

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Curriculum Guide for Course: Health Issues Grade: 11

Program of Studies

This course is required for all students during their junior year and builds upon earlier health education programs at a time when new issues facing high school students and young adults require thoughtful decision making. Health Issues provides relevant age-appropriate information with emphasis on discussion and skills-based learning. Topics include, but are not limited to: substance use and abuse, personal safety and relationships, stress reduction and human sexuality. This course will readily assist our students now and in the future.

National Standards

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Skills

Students will be able to:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to use interpersonal communication skills (including refusal skills) in conjunction with their decision-making skills to enhance health and avoid or reduce health risks.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community.

**UNITS****Essential Questions****Key Activities**

Unit 1: Analyzing Health Risk Behaviors and Influence on Your Health. The focus of this unit is to engage students in critically thinking of their own health behaviors and how their health habits have an impact on their overall health.

Core Concept Tie-In: Managing Mental and Emotional Health

- How do the decisions made as a teen impact our future health outcomes?
- How can one aspect of your health impact your overall wellness and impact the balance of your total wellness?

- Health and wellness wheel
- Summative assessment— reflection
- Students will be able to demonstrate appropriate stress management techniques
- Small group activity and discussion

Unit 2: Self Management. Through strategies of self- management, students will be able to demonstrate a variety of healthy practices and behaviors that will maintain or improve their health and the health of others.

Core Concept Tie-In: Alcohol, Tobacco, and Other Drug effects on the body

- How does unmanaged stress impact wellness?
- What are strategies that help you cope with stress in a healthful way?

- Summative group activities and assessment
- Samaritans—Suicide prevention and awareness guest speaker
- Formative assessment

Unit 3: Goal Setting. This unit focuses on the practice of setting short and long term goals and analyzing the influence of health behaviors on their outcomes.

Core Concept Tie-In: Sexuality, Reproduction, Alcohol, Tobacco, and Other Drugs

- How do health behaviors we use impact our future goals?

- Practice of visualization
- Reflection of short and long term goal setting, smart goals
- Reflective assessment of health behaviors on outcome of goals

Unit 4: Accessing Valid and Reliable Information. Students will analyze and evaluate the validity of health information, products, and services which will help them to take a thoughtful look at the information they are using in order to make a health-behavior choice.

Core Concept Tie-In: Alcohol, Tobacco, and Other Drug effects on the body

- When someone is in crisis, how can they access professional help?

- Using reliable and valid sources, students will practice researching and accessing healthful and reliable information

Unit 5: Interpersonal Communication and Decision-making Skills. The focus of this unit is to provide students with the tools to demonstrate their decision-making skills and communication skills in relation to their sexual health including accessing valid and reliable information.

Core Concept Tie-In: Sexuality and Reproductive Health

- What are the influences that will support my healthy decision making when it comes to sexual relationships?
- How has the increase in contraceptive methods changed our current society?
- How would your life be impacted if you contracted an STI (Sexually Transmitted Infection)?

- Summative and group activities
- Small group discussions about choices
- Summative reflection

Unit 6 Advocacy. This unit focuses on the students practicing the skill of advocacy to promote a positive health choice.

Core Concept Tie-In: Alcohol, Tobacco, and Other Drug effects on the body

- In what ways can one become an advocate for their own health and others?

- Small group advocacy project— students will work cooperatively to present and advocate to their classmates, a health enhancing skill.

