

Standards Division Document Development Tool (Semester Long Course)

Course : High School Health 1st Semester

First Six Weeks Standards:	Second Six Weeks Standards:	Third Six Weeks Standards:
<p>Personal and Consumer Health</p> <p>9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.</p> <p>9.PCH.1.1 Recognize that individuals have some control over risks for communicable and chronic diseases.</p> <p>9.PCH.1.2 Summarize the procedures for organ donation, local and state resources, and benefits</p> <p>9.PCH.1.3 Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.</p> <p>9.PCH.1.4 Design strategies for reducing risks for chronic diseases</p> <p>9.PCH.1.5 Select measures to get adequate rest and sleep</p> <p>9.PCH.1.6 Recognize the early warning signs of skin cancer and the</p>	<p>Alcohol, Tobacco, and Other Drugs</p> <p>9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.</p> <p>9.ATOD.1.1 Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports.</p> <p>9.ATOD.1.2 Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p>9.ATOD.1.3 Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p> <p>9.ATOD.1.4 Summarize the risks of IV drug use, including blood borne diseases</p> <p>9.ATOD.1.5 Predict the effects of substance abuse on other people as</p>	<p>Interpersonal Communication and Relationships</p> <p>9.ICR.1 Understand healthy and effective interpersonal communication and relationships.</p> <p>9.ICR.1.1 Illustrate the ability to respond to others with empathy.</p> <p>9.ICR.1.2 Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p> <p>9.ICR.1.3 Illustrate strategies for resolving interpersonal conflict without harming self or others.</p> <p>9.ICR.1.4 Summarize principles of healthy dating.</p> <p>9.ICR.1.5 Explain how power and control in relationships can contribute to aggression and</p>

<p>importance of early detection.</p> <p>9.PCH.1.7 Differentiate between the lifelong effects of positive and negative health behaviors</p> <p>9.PCH. 2 Evaluate health information and products.</p> <p>9.PCH.2.1 Critique the potential health and social consequences of body art (tattooing and piercing)</p> <p>9.PCH. 2.2 Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health</p> <p>9.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.</p> <p>9.PCH.3.1 Summarize the risks associated with operating ATVs and motorcycles</p> <p>9.PCH.3.2 Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken.</p>	<p>well as society as a whole.</p> <p>9.ATOD.1.6 Summarize the consequences of alcohol or tobacco use during pregnancy.</p> <p>9.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</p> <p>9.ATOD.2.1 Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.</p> <p>9.ATOD.2.2 Use strategies for avoiding binge drinking.</p> <p>Mental and Emotional Health</p> <p>9.MEH.1 Create positive stress management strategies</p> <p>9.MEH.1.1 Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.</p>	<p>violence.</p> <p>9.ICR.2 Evaluate abstinence from sexual intercourse as a positive choice for young people.</p> <p>9.ICR.2.1 Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness.</p> <p>9.ICR.2.2 Explain the consequences of early and unprotected sexual behaviors.</p> <p>9.ICR.3 Create strategies that develop and maintain reproductive and sexual health.</p> <p>9.ICR.3.1 Contrast the myths, misconceptions, and stereotypes pertaining to sexual assault and sexual abuse with what is known based on law and</p>
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	9.MEH.1.2 Plan effective methods to deal with anxiety.	research. 9.ICR.3.2 Design safe plans
<p>Nutrition and Physical Activity</p> <p>9.NPA.1 Analyze strategies using tools (MyPlate, Dietary Guidelines, Food Facts Label) to plan healthy nutrition and fitness.</p> <p>9.NPA.1.1 Attribute the prevention of chronic diseases to healthy nutrition and physical activity.</p> <p>9.NPA.1.2 Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics and those experiencing allergies.</p> <p>9. NPA.1.3 Recognize the benefits of folic acid and other vitamins and minerals</p> <p>9.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.</p> <p>9.NPA.2.1 Plan vegetarian diets that are balanced and nutrient dense</p>	<p>9.MEH.2 Create help-seeking strategies for depression and mental disorders</p> <p>9.MEH.2.1 Identify causes and symptoms of depression and mental disorders.</p> <p>9.MEH.2.2 Design useful help-seeking strategies for depression and mental disorders.</p>	<p>for the prevention of sexual assault and abuse that include appropriate resources and needed skills.</p> <p>9.ICR.3.3 Illustrate skills related to safe and effective use of methods to prevent STDs as well as access resources for testing and treatment.</p> <p>9.ICR.3.4 Exemplify decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.</p> <p>[Reproductive Health/Family Life Curriculum will be embedded in this section.]</p>

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<p>9.NPA.2.2 Recall the number of servings recommended from each food group and the need for balanced nutrition</p> <p>9.NPS.2.3 Summarize the effects of</p>		
<p>hydration and dehydration and preventive measures for Dehydration</p> <p>9.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</p> <p>9.NPA.3.1 Differentiate between healthy and unhealthy plans for weight gain, maintenance and loss</p> <p>9.NAP.3.2 Classify the effects of eating disorders as short-term or long-term</p> <p>9.NPA.3.3 Recall resources for seeking help for people with eating disorders</p>		

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9.NAP.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.

9.NPA.4.1 Execute exercise programs with safety and effectiveness

9.NPA.4.2 Use appropriate methods for avoiding and responding to climate-related physical

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<p>conditions during physical activity. 9.NPA.4.3 Implement a personal plan to improve current habits to achieve balanced nutrition and Fitness</p> <p>Benchmark Assessment Dates: Oct 1-5</p>	<p>Benchmark Assessment Dates: Nov 13-20</p>	<p>Benchmark Assessment Dates: Jan 7-11</p>
<p>First Half-of-Course Standards (Objectives that take the first half of the course to teach) Click here to enter text.</p>	<p>Second Half-of-Course Standards (Objectives that take the second half of the course to teach) Click here to enter text.</p>	
<p>Year Long Standards (Objectives that may take the full year to teach) Click here to enter text.</p>		

Proposed Benchmark Frequency: [Choose an item.](#) Comments (optional): [Click here to enter text.](#)

Name of Person/People Submitting this form: