

**HIGH SCHOOL
LEVEL 9-12**

REQUIREMENTS

The health education requirement for graduation from high school (Level 9-12) is .5 unit credits.

Standards for this required .5 unit of credit follow.

HEALTH EDUCATION (.5 UNIT OF CREDIT)

COURSE DESCRIPTION

The course content will help establish patterns of behavior that will assist a person in achieving complete health. Complete health is accomplished by having a balance of physical, mental, social, emotional, and spiritual well-being. This course is designed to offer the students opportunities to acquire knowledge, integrate skills, and develop positive attitudes about life, and make healthy decisions. Development of a healthy body and a healthy mind will assist young people in living active, productive, and successful lives.

HEALTHY SELF

STANDARD 1 Students will develop skills and processes that contribute to the development of a healthy self.

OBJECTIVES

Determine the influence of behavioral choices on mental, social, emotional, physical, and spiritual health.

- Identify characteristics of a positive and negative self-image.
- Develop ones own sense of positive self-esteem.
- Relate a sense of physical well being to mental health.
- Develop effective decision-making skills and accept consequences of behavior.
- Understand, recognize and deal with emotions.
- Analyze the positive and negative effects of genetic and environmental factors (nature vs. nurture) on mental health.
- Identify the healthy and unhealthy uses of defense mechanisms in every day life.
- Describe common mental disorders/illnesses, related medical professions, and treatment options.
- Identify school and community resources to assist with the prevention, intervention, and treatment of mental and emotional health.
- Develop and relate how a spiritual relationship can impact mental health.

Demonstrate positive strategies for managing stress.

- Distinguish between stress and distress.
- Identify situations and circumstances that cause stress.
- Identify physiological reactions to stress.
- Evaluate personal responses to stressful situations.
- Develop a variety of healthy ways to prevent, manage, or reduce stress.

Develop a decision-making process to resolve dilemma.

- Identify steps in decision-making.
- Predict short-long-term effects of decision-making.
- Determine the influence of values, dreams, goals, media, and environment on the decision-making process.
- Weigh ethical implications of decisions.

SAFETY AND INJURY/VIOLENCE PREVENTION

STANDARD 2 Students will determine how individual and group behaviors impact personal and community health and safety.

OBJECTIVES

Develop strategies ensuring personal safety.

- Identify potentially risky or dangerous situations.
- Identify role/process in dealing with risky or dangerous situations.
- Identify person(s) or organization(s) to rely on in risky or dangerous situations.
- Create safety plans to address a variety of potential risk/dangers; e.g., accidents, automobiles, recreation, natural disaster, assault, rape, confrontations, domestic and other violence.

Develop strategies to create and support a safe and caring environment.

- Identify common values, rules, and responsibilities of self and various communities.
- Create a plan of action for emergency response.
- Demonstrate knowledge and procedures associated with emergency response and life saving techniques.
- Compile a listing of community/agency resources that contribute to a safe and caring community.

Identify ways to help self or others when dealing with suicide.

- Identify warning signs of suicide.
- Practice skills or strategies that can help prevent a suicide.
- Identify ways to help or get help for suicide contemplation.

Compile a list of resources in the school and community to help a person dealing with suicide contemplation.

NUTRITION AND FITNESS

STANDARD 3 Students will summarize the benefits of adopting behaviors consistent with positive nutritional and fitness practice.

OBJECTIVES

Analyze the benefits and consequences of healthy/unhealthy nutritional choices.

- Identify and practice the new food guide pyramid.
- List the National Dietary Guidelines.

- Recognize the six essential nutrients and their importance to nutritional health.
- Determine the importance of balancing calorie intake with energy expenditure.
- Explore healthy techniques associated with weight loss, weight management, and weight gain.
- Identify risky and dangerous dietary practices.
- Demonstrate characteristics of being a knowledgeable nutrition and fitness consumer.
- Critique products and practices designed to enhance looks, performance, or general health.
- Identify parts and functions of the digestive system,

Analyze the benefits and consequences of healthy/unhealthy fitness practices.

- Identify muscular system and cardiovascular system.
- Describe and practice the components of physical fitness.
- Identify heart rate measurements; demonstrate techniques to calculate heart rates, correlate heart rates, and correlate heart rate data with disease prevention.
- Identify and practice body composition measurement techniques and correlate knowledge with disease prevention.
- Identify the serious complications associated with unhealthy fitness practices; e.g., over-training, steroid use, and supplementation.

Analyze the impact of body image and other factors on disordered eating.

- Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, spirituality, and media.
- Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body's natural genetics, diet, environment.
- Explain how self-acceptance impacts eating and exercising patterns.
- Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem, and abuse.
- Identify warning signs and short-and long-term effects of disordered eating.
- Compile resources that can help develop a healthy self and/or assist with disordered eating.

SUBSTANCE ABUSE PREVENTION

STANDARD 4 Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

OBJECTIVES

Analyze the results of individual choice and consequences related to drug use, non-use, misuse, and abuse.

- Identify and describe "Gateway Drugs."

- Identify types of drugs in our society; e.g., over-the-counter, prescription, herbal, legal/age-restricted, illicit.
- Recognize and describe the impact drug use has on self, family, community, and society.
- Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.
- Identify the short-and long-term effects of tobacco, alcohol, marijuana, and illicit drug use.
- Recognize and describe the impact media has on influencing personal substance use.
- Develop a decision-making process to set personal limits related to substance use.
- Develop healthy alternatives to substance use.

Practice refusal skills and other strategies for maintaining healthy personal limits.

- Identify the people comprising a personal support system.
- Generate ways to open a conversation with parent/guardian related to personal limits.
- Identify how ones' spirituality can influence the ability to make good decisions.
- Analyze the influence of an individual's support system on choices related to substance use.
- Describe how peers and peer group norms can help support abstinence from substance use.
- Assess the importance of positive involvement with others in making healthy choices.
- Develop and practice ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking, refusal skills.

DISEASE PREVENTION

STANDARD 5 Students will analyze issues related to health promotion and disease prevention.

OBJECTIVES

Analyze how non-communicable and chronic illnesses affect individuals, families, and society.

- Identify non-communicable, chronic illnesses.
- Explain physiology, preventions, causative agents, transmission, and treatment options for non-communicable diseases/illnesses.
- Predict the impact of chronic illness on economic, social, mental, emotional, spiritual, and physical well-being.
- Develop a sense of empathy for the afflicted based upon knowledge of disease/illnesses.

Analyze the impact that communicable, contagious illnesses have on individuals, families, and society.

- Identify communicable diseases/illnesses.
- Explain physiology, preventions, causative agents, transmission, and treatment options for communicable diseases/illnesses.

- Predict the impact of communicable disease/illness on economic, social, mental, emotional, spiritual, and physical well-being.
- Develop a sense of empathy for the afflicted based upon knowledge of diseases/illnesses.

HIV/AIDS EDUCATION

STANDARD 6 Students will learn basic information about HIV/AIDS, Transmission and Prevention as well as the Christian response,

This can be accomplished in the Health class or in the religion class each year.

OBJECTIVES

Review and learn the Christian response and the moral context for HIV/AIDS.

- Identify with Jesus compassion toward the sick as they express compassion toward persons with AIDS and other serious illnesses.
- Recognize the personal challenges as a Christian in responding to AIDS.
- Form a personal Christian Response to problems facing society in regards to AIDS.
- Discuss the human realities and suffering of a person with HIV/AIDS.
- Articulate moral responsibility for actions based on Gospel, values and Church teaching.
- Develop a sense of moral responsibility for their own actions.
- Explain the message of the bishops of the nation and/or their local bishops concerning HIV/AIDS.
- Understand and emulate Jesus' concern for the ill – including any suffering with HIV/AIDS.
- Participate in ministry to persons in need within their own communities – including any suffering with HIV/AIDS.

Review and learn basic medical information about HIV/AIDS.

- Clarify that the AIDS virus – through communicable – is not caught through students' everyday activities or casual contact.
- Replace myths about AIDS with facts.
- Describe the body's immune system and its destruction by the AIDS virus (HIV).
- Define homosexuality and related Church teaching.
- Learn about testing for HIV infection.
- Define and explain Human Immunodeficiency Virus (HIV).
- Explain the potential stages of HIV infection.
- Identify the signs and symptoms of HIV infection.
- Apply critical thinking skills to AIDS-related issues which affect families, church and country.

- Explain that a person can feel and appear healthy and be infected with HIV.
- Distinguish that treatments, not cures, are currently available to persons with HIV/AIDS.
- State the importance of supporting HIV/AIDS-related research.

Review and learn transmission and prevention of HIV/AIDS.

- Explain basic safety precautions related to emergency procedures.
- Identify four ways the AIDS virus (HIV) transmitted and prevented.
- Explain the morality and unadvertised risk of HIV infection involved in using condoms.
- Explain the morality and risk of HIV infection involved with oral-genital or anal sexual activity.
- Develop the ability to communicate with others concerning the most common ways of transmitting and preventing HIV infection.
- Apply refusal skills to situations they may encounter after graduation.