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| Standards Division Document Development Tool (Semester Long Course) Course **:** High School Health 2nd Semester |
| First Six Weeks Standards: | Second Six Weeks Standards: | Third Six Weeks Standards: |
|  |  | Interpersonal Communication |
| Personal and Consumer Health | Alcohol, Tobacco, and Other Drugs | and Relationships |
| 9.PCH.1 Analyze wellness, disease | 9.ATOD.1 Understand the health risks | 9.ICR.1 Understand healthy |
| prevention, and recognition of | associated with alcohol, tobacco, and | and effective |
| symptoms. | other drug use. | interpersonal communication |
| 9.PCH.1.1 Recognize that | 9.ATOD.1.1 Explain the short-term | and relationships. |
| individuals have some control over | and long-term effects of | 9.ICR.1.1 Illustrate the ability |
| risks for communicable and chronic | performance-enhancing drugs on | to respond to others with |
| diseases. | health and eligibility to participate in | empathy. |
| 9.PCH.1.2 Summarize the | sports. | 9.ICR.1.2 Classify negotiation |
| procedures for organ donation, local | 9.ATOD.1.2 Analyze the role of | and collaboration skills as |
| and state resources, and benefits | family, community, and cultural | helpful or harmful in solving |
| 9.PCH.1.3 Explain the procedures for health screenings, checkups, and | norms in deciding to use alcohol, tobacco, and other drugs. | problems orresolving conflicts. |
| other early detection measures | 9.ATOD.1.3 Contrast prescription | 9.ICR.1.3 Illustrate strategies |
| in terms of their health-related | medicines, nonprescription | for resolving interpersonal |
| benefits. | medicines, and illegal substances in | conflict without harming self or |
| 9.PCH.1.4 Design strategies for | terms of their use and abuse. | others. |
| reducing risks for chronic diseases | 9.ATOD.1.4 Summarize the risks of | 9.ICR.1.4 Summarize |
| 9.PCH.1.5 Select measures to get | IV drug use, including blood borne | principles of healthy dating. |
| adequate rest and sleep | diseases | 9.ICR.1.5 Explain how power |
| 9.PCH.1.6 Recognize the early | 9.ATOD.1.5 Predict the effects of | and control in relationships can |
| warning signs of skin cancer and the | substance abuse on other people as | contribute to aggression and |

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| importance of early detection. | well as society as a whole. | violence. |
| 9.PCH.1.7 Differentiate between | 9.ATOD.1.6 Summarize the |  |
| the lifelong effects of positive and | consequences of alcohol or tobacco | 9.ICR.2 Evaluate abstinence |
| negative health behaviors | use during pregnancy. | from sexual intercourse as a |
| 9.PCH. 2 Evaluate health information | 9.ATOD.2 Apply risk reduction | positive choice for young |
| and products. | behaviors to protect self and others | people. |
| 9.PCH.2.1 Critique the potential | from alcohol, tobacco, and other | 9.ICR.2.1 Critique skills and |
| health and social consequences of | drug use. | strategies that are used to |
| body art (tattooing and piercing) | 9.ATOD.2.1 Identify ways to avoid | promote abstinence from |
| 9.PCH. 2.2 Monitor the effects of | riding in a car or engaging in other | sexual activity in |
| media and popular culture on | risky behaviors with someone who is | terms of their effectiveness. |
| normative beliefs that contradict | under the influence of alcohol or | 9.ICR.2.2 Explain the |
| scientific research on health | other drugs. | consequences of early and |
| 9.PCH.3 Understand necessary steps | 9.ATOD.2.2 Use strategies for | unprotected sexual behaviors. |
| to prevent and respond to | avoiding binge drinking. |  |
| unintentional injury. |  | 9.ICR.3 Create strategies that |
| 9.PCH.3.1 Summarize the risks |  | develop |
| associated with operating ATVs and | Mental and Emotional Health | and maintain reproductive and |
| motorcycles |  | sexual health. |
| 9.PCH.3.2 Analyze reports of injuries to determine how they might | 9.MEH.1 Create positive stress management strategies | 9.ICR.3.1 Contrast the myths, misconceptions, and |
| have been prevented and what | 9.MEH.1.1 Identify the body’s | stereotypes pertaining to |
| first aid measures should be taken. | physical and psychological | sexual assault and |
|  | responses to stressful situations | sexual abuse with what is |
|  | and positive coping mechanisms. | known based on law and |
|  | 9.MEH.1.2 Plan effective | research. |
|  | methods to deal with anxiety. | 9.ICR.3.2 Design safe plans |

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| Nutrition and Physical Activity | 9.MEH.2 Create help-seeking | for the prevention of sexual |
|  | strategies for depression and mental | assault and abuse that include |
| 9.NPA.1 Analyze strategies using | disorders | appropriate |
| tools (MyPlate, Dietary Guidelines, | 9.MEH.2.1 Identify causes and | resources and needed skills. |
| Food Facts Label) to plan healthy | symptoms of depression and mental | 9.ICR.3.3 Illustrate skills |
| nutrition and fitness. | disorders. | related to safe and effective |
| 9.NPA.1.1 Attribute the prevention | 9.MEH.2.2 Design useful help- | use of methods to prevent |
| of chronic diseases to healthy | seeking strategies for depression and | STDs as well as |
| nutrition and physical activity. | mental disorders. | access resources for testing |
| 9.NPA.1.2 Organize meal plans to |  | and treatment. |
| meet special dietary needs for |  | 9.ICR.3.4 Exemplify decision- |
| athletes, pregnant women, diabetics and those experiencing |  | making skills and problem solving regarding safe and |
| allergies. |  | effective use of |
| 9. NPA.1.3 Recognize the benefits |  | methods to prevent |
| of folic acid and other vitamins and minerals |  | unintended pregnancy. |
| 9.NPA.2 Create strategies to consume |  | [Reproductive Health/Family |
| a variety of nutrient dense foods and |  | Life Curriculum will be |
| beverages in moderation. |  | embedded in this section] |
| 9.NPA.2.1 Plan vegetarian diets that are balanced and nutrient dense |  |  |
| 9.NPA.2.2 Recall the number of servings recommended from each food group and the need for balanced nutrition |  |  |
| 9.NPS.2.3 Summarize the effects of |  |  |

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| hydration and dehydration and preventive measures for |  |  |
| Dehydration |  |  |
| 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.9.NPA.3.1 Differentiate between healthy and unhealthy plans for weight gain, maintenance and loss9.NAP.3.2 Classify the effects of eating disorders as short-term or long-term9.NPA.3.3 Recall resources for seeking help for people with eating disorders |  |  |
| 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 effectiveness9.NPA.4.2 Use appropriate methods for avoiding and responding to climate-related physical |  |  |

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| conditions during physical activity.9.NPA.4.3 Implement a personal plan to improve current habits to achieve balanced nutrition and FitnessBenchmark Assessment Dates: March 1-6 | Benchmark Assessment Dates: April 19-25 | Benchmark Assessment Dates: May 28-31 |
| First Half-of-Course Standards(Objectives that take the first half of the course to teach)Click here to enter text. | Second Half-of-Course Standards(Objectives that take the second half of the course to teach)Click here to enter text. |
| Year Long Standards(Objectives that may take the full year to teach) Click here to enter text. |

Proposed Benchmark Frequency: Choose an item. Comments (optional): **Click here to enter text.** Name of Person/People Submitting this form: **K Williams**