### Health Curriculum: GRADE 9 - Freshman Wellness

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>STANDARD 1:</strong></td>
<td>Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks. 1.1 Understand the relationship between physical, social and mental health and overall wellness.</td>
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<td><strong>STANDARD 2:</strong></td>
<td>Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks. 2.1 Use decision-making skills to enhance health. 2.2 Apply goal-setting skills to enhance health.</td>
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<td><strong>STANDARD 3:</strong></td>
<td>Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks. 3.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</td>
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<td><strong>STANDARD 4:</strong></td>
<td>Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks. 4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks. 4.2 Advocate for personal, family and community health.</td>
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#### Strand: PHYSICAL HEALTH

1.1-1 Physical Activity and Nutrition
- a. Understand the relationship between physical activity, nutrition and health.
- b. Compare and contrast the benefits and barriers for practicing healthy behaviors related to physical activity and nutrition.
- c. Understand potential causes of obesity.
- d. Understand the role of fitness and exercise in physical health.
- e. Analyze the effects of sleep on physical health.
- f. Understand and identify ways relaxation contributes to physical health.

1.1-2 Disease Prevention and Physical Safety
- a. Recognize situations/activities that have the potential to cause injury or illness.
- b. Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.
- c. Analyze potential severity of injury or illness if engaging in unhealthy behavior.
- d. Know about different types of STDs and their prevention.

2.1, 2.2-1 Physical Activity and Nutrition
- a. Distinguish between choices that enhance/hinder physical health e.g., dietary choices, leisure activities, sleep patterns.
- b. Demonstrate behaviors that enhance physical health.
- c. Examine barriers that can hinder healthy decision-making.
- d. Apply thoughtful decision-making process in health-related situations.

3.1-1 Physical Activity and Nutrition
- a. Access information relating to topics such as physical activity, nutrition, obesity, sleep.
- b. Evaluate and interpret various sources and forms of information e.g., product labels, media, online sources, graphs, statistics.
- c. Identify influences that may affect physical activity and nutrition e.g., media, peers, culture.

3.1-2 Disease Prevention and Physical Safety
- a. Know when and how to access health services to avoid situations/activities that have the potential to cause injury, disease or detract from a healthy future.
- b. Know who to contact in an emergency.
- c. Identify influences that may compromise health and safety e.g., peers, media.

4.1, 4.2-1 Physical Activity and Nutrition
- a. Respect personal differences and preferences when communicating about physical activity and nutrition.
- b. Demonstrate interpersonal skills to help deal with negative peer influences on healthy eating and physical activity levels.
- c. Share plans and advocate for peers and family to maintain/improve eating habits and levels of physical activity.

4.1, 4.2-2 Disease Prevention and Physical Safety
- a. Use interpersonal communication skills to avoid situations and activities that may compromise health and/or safety of self and others.
- b. Know how, when and what to communicate in an emergency.
- c. Advocate for peers and family to engage in positive behaviors that promote disease prevention and safety e.g., having adequate sun protection.
- d. Express compassion and support for people living with disease, such as AIDS and addiction.

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1. The course, open only to Grade 9 students, is offered as a Health/Wellness course by the High School PE department, with additional support from high school administrators, Grade 9 counselors and the IT department.

Adapted from National Health Education Standards, HECAT

Correlation to National Health Education Standards: SAS Standard 1 – NHES Standard 1  
SAS Standard 2 – NHES Standard 5, 6, 7  
SAS Standard 3 – NHES Standard 2, 3  
SAS Standard 3 – NHES Standard 4, 8

Singapore American School, April 27, 2009
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#### STANDARD 1:
Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.

- **1.1** Understand the relationship between physical, social and mental health and overall wellness.

#### STANDARD 2:
Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.

- **2.1** Use decision-making skills to enhance health.
- **2.2** Apply goal-setting skills to enhance health.

#### STANDARD 3:
Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.

- **3.1** Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

#### STANDARD 4:
Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.

- **4.1** Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.
- **4.2** Advocate for personal, family and community health.

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### Strand: PHYSICAL HEALTH [cont’d]

#### 1.1.3 Growth and Development

- **a.** Justify why sexual abstinence is the safest, most effective method of protection from HIV, other STIs (STDs), and pregnancy.
- **b.** Understand how setting personal limits can help avoid risky sexual behavior.
- **c.** Recognize situations that could lead to being pressured into having sex.
- **d.** Know how HIV and common STIs (STDs) are transmitted; describe signs and symptoms.
- **e.** Know the relationship between the menstrual cycle and conception.
- **f.** Understand the role of contraception.

#### 1.1.4 Substances

- **a.** Understand the nature, causes and physical, social and mental risks of substance abuse and addiction.
- **b.** Identify different types of potentially addictive substances - “party drugs”, tobacco, marijuana, alcohol - and their effects on health.
- **c.** Know the signs of substance abuse and addictive behaviors in self and others.
- **d.** Know and comprehend the Singapore Law regarding substance use.

#### 1.2.2 Growth and Development

- **a.** Analyze the benefits of delaying romantic involvement.
- **b.** Compare possible consequences of early sexual behavior to the emotional, social, and physical benefits of delaying it, including impact on achieving goals.

#### 2.1.2 Substances

- **a.** Design a plan for choosing positive alternatives to using alcohol and other drugs.
- **b.** Predict immediate and long-term consequences of using alcohol or other drugs for oneself, for one's family, and for the community.
- **c.** Defend choice when deciding to abstain from alcohol or other drugs.

#### 3.1.4 Substances

- **a.** Access and interpret information, including statistics, relating to alcohol and other drugs.
- **b.** Recognize internal and external factors that may influence substance use behaviors e.g., feelings, family values, peers, media, culture.
- **c.** Analyze the image of drug and alcohol use projected by the media.
- **d.** Access reliable assistance in situations where alcohol and other drugs present risks.
- **e.** Understand information relating to the Singapore Law regarding substance use.

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<th>Strand: SOCIAL HEALTH</th>
<th>1.1.5 Relationships</th>
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<th>1.4.2 - 5 Relationships</th>
<th>1.4.2 - 6 Digital Citizenship</th>
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| a. Explain how to build and maintain healthy family and peer relationships. | a. Respect boundaries in the context of relationships. | a. Know the content and purpose of the SAS Tech Code of Conduct. | a. Access and evaluate sources of information and services relating to social health. | a. Utilize digital media and environments to communicate effectively, collaboratively and responsibly with family, peers, and others to enhance health and learning. | b. Avoid risk behaviors that can impact relationships. | b. Manage multiple technology tools in a positive and responsible way. | b. Evaluate and interpret various sources and forms of information e.g. media, online sources, graphs, statistics. | b. Use refusal and negotiation skills to avoid or reduce health risks related to digital media and technology use. | c. Demonstrate ability to seek/be a positive role in peer relationships. | c. Make informed decisions using appropriate digital tools and resources. | c. Identify positive and negative influences that may affect various relationships e.g. media, peers, culture. | c. Access and utilize digital information legally and ethically. | d. Use strategies to avoid different forms of bullying, including cyber-bullying. | d. Demonstrate strategies to manage interpersonal conflicts and peer group pressure. | d. Understand what is appropriate and/or inappropriate to communicate. | d. Advocate for personal, family and community health. | e. Demonstrate strategies to avoid different forms of bullying, including cyber-bullying. | e. Demonstrate strategies to manage interpersonal conflicts and peer group pressure. | **2** Social and Mental Health areas supplemented with four Freshman Seminars taught in free block: Time Management and Goal Setting, Habits of Effective Teens and Being Your Own Advocate, Choice Behaviors and Consequences, and Communicating Personal Boundaries.

**Adapted from National Health Education Standards, HECAT**

**Correlation to National Health Education Standards:**  
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<td><strong>Relationships</strong></td>
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<td>b. Understand that it is natural to experience different thoughts and emotions.</td>
<td>b. Identify different thoughts/ emotions in self and others.</td>
<td>b. Respond appropriately to different personalities.</td>
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<td>c. Describe and recognize different personality types.</td>
<td>c. Demonstrate respect and understanding of disorders - depression, anxiety, disorder eating.</td>
<td>c. Demonstrate positive communication skills in relating to others.</td>
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<td>d. Understand the nature of disorders - depression, anxiety, disorder eating.</td>
<td>1.1-8 Stress</td>
<td>d. Utilize SAS Core Values when communicating with others.</td>
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<td>2.1, 2.2-7 Personality</td>
<td>a. Demonstrate behaviors that promote self-awareness</td>
<td>a. Identify sources of information and services relating to different types of personalities.</td>
<td>4.1, 4.2-7 Relationships</td>
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<td>b. Identify different thoughts/ emotions in self and others.</td>
<td>b. Determine/ interpret valid sources of information relating to disorders - depression, anxiety, disorder eating.</td>
<td>a. Respond appropriately to different thoughts/ emotions in self and others.</td>
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<td>c. Demonstrate respect and understanding of disorders - depression, anxiety, disorder eating.</td>
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<td>b. Analyze current “de- stressing” activities and identify options to add to one’s “toolbox of strategies.”</td>
<td>4.1, 4.2-8 Stress</td>
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