaviors).

HW.9.8.2 Work cooperatively as an advocate for improving personal, family, and community health (for example: advocate for increased physical education in schools).