

# HEALTH GRADE 11

## Description

This course emphasizes attitudes, attributes and skills along with knowledge-based components to assist juniors to minimize health risks and avoid behaviors which interfere with well-being. This course is designed to allow students to look at 20<sup>th</sup> century issues that impact their everyday lives, as well as future.

## 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>● What influences my healthy behaviors and decisions?</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> <li>● What can I do to promote accurate health information and healthy behaviors?</li> </ul>	<p><b><u>Assessments</u></b></p> <p><i>Common Assessments</i></p> <p><i>Skill Assessments</i></p>
<p><b><u>Content Outline</u></b></p> <p>I. <a href="#">Unit 1</a> - <u>Stress</u> Management</p> <p>II. <a href="#">Unit 2</a> - <u>Human</u> Growth and Development</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>Analyzing Internal and External Influences</i></li> </ul>	

	<ul style="list-style-type: none"><li>● <i>Communication Skills</i></li><li>● <i>Decision-Making Skills</i></li><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 <u>Stress Management</u> 5-6 days				Unit 2 <u>Human Growth and Development</u> 9-10 days				

## Unit 1 - Stress Management, 5-6 days

### Standards

#### *Core Concepts*

**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 infections, mental/emotional health, nutrition and physical activity, and alcohol, tobacco, and other drugs.**

Students will:

- evaluate how families, peers and community members can influence the health of individuals.

#### *Self-Management and Healthy Behaviors*

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

Students will:

- assess the importance of assuming responsibility for personal health behaviors.
- apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions.
- evaluate and apply appropriate stress management strategies.

#### *Analyzing Internal and External Influences*

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health.**

Students will:

- evaluate how information from family, school, peers and the community influences personal health.
- analyze the media influence on behaviors and decisions as it relates to sexuality.

#### *Decision-Making Skills*

**Students will demonstrate the ability to use decision-making skills to enhance health.**

Students will:

- demonstrate the ability to make health- enhancing decisions using the collaborative decision-making process

#### *Advocacy*

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

Students will:

- demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities.

### Unit Objectives

Students will be able to:

- to identify personal stressors.

### Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?

### Assessment

<ul style="list-style-type: none"> <li>● to achieve personal goals to support their long term life plan.</li> <li>● understand what high risk behaviors increase personal stress in one's life, including substance abuse.</li> </ul>	<ul style="list-style-type: none"> <li>● What influences my healthy behaviors and decisions?</li> <li>● How do I make good decisions to keep myself healthy?</li> <li>● What can I do to promote accurate health information and healthy behaviors?</li> </ul> <p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>● How do I manage personal stressors?</li> <li>● How do I set goals and make decisions necessary to plan for college or alternative career paths?</li> <li>● What influences personal decisions relating to college?</li> <li>● How does substance use/abuse impact stress?</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>● evaluate and apply stress management strategies.</li> <li>● practice a mindfulness experience</li> <li>● research information on mental well-being</li> <li>● explore resources for mental well-being</li> <li>● demonstrate and apply healthy decision-making skills.</li> </ul>
<p><b><u>Technology Resources</u></b></p>	<p><b><u>Differentiated Instruction</u></b></p>	<p><b><u>Enrichment/ELL</u></b></p>

## Unit 2 – Human Growth and Development (Family Life), 9-10 days

### **Standards**

#### ***Core Concepts***

**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:

- analyze how research and medical advances can influence the prevention and control of health problems.
- analyze how behaviors can affect health maintenance and disease prevention.
- evaluate how families, peers and community members can influence the health of individuals.
- research and analyze factors that increase the risk of contracting communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease, hepatitis)

#### ***Accessing Health Information and Resources***

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

Students will:

- analyze medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults.

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

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

Students will:

- use and evaluate safety techniques to avoid and reduce injury and prevent disease.

#### ***Analyzing Internal and External Influences***

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health.**

Students will:

- evaluate the effects of media, technology and other factors on personal, family and community health.
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#### ***Communication Skills***

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

Students will:

- demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
- prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts.

- demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate.

***Decision-Making Skills***

**Students will demonstrate the ability to use decision-making skills to enhance health.**

Students will:

- predict the immediate and long-term impact of health decisions on the individual, family and community.
- demonstrate various strategies when making decisions to enhance health.
- demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process.

***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:

- support and defend a position with accurate health issues.
- demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities.

**Unit Objectives**

Students will be able to:

- the emotional and psychological involvement in human reproduction and conception.
- the sequence of events which show the development of human organism from conception through birth.
- through discussion and research the options available concerning pregnancy.
- the importance of personal reproductive health responsibilities.
- different methods of birth control including abstinence.
- methods used to prevent disease transmission

**Essential Questions**

- What do I need to know to stay healthy?
- How and where do I find information, products and services?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<ul style="list-style-type: none"> <li>the consequences of disease and how it affects personal health (HIV/AIDS, STI's, etc.).</li> <li>differentiate between biological sex, sexual orientation and gender identity</li> <li>identify an inclusive collection of support resources.</li> <li>H.1.6.e <a href="https://portal.ct.gov/SDE/Publications/Sexual-Health-Education-Component-of-Comprehensive-Health-Education/Sexual-Health-Education-Curriculum-Framework">https://portal.ct.gov/SDE/Publications/Sexual-Health-Education-Component-of-Comprehensive-Health-Education/Sexual-Health-Education-Curriculum-Framework</a></li> </ul>	<p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>How can the information protect and prevent you from unnecessary reproductive difficulties?</li> <li>What are the fetal stages of development?</li> <li>What role does abstinence play in developing a healthy lifestyle?</li> <li>What are the benefits of healthy communication when discussing contraception?</li> <li>What are the advantages and disadvantages of the contraception methods studied?</li> <li>How do you identify an STI/STD? (signs, symptoms, etc.)</li> <li>How do you keep yourself safe from HIV/AIDS, STI/other communicable diseases?</li> <li>How do you treat STI/STD's?</li> <li>What is a Healthy vs. Unhealthy relationship?</li> </ul>	
<p><b><u>Lesson Planning Resources</u></b></p> <ul style="list-style-type: none"> <li>Review functions of the male and female reproductive system</li> <li>Menstruation/ovulation/fertilization/conception</li> <li>Pregnancy</li> <li>Pregnancy responsibilities and CT state laws regarding personal options</li> <li>Abstinence</li> <li>STI information from transmission to treatment</li> <li>Barrier, chemical, surgical, hormonal and disease prevention components of contraception</li> <li>Where to obtain testing, treatment and counseling for Sexually Transmitted Infections</li> <li>Complete the <u>American Red Cross First Aid/CPR/AED certification</u> program</li> <li>be able to apply basic First Aid skills in an emergency (asthma inhaler training,</li> </ul>	<p><b><u>Suggested Materials/Resources</u></b></p>	<p><b><u>Skill Objectives</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>describe the male and female reproduction systems.</li> <li>evaluate and make healthy decisions concerning their own personal reproductive health.</li> <li>list and apply contraception choices to benefit their overall reproductive health.</li> <li>describe the stages of pregnancy and types of delivery.</li> <li>understand the responsibilities of pregnancy</li> <li>examine the CT laws regarding the personal options concerning pregnancy</li> <li>examine pathogens, modes of transmission, signs and symptoms and treatments of Sexually Transmitted Infections.</li> <li>apply the information learned to prevent against disease.</li> </ul>

<p>epinephrine auto injector training, and tourniquet application training.</p> <ul style="list-style-type: none"> <li>● identify the steps of CPR { Adult { Child { Infant</li> </ul>		<ul style="list-style-type: none"> <li>● examine the qualities of a healthy vs. unhealthy relationships.</li> <li>● research local sites for STI testing/treatment</li> <li>● identify strategies to handle sexual pressures in a relationship.</li> <li>● understand the importance and steps of breast and testicular self-exam.</li> <li>● evaluate the impact of sexual behavior on an individual's life.</li> <li>● analyze the influence alcohol and other drugs have on judgment and the ability to make decisions such as sexual activities, driving and high risk behaviors.</li> </ul>
<p><b><u>Technology Resources</u></b></p>	<p><b><u>Differentiated Instruction</u></b></p>	<p><b><u>Enrichment/ELL</u></b></p>

## 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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<b>Pacing Guide</b>								
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>