



Mountain Climbing: Reducing Risk and Setting Boundaries 9th-12th Grade

NC Healthful Living Essential Standards

The Healthful Living Essential Standards clarifying objectives highlighted in blue are addressed to varying degrees by this intervention.

9th-12th Grade NC Standard Course of Study:

MENTAL AND EMOTIONAL HEALTH

9.MEH.1 Create positive stress management strategies.

- 9.MEH.1.1 Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.
- 9.MEH.1.2 Plan effective methods to deal with anxiety.

9.MEH.2 Create help-seeking strategies for depression and mental disorders.

- 9.MEH.2.1 Identify causes and symptoms of depression and mental disorders.
- 9.MEH.2.2 Design useful help-seeking strategies for depression and mental disorders.

PERSONAL AND CONSUMER HEALTH

9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.

- 9.PCH.1.1 Recognize that individuals have some control over risks for communicable and chronic diseases.
- 9.PCH.1.2 Summarize the procedures for organ donation, local and state resources, and benefits.
- 9.PCH.1.3 Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.
- 9.PCH.1.4 Design strategies for reducing risks for chronic diseases.
- 9.PCH.1.5 Select measures to get adequate rest and sleep.
- 9.PCH.1.6 Recognize the early warning signs of skin cancer and the importance of early detection.
- 9.PCH.1.7 Differentiate between the lifelong effects of positive and negative health behaviors.

9.PCH.2 Evaluate health information and products.

- 9.PCH.2.1 Critique the potential health and social consequences of body art (tattooing and piercing).
- 9.PCH.2.2 Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.

9.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

- 9.PCH.3.1 Summarize the risks associated with operating ATVs and motorcycles.
- 9.PCH.3.2 Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

9.ICR.1 Understand healthy and effective interpersonal communication and relationships.

- 9.ICR.1.1 Illustrate the ability to respond to others with empathy.
- 9.ICR.1.2 Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.
- 9.ICR.1.3 Illustrate strategies for resolving interpersonal conflict without harming self or others.
- 9.ICR.1.4 Summarize principles of healthy dating.
- 9.ICR.1.5 Explain how power and control in relationships can contribute to aggression, violence and sex trafficking.

9.ICR.2 Evaluate abstinence from sexual intercourse as a positive choice for young people.

- 9.ICR.2.1 Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness.
- 9.ICR.2.2 Explain the consequences of early and unprotected sexual behaviors.

9.ICR.3 Create strategies that develop and maintain reproductive and sexual health.

- 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 research.
- 9.ICR.3.2 Design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills.
- 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.
- 9.ICR.3.4 Exemplify decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.
- 9.ICR.3.5 Summarize preventable risks for subsequent pregnancies including induced abortion, smoking, alcohol consumption, the use of illicit drugs and inadequate prenatal care.

NUTRITION AND PHYSICAL ACTIVITY

9.NPA.1 Analyze strategies using tools (MyPlate, Dietary Guidelines, Food Facts Label) to plan healthy nutrition and fitness.

- 9.NPA.1.1 Attribute the prevention of chronic diseases to healthy nutrition and physical activity.
- 9.NPA.1.2 Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics and those experiencing allergies.
- 9.NPA.1.3 Recognize the benefits of folic acid and other vitamins and minerals.

9.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.

- 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.NPA.2.3 Summarize the effects of 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 loss.
- 9.NPA.3.2 Classify the effects of eating disorders as short-term or long-term.
- 9.NPA.3.3 Recall resources for seeking help for people with eating disorders.

9.NPA.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 conditions during physical activity.
- 9.NPA.4.3 Implement a personal plan to improve current habits to achieve balanced nutrition and fitness.

ALCOHOL, TOBACCO, AND OTHER DRUGS

9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.

- 9.ATOD.1.1 Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports.
- 9.ATOD.1.2 Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.
- 9.ATOD.1.3 Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.
- 9.ATOD.1.4 Summarize the risks of IV drug use, including blood borne diseases.
- 9.ATOD.1.5 Predict the effects of substance abuse on other people as well as society as a whole.
- 9.ATOD.1.6 Summarize the consequences of alcohol or tobacco use during pregnancy.

9.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.

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.

9.ATOD.2.2 Use strategies for avoiding binge drinking.

MOTOR SKILL DEVELOPMENT

9.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

PE.9.MS.1.1 Use basic and advanced skills to participate proficiently in at least three of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.

PE.9.MS.1.2 Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.

PE.9.MS.1.3 Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activities.

PE.9.MS.1.4 Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.

MOVEMENT CONCEPTS

9.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.

PE.9.MC.2.1 Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition.

PE.9.MC.2.2 Use complex movement principles to evaluate and improve performance.

PE.9.MC.2.3 Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.

HEALTH-RELATED FITNESS

9.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

PE.9.HF.3.1 Evaluate personal health-related physical fitness status in terms of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

PE.9.HF.3.2 Analyze career and occupational opportunities in terms of the required skills, fitness components, and personal interests.

PE.9.HF.3.3 Analyze the relationship between the six sports-related components and the five health-related components of fitness.

PERSONAL/SOCIAL RESPONSIBILITY

9.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

PE.9.PR.4.1 Implement leadership skills to promote responsibility in self and others.

PE.9.PR.4.2 Select the most appropriate ways of responding and mediate to settle conflicts.

PE.9.PR.4.3 Explain the influence of physical activity on cultural competence and the development of self-awareness.

Visit [NC Department of Public Instruction](#) for NC Standard Course of Study (NCSCOS) documents.

National Sexual Health Education Standards

The standards highlighted in blue are addressed to varying degrees by this intervention.

9th-12th Grade National Sexuality Education Standards:

PUBERTY AND ADOLESCENT DEVELOPMENT

PD.12.DM.1 Apply a decision-making model to various situations relating to sexual health.

PREGNANCY AND REPRODUCTION

PR.12.CC.1 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.

PR.12.CC.2 Define emergency contraception and describe its mechanism of action.

PR.12.INF.1 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

PR.12.AI.1 Access medically accurate information about contraceptive methods, including abstinence and condoms.

PR.12.IC.1 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors.

PR.12.DM.1 Apply a decision-making model to choices about contraception, including abstinence and condoms.

SEXUALLY TRANSMITTED DISEASES AND HIV

SH.12.CC.1 Describe common symptoms of and treatments for STDs, including HIV.

SH.12.CC.2 Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV.

SH.12.INF.1 Analyze factors that may influence condom use and other safer sex decisions.

PR.12.AI.1 Explain how to access local STD and HIV testing and treatment services.

SH.12.AI.2 Access medically accurate prevention information about STDs, including HIV.

SH.12.IC.1 Demonstrate skills to communicate with a partner about STD and HIV prevention and testing.

PR.12.DM.1 Apply a decision-making model to choices about safer sex practices, including abstinence and condoms.

SH.12.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV.

SH.12.SM.1 Analyze individual responsibility about testing for and informing partners about STDs and HIV status.

HEALTHY RELATIONSHIPS

HR.12.CC.3 Define sexual consent and explain its implications for sexual decision-making.

HR.12.INF.2 Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.

HR.12.IC.2 Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

HR.12.SM.1 Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

Visit [National Sexuality Education Standards Core Content and Skills, K–12](#)