

# High School Health

## Course Description

The purpose of this course is to develop the basic knowledge and skills important for health literacy. Our students will become health literate, and take personal responsibility for their health and well being by learning to obtain, interpret, and understand basic health information and services in ways that contribute to positive lifestyle changes.

The study of these topics will facilitate health literacy in:

- Chemical Abuse and Addiction
- Healthy Nutritional Habits
- Human Sexuality
- Mental Health and Wellness
- Lifesaving Techniques (including basic skills in CPR and obstructed airway in a conscious and unconscious victim)

## Standards

### Essential Standards:

1.	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2.	Students will demonstrate the ability to access valid information, products, and services to enhance health.
3.	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### Important Standards:

1.	Describe the human sexual response cycle, including the role hormones play. <b>AP.12.CC.1</b>
2.	Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. <b>PR.12.CC.1</b>
3.	Define emergency contraception and describe its mechanism of action. <b>PR.12.CC.2</b>
4.	Describe the signs of pregnancy. <b>PR.12.CC.4</b>
5.	Describe prenatal practices that can contribute to or threaten a healthy pregnancy. <b>PR.12.CC.5</b>
6.	Describe common symptoms of and treatments for STDs, including HIV. <b>SH.12.CC.1</b>
7.	Evaluate the effectiveness of abstinence, condoms and safer sex methods in preventing the other spread of STDs, including HIV. <b>H.12.CC.2</b>
8.	Describe the laws related to sexual health care services, including STD and HIV testing and treatment. <b>SH.12.CC.3</b>

9.	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. <b>HR.12.CC.1</b>
10.	Describe a range of ways to express affection within healthy relationships. <b>HR.12.CC.2</b>
11.	Define sexual consent and explain its implications for sexual decision-making. <b>HR.12.CC.3</b>
12.	Evaluate the potentially positive and negative roles of technology and social media in relationships. <b>HR.12.CC.4</b>
13.	Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. <b>PR.12.INF.1</b>
14.	Analyze internal and external influences on decisions about pregnancy options. <b>PR.12.INF.2</b>
15.	Analyze factors that may influence condom use and other safer sex decisions. <b>SH.12.INF.1</b>
16.	Access medically accurate information about contraceptive methods, including abstinence and condoms. <b>PR.12.AI.1</b>
17.	Access medically accurate information and resources about emergency contraception. <b>PR.12.AI.2</b>
18.	Access medically accurate prevention information about STDs, including HIV. <b>SH.12.AI.</b>
19.	Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted. <b>PS.12.AI.1</b>
20.	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors. <b>PR.12.IC.1</b>
21.	Demonstrate skills to communicate with a partner about STD and HIV prevention and testing. <b>SH.12.IC.1</b>
22.	Apply a decision-making model about safer sex practices, including abstinence and condoms. <b>SH.12.DM.1</b>
23.	Develop a plan to eliminate or reduce risk for STDs including HIV. <b>SH.412.GS.1</b>
24.	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
25.	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
26.	Students will demonstrate the ability to advocate for personal, family, and community health.

### Enhancing Standards:

1.	Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood. <b>PD.12.CC.1</b>
2.	Differentiate between biological sex, sexual orientation, and gender identity and expression. <b>ID.12.CC.1</b>

3.	Distinguish between sexual orientation, sexual behavior and sexual identity. <b>ID.12.CC.2</b>
4.	Identify the laws related to reproductive and sexual health care services (i.e. contraception, pregnancy options, safe surrender policies, prenatal care). <b>PR.12.CC.3</b>
5.	Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. <b>PS.12.CC.1</b>
6.	Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. <b>PS.12.CC.2</b>
7.	Explain why using tricks, threats or coercion in relationships is wrong. <b>PS.12.CC.3</b>
8.	Explain why a person who has been raped or sexually assaulted is not at fault. <b>PS.12.CC.4</b>
9.	Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship. <b>HR.12.INF.1</b>
10.	Analyze factors, including alcohol and other substances that can affect the ability to give or perceive the provision of consent to sexual activity. <b>HR.12.INF.2</b>
11.	Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships. <b>PS.12.INF.1</b>
12.	Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. <b>PS.12.INF.2</b>
13.	Access medically accurate information about pregnancy and pregnancy option. <b>PR.12.AI.3</b>
14.	Access medically accurate information about prenatal care services. <b>PR.12.AI.4</b>
15.	Explain how to access local STD and HIV testing and treatment services. <b>SH.12.AI.1</b>
16.	Demonstrate how to access valid information and resources to help deal with relationships. <b>HR.12.AI.1</b>
17.	Demonstrate ways to access accurate information and resources that provide help for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence. <b>PS.12.AI.2</b>
18.	Demonstrate effective strategies to avoid or end an unhealthy relationship. <b>HR.12.IC.1</b>
19.	Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. <b>HR.12.IC.2</b>
20.	Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault. <b>PS.12.IC.1</b>
21.	Identify ways in which they could respond when someone else is being bullied or harassed. <b>PS.12.IC.2</b>
22.	Apply a decision-making model to choices about contraception, including abstinence and condoms. <b>PR.12.DM.1</b>
23.	Explain how to promote safety, respect, awareness and acceptance. <b>ID.12.SM.1</b>

24.	Describe the steps to using a condom correctly. <b>PR.12.SM.1</b>
25.	Analyze individual responsibility about testing for and informing partners about STDs and HIV status. <b>SH.S12.SM.1</b>
26.	Describe the steps to using a condom correctly. <b>SH.12.SM.2</b>
27.	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior. <b>HR.12.SM.1</b>
28.	Describe strategies to use social media safely, legally and respectfully. <b>HR.12.SM.2</b>
29.	Advocate for school policies and programs that promotes dignity and respect for <b>all</b> . <b>ID.12.ADV.1</b>
30.	Advocate for sexually active youth to get STD/HIV testing and treatment. <b>SH.12.ADV.1</b>
31.	Advocate for safe environments that encourage dignified and respectful treatment of everyone. <b>PS.12.ADV.1</b>
32.	Students will demonstrate the ability to use decision-making skills to enhance health.
33.	Students will demonstrate the ability to use goal-setting skills to enhance health.