

# 9th Grade Health Curriculum Ketchikan High School

**1 semester; .5 credit; required for graduation**

## First Aid

Health Standards: 1.3; 2.1; 4.1; 4.2; 4.5  
Reading: 2; 3A; 4  
Writing: 3; 5  
Math: 1

National Standards: 1; 7; 4; 5/6; 8

### **1.0 At the conclusion of the Community First Aid and Safety courses, participants should be able to:**

1.1 Explain how the EMS system works and what signals and situations require a person to call or have someone else call 9-1-1 for help.

1.2 Explain how to protect themselves and the victim in an emergency

1.3 Identify the signals of breathing emergencies, including choking, and demonstrate how to provide care.

1.4 Identify the major risk factors for cardiovascular disease, and describe how to control them.

1.5 Identify the signals of a possible heart attack and sudden cardiac arrest and describe how to provide care.

1.6 Identify the use of an automated external defibrillator (AED) in the Cardiac Chain of survival.

### **2.0 In addition to achieving these objectives, participants completing the first aid component of the courses should also be able to:**

2.1 Identify life-threatening bleeding and demonstrate how bleeding can be controlled

2.2 Identify the signals of various injuries and demonstrate how to care for them

2.3 Identify the skills needed to be a safe driver

2.4 Identify the signals of head, neck and back injuries and how to care for them

2.5 Identify the signals of sudden illness, including poisoning, seizures and heat-and-cold related emergencies, and describe how to care for them

2.6 Describe when and how to move a victim in an emergency situation

## **Mental Health**

Health Standards: 1.1; 1.3; 1.5; 1.8; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.1; 3.2; 3.5; 4.1; 4.6

Reading: 2; 4; 8; 9

Writing: 3; 5

Tech: A1; A2; A3; C3; D3

National Standards: 1; 3; 7; 2; 4; 5/6; 8

### **3.0 Students will understand the basis of sound mental health as it relates to self, self-management, relationships and mental disorders.**

3.1 Discuss suicide (characteristics, intervention and prevention) and resources for help

3.2 Identify positive and negative stressors and how they affect one's life

3.3 Define and demonstrate verbal and nonverbal communication

3.4 Describe self-destructive behaviors and recommend alternative coping strategies

3.5 Discuss and demonstrate how lifestyle changes can affect the individual's well-being

3.6 Identify the stages of crisis and how it affects the mental, physical & social being

3.7 Define psychosomatic

3.8 Identify the types of psychosomatic disorders as they relate to the mental, physical and social being

3.9 Discuss the possible contributing factors to mental disorders

3.10 Identify the elements of a positive self-image, including self-respect, self-acceptance and respect for others

3.11 Define elements of negative self-concept

3.12 Define and research the different types of personality and how they relate to working with other people.

3.13 Discuss Maslow's Hierarchy of needs.

## **Crisis Unit**

Health Standards: 1.1; 1.3; 1.4; 1.5; 2.2; 2.6; 3.1; 3.4; 3.5; 4.2; 4.3

Reading: 2; 4; 9

Writing: 3; 5

National Standards: 3; 7; 4; 5/6; 8

### **4.0 Students will understand the different types of abuse and domestic violence and how it affects the well-being.**

4.1 Define the different forms of abuse and domestic violence

4.2 Discuss the societal and environmental factors that contribute to abuse and domestic violence

4.3 Identify common characteristics of a person that indicate a high risk of abusive behavior

4.4 Explain the laws concerning abuse and domestic violence

4.5 Discuss sexual harassment and how it can affect the well-being

4.6 Explain the laws concerning sexual harassment in school and the workplace

### **5.0 Students will understand the different types of rapes, prevention, laws and resources**

5.1 Define the most common forms of rape

5.2 Discuss ways to prevent date rape and dating violence.

5.3 Explain the laws pertaining to sexual assault in Alaska

## **Nutrition Unit**

Health Standards: 1.1; 1.2; 1.3; 1.5; 1.6; 2.5; 4.1; 4.2

Reading: 2; 3A; 3B; 4; 8

Writing: 3; 5

Math: C2; FR1

Tech: A1; A2; B1; C1

National Standards: 1; 3; 7; 2; 4; 5/6; 8

### **6.0 Students will understand healthful eating practices.**

6.1 Evaluate individual diets using a variety of methods including mypyramid.com, website, national data and other supplemental resources.

6.2 Describe proper and improper ways to lower fat composition/consumption.

6.3 Describe how foods that are high and low in fat, cholesterol, sodium and sugar affect health.

6.4 Evaluate food nutritional content by reading package labels.

**6.5** Describe the ways to use exercise, nutrition, and relaxation as means of reducing stress.

**7.0 Students will identify myths about sound nutrition.**

7.1 Explain the difference between a fit body and an over fat body.

**8.0 Students will understand the dangers, help resources and symptoms of the various eating disorders and weight loss programs.**

8.1 Analyze implications of dependence on food fads and fallacies in selecting a weight loss program.

8.2 Explain metabolic processes of the body.

8.3 Explain the causes, prevention, and treatment of anorexia, bulimia, compulsive eating and pica.

**9.0 Students will develop an awareness of the relationship between nutrition and physical fitness.**

9.1 Discuss the special dietary needs of athletes

9.2 Discuss the concept of personal responsibility for his/her present and future health and fitness.

9.3 Discuss the relationships between balanced diet, regular exercise and the development of a pattern for present and future healthy lifestyle.

9.4 Describe physical, social and emotional benefits of regular exercise and fitness.

9.5 Compare immediate and long-range effects of a fitness program.

## **Tobacco, Alcohol and Other Drugs**

Health Standards: 1.1; 1.2; 1.3; 1.4; 1.5; 2.1; 2.4; 2.5; 2.6; 3.4; 3.5; 4.1; 4.2; 4.3; 4.4

Reading: 2; 3A; 4; 8

Writing: 3; 5

National Standards: 1; 3; 7; 2; 4; 5/6; 8

### **10.0 The high school drug prevention curriculum will continue the transition begun in middle school dealing with students as adult citizens and consumers.**

- 10.1 Identify the toxic substances in tobacco and tobacco smoke and explain how these toxic substances harm the body
- 10.2 Analyze the effects of drugs on the functioning of body systems.
- 10.3 Describe the impact of alcohol and other drugs on relationships
- 10.4 Discuss the physical, behavioral, and social effects of stimulants, depressants, hallucinogens, marijuana, and inhalants.
- 10.5 Explain possible effects of use of tobacco, alcohol, and other drugs by a pregnant woman on the developing fetus.
- 10.6 Discuss the progression from experimentation with gateway drugs to addiction
- 10.7 Explain the stages of chemical dependency and its unpredictability from person to person
- 10.8 Identify signs and symptoms of alcohol and other drug dependencies
- 10.9 Discuss alternative treatment methods for alcohol and other drug dependencies
- 10.10 Explain the medicinal drugs can be beneficial when used properly, but have side effects

### **11.0 Students will participate in a complete scientific and socioeconomic introduction to the drug problem.**

- 11.1 Explore the relationship of healthy activities to a healthy lifestyle
- 11.2 Explain the laws which pertain to alcohol, tobacco, and other drugs

- 11.3 Discuss media pressures and advertising, particularly as directed towards young adults.
- 11.4 Define FAE/FAS and genetically linked birth defects
- 11.5 List the characteristics of FAE/FAS babies
- 11.6 Discuss the legal requirements of bars and liquor stores in regards to drinking during pregnancy in the state of Alaska.
- 11.7 Discuss both the male and female's role in preventing FAS/FAE
- 11.8 List community resources for help and information

### **Human Growth and Development**

Health Standards: 1.1; 1.2; 1.5; 1.6; 1.7; 1.8; 2.2; 2.3; 2.4; 2.5; 2.6; 3.2; 3.4; 3.5; 2.6; 4.1  
 Reading: 2; 3A; 4  
 Writing: 3; 5  
 National Standards: 1; 3; 7; 2; 4; 5; 8

#### **12.0 Students will assess how human sexuality and responsible sexual behavior have significant implications for the individual and society.**

- 12.1 Identify the cultural and biological influences on male and female roles
- 12.2 Develop criteria that represents a mature basis for deciding to marry
- 12.3 List factors that are to be considered in deciding to be a parent
- 12.4 Analyze how human sexuality and responsible sexual behavior have significant
- 12.5 Differentiate implications both for the individual and society regarding sexual activity
- 12.6 List effects of sterility, infertility, miscarriage, abortion and birth defects on family planning.
- 12.7 Identify ways that television and other media influence expectations of love and marriage
- 12.8 Discuss the physical, behavioral, and social effects of abstinence
- 12.9 Identify signs and symptoms of sexually transmitted diseases
- 12.10 Explain the medicinal drugs that can be beneficial when sexually

transmitted diseases are detected

- 12.11 Analyze the effects of premarital sexual relationships on the body systems.
- 12.12 Discuss the progression from experimentation with premarital sexual relationships
- 12.13 Describe the impact of abstinences on relationships
- 12.14 Discuss the effectiveness of contraceptives
- 12.15 Discuss the possible side effects of contraceptives
- 12.16 Describe the rights of minors under Alaska state law regarding contraception, pregnancy, and sexually transmitted diseases
- 12.17 Discuss the kinds of problems the teen mother, father and their child may face as individuals
- 12.18 Describe signs of pregnancy, importance of prenatal health care, fetal growth, and stages of birth process.
- 12.19 Discuss the decision-making process concerning issues of sexual behavior
- 12.20 List the symptoms of sexually transmitted diseases and discuss the importance of early detection and treatment
- 12.21 Examine the incidences of non-communicable diseases of the reproductive system and describe methods for preventing them
- 12.22 Explain the nature of AIDS as a disease
- 12.23 Explain the facts and myths concerning the transmission of AIDS
- 12.24 List resources available to obtain accurate, timely information about AIDS
- 12.25 Identify AIDS diagnosis and treatment methods

**13.0 The student will understand the aging process from early adulthood through the elderly.**

- 13.1 The student will summarize the five developmental tasks of adulthood.
- 13.2 The student will describe the major developmental tasks and transitions of early and middle adulthood.
- 13.3 The student will summarize the biological changes of later adulthood

13.4 The student will summarize the social changes of later adulthood.

**14.0 The student will understand the processes of death in the physical, mental and social realms.**

14.1 The student will describe the stages of accepting death for sudden and long-term death situations.

14.2 The student will list the different myths about grief.

14.3 The student will describe the stages of grief and the normalcy of the individual reactions to a death.

14.4 The student will list resources of grief counseling within the school and the community

14.5 The student will list the do's and don'ts regarding bereavement and children

14.6 The student will understand the different types of funerals based on economics, culture, religion and environment.

## **National Health Education Standards**

- 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health.
- 3** Students will demonstrate the ability to access valid health information and health-promoting products and services to enhance health.
- 7** Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5/6** Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- 8** Students will demonstrate the ability to advocate for personal, family, and community health.