Virginia Health

Grade 9

Essential Health Concepts

1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1

Body Systems

a Identify and describe the major structures and functions of the endocrine system. 9.1.A

Nutrition

b Explain the differences between and fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health. 9.1.B

c Explain organic, fresh, farm-raised, “lite,” low-fat, and fat-free foods. 9.1.C

Physical Health

d Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle. 9.1.D

Disease Prevention/Health Promotion

e Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke. 9.1.E

f Define herd immunity and explain how immunizations can prevent the spread of diseases. 9.1.F

g Describe the importance of health habits that promote vision, hearing, and dental health. 9.1.G

Substance Abuse Prevention

h Explain how alcohol and other drugs increase the risk of injury. 9.1.H

i Analyze the consequences of binge drinking. 9.1.I

j Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids. 9.1.J

Safety/Injury Prevention

k Identify behaviors that contribute to injuries and that may result in irreversible consequences. 9.1.K

l Define traumatic and non-traumatic brain injury and identify examples of each, including concussion. 9.1.L

m Describe actions, behaviors, and signs that may indicate potential threats to individuals or the school. 9.1.M

n Identify effective time-management and organizational skills. 9.1.N

Mental Wellness/Social and Emotional Skills

o Describe the positive and negative effects of social media and of sharing personal information online. 9.1.O

p Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors). 9.1.P

q Identify causes of conflict with friends and family and feelings/emotions both sides might experience. 9.1.Q

r Identify types of gangs, gang-related behaviors, and associated consequences. 9.1.R

Violence Prevention

s Identify risky behaviors adolescents engage in, including weapon use and gang involvement. 9.1.S

Community/Environmental Health

t Identify health-related social issues, such as homelessness, underage drinking, and substance abuse. 9.1.T

u Identify global environmental health issues. 9.1.U

Healthy Decisions

2 **The student will explain the impact of health risks and identify strategies and resources to limit risk.** 9.2

Body Systems

a Identify health risks and other factors that affect the function of the endocrine system. 9.2.A

Nutrition

b Analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals. 9.2.B

c Explore community resources for purchasing locally grown/sourced foods, including the concept of farm-to-table/restaurant. 9.2.C

Physical Health

d Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors. 9.2.D

Disease Prevention/Health Promotion

e Identify behaviors that contribute to heart disease, stroke, diabetes, cancer, obesity, and other chronic diseases and conditions. 9.2.E

f Understand the difference between an epidemic and a pandemic and how they impact populations. 9.2.F

g Determine strategies to protect vision, hearing, and dental health. 9.2.G

Substance Abuse Prevention

h Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs. 9.2.H

i Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors. 9.2.I

j Analyze and draw inferences about behaviors connected to addiction and mental health. 9.2.J

Safety/Injury Prevention

k Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors. 9.2.K

l Identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion. 9.2.L

m Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement. 9.2.M

n Identify strategies to respond to and report potential threats to individuals or the school. 9.2.N

Mental Wellness/Social and Emotional Skills

o Analyze how time management might contribute to stress reduction. 9.2.O

p Explain limitations to effective communication online. 9.2.P

q Identify school and community mental health resources to help and assist with mental illnesses or challenges. 9.2.Q

r Identify strategies for peaceful resolution of conflict. 9.2.R

Violence Prevention

s Examine how the consequences associated with gang involvement could affect oneself, the family, and the community in the present and the future. 9.2.S

Community/Environmental Health

t Evaluate strategies for improving health-related social issues. 9.2.T

u Examine the impact of global environmental health issues on local communities. 9.2.U

Advocacy and Health Promotion

3 **The student will demonstrate skills to advocate for personal and community health.** 9.3

Body Systems

a Promote behaviors that protect endocrine system health. 9.3.A

Nutrition

b Create one or more S.M.A.R.T. goals for personal consumption of vitamins and minerals and develop a plan to meet them. 9.3.B

c Explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership). 9.3.C

Physical Health

d Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals. 9.3.D

Disease Prevention/Health Promotion

e Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies. 9.3.E

f Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed. 9.3.F

g Promote vision, hearing, and dental health. 9.3.G

Substance Abuse Prevention

h Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors). 9.3.H

i Develop a personal plan to prevent substance use. 9.3.I

j Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail. 9.3.J

Safety/Injury Prevention

k Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock. 9.3.K

l Advocate for reporting signs and symptoms and for safety practices to prevent brain injury. 9.3.L

m Demonstrate healthy decision-making strategies related to risky behaviors. 9.3.M

n Develop action steps to promote a safe and inclusive school environment. 9.3.N

Mental Wellness/Social and Emotional Skills

o Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project). 9.3.O

p Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities. 9.3.P

q Promote access to mental health resources to help oneself and others. 9.3.Q

r Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations. 9.3.R

Violence Prevention

s Create a message about the importance of avoiding gang involvement. 9.3.S

Community/Environmental Health

t Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue. 9.3.T

u Promote global environmental health and/or disease prevention projects. 9.3.U