

Ledyard Public Schools
Grade 12 Health
Health for Life

Course Description:

This course will focus on the importance of good health habits and attitudes as they relate to growth and development of the whole person. CPR/First Aid, adult nutrition, sexual violence, distracted driving and drugs and alcohol abuse will be some of the topics covered. Students will become aware of their responsibility for their own bodies and of their responsibility to others regarding health issues. An interdisciplinary approach will be used. This course follows the State of Connecticut Department of Education Frameworks for Health Education. (.5 credits—meets for one semester.) Required for all twelfth graders. This course must be passed in order to meet graduation requirements.

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Timeline: 12 Blocks

**Unit 1: Interpersonal Health - How do I have healthy relationships with others?
(Diseases, Sexual Harassment, Sexual Violence)**

Compelling Questions:

1. What can I do to maintain/improve my relationships with others?
2. How do I stay safe in my relationships at home, at work, and at school?
3. How do I navigate through my education and career in terms of sexual harassment/harassment issues?

Supporting Questions:

What diseases (communicable and non-communicable) should I be worried about?
Which diseases could be reduced by lifestyle improvements?
What does a healthy relationship look like?
How do I keep myself and others safe in social situations?
How do I keep myself and others safe at work and school?
What is harassment?
What is sexual harassment? How do I handle situations of sexual harassment?

Goals:

Students will:

- Comprehend concepts related to health promotion and disease prevention.
- Understand healthy and proper relationships in an individual's personal and professional life.
- Learn to deal with sexual/general harassment issues.

Learning Objectives (Derived from Healthy Balance Living Curriculum)	Sample Indicators
Standard 1 - Comprehend concepts related to health promotion and disease prevention. Standard 3 - Demonstrate the ability to practice health-enhancing behaviors to reduce health risks Standard 5 - Demonstrate the ability to use interpersonal communication skills to enhance health.	
<p>Students will know how to:</p> <p>H.1.1 - Analyze how behaviors can affect health maintenance and disease prevention</p> <p>H.1.9 - 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)</p> <p>H.8.6 - Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p> <p>H.5.6 - Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts</p> <p>H.5.7 - Demonstrate avoidance, refusal, negotiation, and collaboration skills to enhance healthy relationships</p> <p>H.5.9 - 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</p> <p>H.6.3 - Predict the immediate impact and long term impact of health decisions on the individual, family, and community</p> <p>H.5.1 - Compare and contrast skills for communicating effectively with family, peers and others</p> <p>H.5.2 - Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and the community</p> <p>H.5.5 - Demonstrate care, empathy, respect, and responsibility for others without bias, abuse, discrimination or harassment</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and understand the most prevalent communicable and non-communicable diseases in the U.S. • Understand the risk factors for contracting communicable diseases. • Identify and evaluate risk factors for contracting non-communicable diseases. • Explain the problem and societal impact of sexual violence. • Compare healthy relationships vs. unhealthy relationships. • Demonstrate strategies to cope with unhealthy relationships. • Determine ways to go for help when an unhealthy relationship starts to develop. • Understand how and when harassment may occur. • Understand how and when sexual harassment may occur. • Describe how to resolve a sexual harassment situation as a victim or accused perpetrator.

<p>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.</p>	
<p>Recommended Activities:</p> <ul style="list-style-type: none"> • Communicable Disease Review • Non-Communicable Disease Review • Disease Presentation Project • My Relationship Portfolio • Review of sexual violence law • Sexual Harassment picture comparison • Review of BOE policy 	
<p>Assessments: Projects, Presentations, Unit Tests, Peer Review</p>	
<p>Terminology: <i>Diseases:</i> etiology, incidence, idiopathic, acute, subacute, chronic, latent, epidemic, exposed, generation, infected, infectious, latent period, pre-clinical, pre-symptomatic, prevalence, prevention, prophylaxis <i>Sexual Violence:</i> healthy relationships, unhealthy relationships, sexual abuse, sexual assault, consent, active consent, mistreatment, grooming, harassment, exploitation, trafficking <i>Sexual Harassment:</i> coercion, discrimination, hostile work environment, quid pro quo, sexism, subordinate, third party harassment, unsolicited</p>	

Resources:

cdc.gov

webmd

ct.gov

[LHS Student Handbook](#)

[Ledyard Public Schools Board of Education Policy](#)

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Unit 2 CPR/First Aid Certification

Compelling Question:

1. How do I become a first responder in an emergency safety situation?

Supporting Questions:

1. How do you perform American Heart Association CPR?
2. How is American Heart Association First Aid Administered?
3. What is the correct operation for an AED?

Goal: Students will: <ul style="list-style-type: none"> Demonstrate competence and potential certification in First Aid, CPR, and Automated External Defibrillators. 	
Learning Objectives: (Derived from Content Area Standards)	Sample Indicators
Standard 2 - Demonstrate the ability to access valid health information and health-promoting products and services. Standard 6 - Demonstrate the ability to use decision-making skills to enhance health. Standard 8 - Demonstrate the ability to advocate for personal, family and community health.	
<i>Students will know how to:</i> H.3.3 - Distinguish between safe, risky, or harmful behaviors affecting themselves and others in the community H.3.4 - Apply and assess strategies to improve or maintain personal, family, and community health by examining influences, rules, and legal responsibilities that affect decisions. H.3.5 - Use and evaluate safety techniques to avoid and reduce injury and prevent disease	<i>Students will be able to:</i> <ul style="list-style-type: none"> Understand if a life-threatening event is occurring. Determine if it is safe to get involved in a life-threatening situation. Perform CPR on an unresponsive victim. Perform First aid on a victim. Use an AED. Research other lifetime safety techniques.
Recommended Activities: <ul style="list-style-type: none"> Practicing technique for CPR & First Aid Examination of real life emergency situations 	
Assessments: Hands-on performance assessments, written/electronic skills assessment, certification testing	

Terminology:

CPR: airway, angina, cardiopulmonary, choking, circulation, consciousness, defibrillation, hepatitis, nausea, respiratory, resuscitation, AED, xiphoid process

First Aid: abrasion, avulsion, bruise, burn, concussion, diabetes, dislocation, epilepsy, fracture, frostbite, glucose, heart attack, hemorrhage, hyperglycaemia, hypoglycaemia, laceration, personal protective equipment, pulse, puncture, seizure, shock, sprain, stroke, tetanus, vertigo

Resources:

[American Heart Association](#)

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Timeline: 18 Blocks

Unit 3 Intrapersonal Health - Identifying and practicing positive personal Health habits
(Drug abuse, Personal nutrition after high school, distracted driving)

Compelling Questions:

1. How can substance abuse/misuse cause health, career, and family problems?
2. How will I maintain a healthy lifestyle after high school?
3. How do I focus while driving in order to stay safe?

Supporting Questions:

1. What are some of the most commonly used illicit drugs?
2. What are some of the ways prescription drugs are abused?
3. What are some federal, state, and local laws/ordinances related to substance abuse?
4. Will I need to change my eating habits after high school?
5. How may I need to change my nutritional habits?
6. What are the implications of texting while driving?
7. What are the implications of driving while not focusing on the road?

Goals:**Students will:**

- Comprehend drug abuse patterns and consequences.
- Identify healthy eating during physical changes due to aging.
- Understand the implications of distracted driving.

Learning Objectives (Derived from Content Area Standards)**Sample Indicators**

Standard 4 - Analyze the influence of culture, media, technology and other factors on health.

Standard 7 - Use the goal setting process to enhance health.

Students will know how to:

H.2.1 - Evaluate the validity of health information and the cost of products and services

H.3.3 - Distinguish between safe, risky, or harmful behaviors affecting themselves and others in the community

H.3.4 - Apply and assess strategies to improve or maintain personal, family, and community health by examining influences, rules, and legal responsibilities that affect decisions

H.1.6 - Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.

Students will be able to:

- Identify key terms and terminology current with substance issues and terminology.
- Understand the potential short term and long term dangers of abusing legal and illegal substances.
- Explain federal, state, and local laws/ordinances related to the use and sale of specific substances.
- Understand the role of nutrition as the body changes and ages.
- Make informed decisions regarding food choices when determining food choices.

<p>H.2.2 - Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others</p> <p>H.3.2 - Analyze personal health status to determine needs</p> <p>H.7.1 - Demonstrate various strategies when making goal-setting decisions to enhance health</p> <p>H.3.1 - Assess the importance of assuming responsibility for personal health behaviors</p> <p>H.4.2 - Evaluate the effects of media, technology and other factors on personal, family and community health</p> <p>H.6.1 - Demonstrate various strategies when making decisions to enhance health</p>	<ul style="list-style-type: none"> • Describe the nutritional needs of the human body in order to have a balanced and healthy diet. • Analyze dieting strategies and make informed decisions regarding the effectiveness, benefits, and drawbacks of those strategies. • Identify safe and unsafe driving techniques. • Realize the multiple distractions that may happen while driving. • Respond to someone who is driving a car in a distracted way.
<p>Assessments: Performance-based projects, Unit Tests, Role-playing, Essays</p>	
<p>Terminology: <i>Drug Abuse:</i> addiction, amphetamine, barbiturate, cannabinoids, cannabis, CNS depressants, cognitive-behavioral therapy, dependence, detoxification, electronic cigarette, hallucinations, neurotransmitter, overdose, paranoia, psychoactive, psychotropic, relapse, THC, tolerance, vaping, withdrawal <i>Nutrition:</i> additives, amino acids, antioxidants, atherosclerosis, BMR, calories, carbohydrates, cellulose, cholesterol, dehydration, diabetes, diuretic, electrolytes, fad diets, fats, free radicals, gluten, glycaemic index, glycogen, metabolism, minerals, protein, refined, vegan, vegetarian, vitamins, water, <i>Distracted Driving:</i> visual, manual, cognitive, penalties, fines, suspension, auto insurance</p>	

Resources:

drugfree.org

dea.gov

[Ledyard Prevention Coalition](#)

[Eat This! Not That! - Book](#)

[CT DMV](#)

Teensafe.com