

Course Overview/Description

The purpose of the Little Chute Area School District health curricula is to prepare students who are well equipped with the knowledge and skills they will need to make responsible decisions that lead to healthy behaviors. Health knowledge is the first step in becoming health literate, however facts alone will not provide our students with the skills. Students need to practice healthy behaviors and change unhealthy behavior to healthy ones. During this class students are given opportunities to practice the health skills they will use in their everyday lives in order to become proficient in making decisions that result in developing healthy habits for a lifetime.

Course Essential Standards: Standards for this course are based on the [National Health Education Standards](#).

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| 1. I can implement a plan and monitor progress in achieving a personal health goal. | 6.12.3 |
| 2. I can explain appropriate and healthy ways to express emotions. | 1.8.4 |
| 3. I can demonstrate how to effectively ask for help in a health situation. | 4.8.4 |
| 4. I can explain positive and negative ways to deal with stressful situations. | 1.8.1 |

Scope and Sequence

Lessons	Instructional Topics	Standards
Introductions/ Class Expectations	1. Class expectations, units to be covered and grading policy	
Dimensions of Health	1. Explain the interrelationship of mental, physical, emotional, social health.	1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 6.12.3 I can implement a plan and monitor progress in achieving a personal health goal.
Classroom Rules and Re	1. Describe what it means to be a responsible person 2. Describe prosocial behaviors that contribute to a positive classroom environment 3. Generate classroom rules that will contribute to a positive classroom environment	1.8.3: Analyze how the environment affects personal health. 2.8.4: Analyze how the school and community can affect personal health practices and behaviors.
Being Emotionally Healthy	1. Describe characteristics of an emotionally healthy person 2. Describe role models who demonstrate positive emotional health 3. Explain ways to improve emotional health.	1.8.1: Analyze the relationship between healthy behaviors and personal health. 7.8.1: Explain the importance of assuming responsibility for personal health behaviors. 6.12.3 I can implement a plan and monitor progress in achieving a personal health goal.

<p>Qualities of Healthy Relationships</p>	<ol style="list-style-type: none"> 1. Compare and contrast healthy and unhealthy relationships. 2. Describe characteristics of healthy relationships. 3. Describe benefits of healthy relationships. 	<p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>2.8.1: Examine how the family influences the health of adolescents.</p> <p>2.8.3: Describe how peers influence healthy and unhealthy behaviors.</p>
<p>Building Healthy Relationships through Communication</p>	<ol style="list-style-type: none"> 1. Demonstrate effective communication skills. 2. Demonstrate effective listening skills. 	<p>4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>6.12.3 I can implement a plan and monitor progress in achieving a personal health goal.</p>
<p>Expressing Your Feelings</p>	<ol style="list-style-type: none"> 1. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. 2. Explain appropriate and healthy ways to express emotions. 3. Explain how the expression of emotions can help or hurt oneself and others. 	<p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>7.8.1: Explain the importance of assuming responsibility for personal health behaviors.</p> <p>6.12.3 I can implement a plan and monitor progress in achieving a personal health goal.</p>
<p>Dealing with Troublesome Feelings</p>	<ol style="list-style-type: none"> 1. Describe healthy ways to deal with troublesome feelings. 2. Identify trusted adults to talk to about troublesome feelings. 3. Summarize the benefits of talking with parents or other trusted adults about troublesome feelings. 	<p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.7: Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>7.8.1: Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.3: Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>6.12.3 I can implement a plan and monitor progress in achieving a personal health goal.</p>

Getting Help for Yourself or a Friend	<ol style="list-style-type: none"> 1. Describe warning signs that troublesome feelings require help. 2. Identify anxiety and depression as troublesome feelings that require professional help. 	<p>1.8.7: Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4: Describe situations that may require professional health services.</p> <p>4.8.4: Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.12.3 I can implement a plan and monitor progress in achieving a personal health goal.</p>
What is Stress?	<ol style="list-style-type: none"> 1. Explain causes and effects of stress. 2. Describe personal stressors at home, in school, and with friends. 3. Describe physical and emotional reactions to stressful situations 4. Explain positive and negative ways of dealing with stress. 	<p>1.8.1: Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>7.8.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
Reducing Stress	<ol style="list-style-type: none"> 1. Identify skills for planning, time management, and organization that can help reduce stress. 	<p>1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>7.8.3: Demonstrate behaviors to avoid or reduce health risks to self and others.</p>
Managing Stress	<ol style="list-style-type: none"> 1. Demonstrate stress-management techniques. 2. Explain how they will apply stress-management techniques to manage personal stressors. 	<p>1.8.1: Analyze the relationship between healthy behaviors and personal health.</p> <p>4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.</p>

<p>Making Healthy Decisions</p>	<p>1. Demonstrate decision-making skills that can be used to support emotional health.</p>	<p>1.8.1: Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.3: Analyze how the environment affects personal health.</p> <p>2.8.3: Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.5: Analyze how messages from the media influence health behaviors.</p> <p>2.8.7: Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>8.8.2: Demonstrate how to influence and support others to make positive health choices</p>
<p>Setting Goals for Emotional Health</p>	<p>1. Use goal-setting skills to improve emotional health.</p> <p>2. Monitor progress toward a goal to improve emotional health.</p>	<p>5.8.1: Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.2: Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>5.8.3: Distinguish when individual or collaborative decision making is appropriate.</p> <p>5.8.4: Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.5: Predict the potential short-term impact of each alternative on self and others.</p> <p>5.8.6: Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>5.8.7: Analyze the outcomes of a health-related decision.</p> <p>6.12.3 I can implement a plan and monitor progress in achieving a personal health goal.</p>