



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: High School Health

Length: Semester

Teacher: Courtney Peabody

Course Description:

In this course, students will explore health concepts and practice health skills as they apply in their lives. Through their work, students will discover how they can apply health understandings, both knowledge and skills, in multiple situations and at different times in their lives to make responsible, healthy choices. Americans are battling many health issues, including obesity and heart disease, as well as addiction and mental illness. Students will become health literate, enabling them to make choices that promote health and prevent disease. The primary focus is on the skills related to health- goal setting, analyzing influences, decision-making, and self-management. The primary content areas used to teach these skills include: Nutrition, Mental Health, Sexuality and relationships, Alcohol and drug use prevention/addiction, Life Skills, and Injury Prevention.

Competencies or Standards Assessed:

NHES: National Health Education Standards

1. Gaining & Applying Knowledge: Students will analyze external and internal factors and use valid, reliable functional health information to comprehend concepts that promote health and well-being. NHES 1, 2, 3
2. Developing Personal Skills: Students will employ goal-setting, decision-making, and interpersonal communication skills to effectively manage and enhance their personal health and relationships. NHES 4, 5, 6
3. Practicing & Advocating: Students will demonstrate health-enhancing practices and behaviors while using advocacy skills to promote health and well-being for themselves and their communities. NHES 7, 8

Anchor Texts or Major Curriculum:

Shape America

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
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Goal Setting & Accessing Information	• How does a person's ability to critically evaluate and select <i>reliable</i> health information directly determine the <i>effectiveness</i> and <i>sustainability</i> of the personal health goals they set. • In the context of health and wellness, what implementation steps are required to transform general health information into a SMART (Specific, Measurable, Achievable, Relevant, Time-bound) action plan, and what are the primary psychological and environmental barriers to making this transition?
Self-Management & Analyzing Influences	• How do a person's self-management skills enable them to analyze and effectively respond to the stressful influences and safety threats in their daily environment, protecting their mental health? • How can a person's ability to analyze and identify helpful influences lead to better self-management when they are facing a mental health challenge or safety threat? • In what ways must an individual take control of their emotional and physical well-being after recognizing and evaluating the positive and negative influences impacting their life, to ensure long-term safety?
Decision Making & Communication	• How does following the essential steps of a structured decision-making model ensure that the necessary information is communicated and gathered at each stage, leading to a safer, more informed health choice? • How does using a step-by-step decision plan make sure a student asks the right people and gets the right facts before making a safe choice • How does the process of identifying alternatives and establishing personal criteria ensure that the communicated facts and gathered information are effectively weighed against individual



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	values, ultimately resulting in a safer, more personally relevant decision?
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Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

- Students come to class prepared with the essentials that they might need which includes laptop, pencil, any assigned homework.
- Students are respectful and kind which creates a welcoming classroom environment.