

Grade 9 Crosswalk – Virginia 2015 Health Standards of Learning						
Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves, for their families, and for the community.						
Essential Health Concepts <i>What Students Should Know</i>	Lesson (Grade Topic-#)	Healthy Decisions <i>What Students Should Understand</i>	Lesson (Grade Topic-#)	Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i>	Lesson (Grade Topic-#)	
9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.		9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.		9.3 The student will demonstrate skills to advocate for personal and community health.		
<b>Alcohol, Tobacco and Drug Use Prevention</b>	h) Explain how alcohol and other drugs increase the risk of injury.	<a href="#">9 ATOD-1</a> <a href="#">9 ATOD-3</a> <a href="#">9 ATOD-5</a> <a href="#">9 ATOD-9</a>	i) Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.	<a href="#">9 ATOD-1</a>	c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.	<a href="#">9 ATOD-1</a> <a href="#">9 ATOD-7</a> <a href="#">9 ATOD-8</a> <a href="#">9 HP-4</a> <a href="#">9 HP-19</a>
	i) Analyze the deadly consequences of binge drinking.	<a href="#">9 ATOD-1</a> <a href="#">9 ATOD-3</a> <a href="#">9 ATOD-4</a> <a href="#">9 ATOD-5</a> <a href="#">9 ATOD-6</a> <a href="#">9 ATOD-7</a>	j) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.	<a href="#">9 ATOD-1</a> <a href="#">9 ATOD-2</a> <a href="#">9 ATOD-7</a> <a href="#">9 ATOD-9</a>		
<b>Body Systems</b>	a) Identify and describe the major structures and functions of the endocrine system.	<a href="#">9 BOD-1</a>	a) Identify health risks and other factors that affect the function of the endocrine system.	<a href="#">9 BOD-1</a> <a href="#">9 BOD-3</a>	d) Develop a personal plan for remaining free of communicable diseases.	<a href="#">9 BOD-2</a> <a href="#">9 BOD-4</a>
	f) Identify types of pathogens that cause disease.	<a href="#">9 BOD-2</a> <a href="#">9 BOD-3</a>	d) Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.	<a href="#">9 BOD-1</a> <a href="#">9 HP-9</a> <a href="#">9 HP-15</a> <a href="#">9 HP-17</a> <a href="#">9 HP-23</a>		
			l) Describe the benefits of organ donation.	<a href="#">9 BOD-1</a> <a href="#">9 HP-1</a>		
<b>Community Involvement</b>	p) Evaluate how social environments affect health and well-being.	<a href="#">9 HP-15</a> <a href="#">9 HP-20</a>	v) Evaluate strategies for improving the societal and environmental conditions that contribute to health.	<a href="#">9 HP-15</a>	e) Promote community health promotion and/or disease prevention projects.	<a href="#">9 HP-14</a> <a href="#">9 HP-15</a> <a href="#">9 HP-25</a> <a href="#">9 HP-26</a>
	r) Examine the impact of global health issues on local communities.	<a href="#">9 HP-15</a>	x) Identify health-related social issues such as homelessness, underage drinking, and substance abuse.	<a href="#">9 HP-15</a> <a href="#">9 HP-16</a>	n) Create an action plan to prepare for a natural disaster.	<a href="#">9 HE-2</a>
			y) Evaluate how public health policies influence health and disease prevention.	<a href="#">9 HP-15</a> <a href="#">9 HP-16</a>		

<b>Healthy Environment</b>			w) Identify global and local health-related environmental issues, including ways to prevent and manage asthma and allergies.	<a href="#">9 HE 1</a>	o) Develop a long-term plan for self and/or family to positively impact the environment.	<a href="#">9 HE- 1</a> <a href="#">9 HP-7</a>
<b>Health Promotion including Nutrition and Physical Activity</b>	b) Identify guidelines for sleep, rest, nutrition, and physical activity.	<a href="#">9 HP-13</a> <a href="#">9 HP-15</a>	b) Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.		a) Design a lifelong physical activity and wellness plan.	<a href="#">9 HP-15</a>
	c) Explain the body's need for amino acids and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.	<a href="#">9 HP-15</a>	c) Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.	<a href="#">9 HP-12</a> <a href="#">9 HP-15</a> <a href="#">9 HP-21</a> <a href="#">9 HP-24</a>	b) Create a one-day meal plan that meets daily values for vitamins and minerals.	<a href="#">9 HP-15</a>
	d) Explain the relationship between body composition and healthy body weight.	<a href="#">9 HP-15</a>	e) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.	<a href="#">9 HP-9</a> <a href="#">9 HP-11</a> <a href="#">9 HP-15</a>		
	e) Analyze personal risk factors for diabetes, heart disease, and stroke.	<a href="#">9 HP-8</a> <a href="#">9 HP-15</a> <a href="#">9 HP-23</a>	f) Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.	<a href="#">9 HP-15</a>		
	g) Describe the importance of health habits that promote personal wellness.	<a href="#">9 HP-13</a> <a href="#">9 HP-15</a> <a href="#">9 HP-18</a> <a href="#">9 HP-22</a> <a href="#">9 HP-27</a>	g) Identify common types of cancer, risk factors, and prevention strategies.	<a href="#">9 HP-2</a> <a href="#">9 HP-27</a>		
			h) Apply a decision-making process for selecting health and wellness products.	<a href="#">9 HP-5</a> <a href="#">9 HP-10</a> <a href="#">9 HP-15</a>		
			k) Determine strategies to protect vision, hearing, and dental health.	<a href="#">9 HP-3</a> <a href="#">9 HP-16</a>		
<b>Safety and Injury Prevention</b>	j) Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.	<a href="#">9 ATOD-5</a> <a href="#">9 HP-8</a> <a href="#">9 SE-3</a>	m) Explain short- and long-term consequences of inappropriate behaviors online.	<a href="#">9 SAF-2</a> <a href="#">9 SE-3</a>	f) Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for bleeding, contusions, fractures, and anaphylactic shock.	<a href="#">9 SAF-4</a>
			n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.	<a href="#">9 VP-2</a>	g) Demonstrate healthy decision-making strategies related to weapons.	<a href="#">9 SAF-3</a> <a href="#">9 VP-4</a>

		o) Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors.		c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.	<a href="#">9 VP-5</a>
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ATOD = Alcohol, Tobacco, or Other Drugs

BOD = Body Systems

HE = Healthy Environment

HP = Health Promotion

SAF = Safety and Injury Prevention

SE = Social Emotional

VP = Violence Prevention and Healthy Relationships

			p) Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.	<a href="#">9 SAF-3</a>		
<b>Social Emotional Health</b>	l) Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.	<a href="#">9 SE-1</a> <a href="#">9 HP-6</a> <a href="#">9 SE-9</a>	q) Develop a personal system for coping with distress and stress.	<a href="#">9 SE-1</a> <a href="#">9 SE-5</a> <a href="#">9 SE-8</a> <a href="#">9 SE-9</a>	i) Create strategies to manage deadlines.	<a href="#">9 SE-1</a>
	m) Describe the positive and negative impacts of social networking.	<a href="#">9 SE-1</a> <a href="#">9 SE-3</a> <a href="#">9 SE-6</a> <a href="#">9 SE-10</a> <a href="#">9 SE-15</a>	r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.	<a href="#">9 SE-1</a> <a href="#">9 SE-2</a> <a href="#">9 SE-8</a> <a href="#">9 SE-12</a> <a href="#">9 SE-14</a> <a href="#">9 SE-15</a> <a href="#">9 SE-16</a>	j) Discuss ramifications of sharing personal information through electronic media.	<a href="#">9 SE-1</a> <a href="#">9 SE-10</a>
	n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.	<a href="#">9 SE-1</a> <a href="#">9 SE-4</a> <a href="#">9 SE-11</a>	t) Explain the importance of community mental health services.	<a href="#">9 SE-1</a>	k) Identify school and community mental health resources.	<a href="#">9 SE-1</a>
	o) Explain the relationship between body image and eating disorders.	<a href="#">9 SE-1</a> <a href="#">9 SE-7</a>	u) Discuss the causes, symptoms, harmful effects, and treatment of eating disorders.	<a href="#">9 SE-1</a>	l) Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.	<a href="#">9 SE-1</a> <a href="#">9 SE-11</a> <a href="#">9 SE-13</a>
<b>Violence Prevention and Healthy Relationships</b>	k) Examine how the consequences associated with gang involvement could affect self, family, and community.	<a href="#">9 VP-1</a>	s) Demonstrate peaceful resolution of conflicts.	<a href="#">9 VP-1</a> <a href="#">9 VP-3</a>	h) Create a message about the importance of avoiding gang involvement.	<a href="#">9 VP-1</a>
	o) Explain the relationship between body image and eating disorders.	<a href="#">9 SE-1</a>			m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.	<a href="#">9 VP-1</a>
	q) Identify causes of conflict with friends and family.	<a href="#">9 VP-1</a>				