

## HEALTH GRADE 12

### Description

This last health course offers seniors the opportunity to develop a set of personal health goals and a process to obtain, interpret and understand basic health information. By updating essential information and clarifying the relationship between the dynamic complexity of lifestyle and quality of life, it assists them in being good health consumers.

This course is specifically tailored to the needs of a graduating Senior high school student. Through gathering information and analyzing alternatives, students will be able to make decisions that will impact their life.

### Course Overview

	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What do I need to know to stay healthy?</li> <li>● How and where do I find information, products and services?</li> <li>● What can I do to avoid or reduce health risks?</li> <li>● How can communication enhance my personal health?</li> <li>● How do I make good decisions to keep myself healthy?</li> <li>● How do I use the goal-setting process to improve my health?</li> </ul>	
<p><b><u>Content Outline</u></b></p> <p>I. <a href="#">Unit 1</a> - Life After High School</p>	<p><b><u>Standards</u></b></p> <p><a href="#">State of Connecticut Curriculum Frameworks</a></p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>● <i>Core Concepts</i></li> <li>● <i>Accessing Health Information and Resources</i></li> <li>● <i>Self-Management of Healthy Behaviors</i></li> <li>● <i>Communication Skills</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Goal-Setting</i></li> <li>• <i>Advocacy</i></li> </ul>	
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Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <a href="#">Life After High School</a> 15 days								

## Unit 1 - Life After High School (including Family Life), 15 days

### Standards

#### *Core Topics*

**Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.**

Students will:

- use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.
- analyze ways in which the environment influences the health of the community.

#### *Accessing Health Information and Resources*

**Students will demonstrate the ability to access valid information and products and services to enhance health.**

Students will:

- evaluate the validity of health information and the cost of products and services.

#### *Self-Management of Healthy Behaviors*

**Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Students will:

- distinguish between safe, risky or harmful behaviors affecting themselves and others in the community.

#### *Communication Skills*

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Students will:

- apply and evaluate characteristics needed to be a responsible individual within his or her peer group, school, family and community.

#### *Goal-Setting*

**Students will use goal-setting skills to enhance health.**

Students will:

- demonstrate various strategies when making goal-setting decisions to enhance health.

#### *Advocacy*

**Students will demonstrate the ability to advocate for personal, family and community health.**

Students will:

- evaluate the effectiveness of methods for accurately expressing health information, concepts and skills.
- engage the support of community agencies that advocate for healthy individuals, families and communities.
- demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities

<p><b><u>Unit Objectives</u></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● consider information to help make positive life choices (college, money management, relationships, etc.).</li> <li>● evaluating information on creating and maintaining healthy relationships.</li> <li>● research resources available to manage an independent lifestyle.</li> <li>● investigate trends in tobacco-free policy for college campus and work- force (including vaping)</li> <li>● investigate emotional stress of campus and work experience.</li> <li>● identify the importance of an active lifestyle</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What do I need to know to stay healthy?</li> <li>● How and where do I find information, products and services?</li> <li>● What can I do to avoid or reduce health risks?</li> <li>● How can communication enhance my personal health?</li> <li>● How do I make good decisions to keep myself healthy?</li> <li>● How do I use the goal-setting process to improve my health?</li> </ul> <p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>● What health related decisions will I be faced with in college or the work force?</li> <li>● What are my personal, school and career goals for the future?</li> <li>● How can decision making impact short-term and long-term goals?</li> </ul>	
	<p><b><u>Suggested Materials/Resources</u></b></p>	<p><b><u>Skill Objectives</u></b> Students will:</p> <ul style="list-style-type: none"> <li>● apply the decision making process to personal life experiences.</li> <li>● understand the transition process from being parent-dependent to becoming self-supportive.</li> <li>● demonstrate effective communication skills.</li> <li>● understand substance abuse/binging issues after high school.</li> <li>● understand personal responsibilities of sexual health.</li> <li>● argue the rationale for utilizing social media in court cases/potential careers/acceptance into college</li> </ul>

		<ul style="list-style-type: none"> <li>● discuss the options after high school - military, college, work, gap year, transfer, etc.</li> <li>● evaluate personal qualities/skills and what you would bring to the workforce</li> <li>● pros/cons of social media (networking vs. over-exposure).</li> </ul>
<b><u>Technology Resources</u></b>	<b><u>Differentiated Instruction</u></b>	<b><u>Enrichment/ELL</u></b>