

HEALTH 30

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 20th century issues that impact their everyday lives, as well as future.

Course Overview

Course Goals

Students should:

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?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Stress Management
- II. [Unit 2](#) - Human Growth and Development

Standards

[State of Connecticut Curriculum Frameworks](#)

Connecticut State Health Standards are met in the following areas:

- *Core Concepts*
- *Accessing Health Information and Resources*
- *Self-Management of Healthy Behaviors*
- *Analyzing Internal and External Influences*
- *Communication Skills*
- *Communication Skills*
- *Decision-Making Skills*
- *Goal-Setting*

Grade Level Skills

Students will:

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	<ul style="list-style-type: none">• <i>Advocacy</i>	
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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 [top](#)

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

- Laughter Stress Management

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • What influences my healthy behaviors and decisions? • How do I make good decisions to keep myself healthy? • What can I do to promote accurate health information and healthy behaviors? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How do I manage personal stressors? • How do I set goals and make decisions necessary to plan for college or alternative career paths? • What influences personal decisions relating to college? • How does substance use/abuse impact stress? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Stress-Management (including time-management technique) • Goal-Setting • Decision-Making • Media and Current Events 	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> • 	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • evaluate and apply stress management strategies. • demonstrate and apply healthy decision-making skills.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 2 – Human Growth and Development, 9-10 days [top](#)

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.

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.
- the consequences of disease and how it affects personal health (HIV/AIDS, STI's, etc).

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?

Focus Questions

- How can the information protect and prevent you from unnecessary reproductive difficulties?

Assessment

- STI

	<ul style="list-style-type: none"> • What are the fetal stages of development? • What role does abstinence play in developing a healthy life style? • What are the benefits of healthy communication when discussing contraception? • What are the advantages and disadvantages of the contraception methods studied? • How do you identify an STI/STD? (signs, symptoms, etc.) • How do you keep yourself safe from HIV/AIDS, STI/other communicable diseases? • How do you treat STI/STD's? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Review functions of the male and female reproductive system • Menstruation/ovulation/fertilization/conception • Stages of pregnancy and types of delivery • Pregnancy responsibilities and CT state laws regarding personal options • Abstinence • Barrier, chemical, surgical, hormonal and disease prevention components of contraception • Pathogens, Modes of Transmission, Signs and symptoms and treatments of Sexually Transmitted Infections • Where to obtain testing, treatment and counseling for Sexually Transmitted Infections 	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> • 	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • describe the male and female reproduction systems. • evaluate and make healthy decisions concerning their own personal reproductive health. • list and apply contraception choices to benefit their overall reproductive health. • apply the information learned to prevent against disease.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>