



HEALTH 2

Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

Students will be able to learn and demonstrate how to set goals for living a healthy life. This class emphasizes attitudes, attributes and skills along with knowledge-based components to assist juniors and seniors to minimize health risks and avoid behaviors which interfere with well-being. This course is designed to allow students to look at 20th century issues that impact their everyday lives, as well as future. Health 2 offers 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 upperclassmen. Finally, through gathering information and analyzing alternatives, students will be able to make decisions that will impact their life.

COURSE OBJECTIVES

Students will be able to:

Unit 1: Stress Management & CPR Certification

- To identify personal stressors.
- To achieve personal goals to support their long-term life plan.
- Understand what high-risk behaviors increase personal stress in one's life, including substance abuse.
- Evaluate and apply stress management strategies.
- Practice a mindfulness experience.
- Research information on mental well-being.
- Explore resources for mental well-being.
- Demonstrate and apply healthy decision-making skills.
- Complete the American Red Cross First Aid/CPR/AED certification program.
- Be able to apply basic First Aid skills in an emergency (asthma inhaler training, epinephrine auto injector training, and tourniquet application training).
- Identify the steps of CPR {Adult {Child {Infant.

Unit 2: Human Growth and Development

- The emotional and psychological involvement in human reproduction and conception.
- The sequence of events which show the development of human organisms 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.
- The consequences of disease and how it affects personal health (HIV/AIDS, STP's, etc.).
- Differentiate between biological sex, sexual orientation and gender identity.
- Identify an inclusive collection of support resources.
- Describe the male and female reproduction systems.
- Evaluate and make healthy decisions concerning their own personal reproductive health.

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- List and apply contraception choices to benefit their overall reproductive health.
 - Describe the stages of pregnancy and types of delivery.
 - Understand the responsibilities of pregnancy.
 - Examine the CT laws regarding the personal options concerning pregnancy.
 - Examine pathogens, modes of transmission, signs and symptoms and treatments of Sexually Transmitted Infections.
 - Apply the information learned to prevent disease.
 - Examine the qualities of healthy vs. unhealthy relationships.
 - Research local sites for STI testing/treatment.
 - Identify strategies to handle sexual pressures in a relationship.
 - Understand the importance and steps of breast and testicular self-exam.
 - Evaluate the impact of sexual behavior on an individual's life.
 - 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.

Unit 3: Life After High School

- Consider information to help make positive life choices (college, money management, relationships, etc.).
- Evaluating information on creating and maintaining healthy relationships.
- Research resources available to manage an independent lifestyle.
- Investigate trends in tobacco-free policy for college campus and work- force (including vaping)
- Investigate emotional stress of campus and work experience.
- Identify the importance of an active lifestyle.
- Apply the decision-making process to personal life experiences.
- Understand the transition process from being parent-dependent to becoming self-supportive.
- Demonstrate effective communication skills.
- Understand substance abuse/binging issues after high school.
- Understand personal responsibilities of sexual health.
- Argue the rationale for utilizing social media in court cases/potential careers/acceptance into college.
- Discuss the options after high school - military, college, work, gap year, transfer, etc.
- Evaluate personal qualities/skills and what you would bring to the workforce.
- Pros/cons of social media (networking vs. over-exposure).

UNITS OF STUDY

- Unit 1: Stress Management and CPR certification
- Unit 2: Human Growth and Development
- Unit 3: Life After High School

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (See FPS BOE [Policy 6154.1AR.](#))
- 90% will be based on assessments.

End of Course Grade

100% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/in-progress grade.

There is no final exam category, although a final exam will be given in class at the end of the semester and will be calculated into the cumulative "Final Mark"

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and late work.

MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

EXPECTATIONS OF STUDENTS

Insert Course Expectations Here