

<b>Health, 9-12</b>	
<b>Standard 1</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
<ul style="list-style-type: none"> <li>• Hinsdale students will recognize and demonstrate the importance of whole person wellness</li> <li>• Hinsdale students will demonstrate responsibility for their actions and choices</li> </ul>	
<b>Enduring Understandings:</b>	
"Acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors." CDC	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Predict the relationship between healthy behaviors and personal health.</li> <li>• Describe the interrelationships of emotional, intellectual, physical, environmental, spiritual and social health.</li> <li>• Analyze how genetics can impact personal health.</li> <li>• Compare and contrast the benefits of and barriers to practicing healthy behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the relationship between healthy behaviors and personal health?</li> <li>• What are the influences on personal health and the corresponding results?</li> </ul>

**Health, Grades 9-12**

**Standard 2**

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors**

**21<sup>st</sup> Century Learning Expectations:**

- Hinsdale students will communicate through various means
- Hinsdale students will be able to solve problems
- Hinsdale student will take responsibility for their own learning
- Hinsdale students will recognize and demonstrate the importance of whole person wellness
- Hinsdale students will demonstrate technological fluency and adaptability
- Hinsdale students will demonstrate responsibility for their actions and choices

**Enduring Understandings:**

Analyzing and evaluating positive and negative influences as well as diverse internal and external factors of culture, peers, community and technology will have a direct effect on health behaviors.

**Learning Competencies**

*Students will be able to:*

- Describe how family, culture and peers influence health beliefs, practices and behaviors.
- Evaluate how school and community, media and technology can impact personal health practice and behaviors.
- Analyze how specific health risk behaviors, public health policies, personal values and perceptions of norms can influence health promotion and disease prevention.
- Describe the relationship between access to health care and health status.

**Essential Questions**

- What are the family, culture and peer influences that would affect my health behaviors?
- How does school and community, media and technology affect personal, family and community health?
- How do personal values, health risk behaviors, and public policies influence promotion and disease prevention?

**Health, Grades 9-12**

**Standard 3**

Students will demonstrate the ability to access valid information, products, and services to enhance health.

**21<sup>st</sup> Century Learning Expectations:**

- Hinsdale students will communicate through various means
- Hinsdale students will be able to solve problems
- Hinsdale student will take responsibility for their own learning
- Hinsdale students will recognize and demonstrate the importance of whole person wellness
- Hinsdale students will demonstrate technological fluency and adaptability
- Hinsdale students will demonstrate responsibility for their actions and choices

**Enduring Understandings:**

Ability to access and evaluate valid health information will have a direct correlation to one's health.

**Learning Competencies**

*Students will be able to:*

- Evaluate and utilize valid health information and resources from home, school and community.
- Determine accessibility of products and services that enhance health.
- Determine when professional health services are needed

**Essential Questions**

- What determines valid health information?
- How do you access products and services?

**Health, Grades 9-12**

**Standard 4**

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**21<sup>st</sup> Century Learning Expectations:**

- Hinsdale students will communicate through various means
- Hinsdale students will be able to solve problems
- Hinsdale student will take responsibility for their own learning
- Hinsdale students will recognize and demonstrate the importance of whole person wellness
- Hinsdale students will demonstrate technological fluency and adaptability
- Hinsdale students will demonstrate responsibility for their actions and choices

**Enduring Understandings:**

Improved interpersonal communication skills will enhance personal, family and community health.

**Learning Competencies**

*Students will be able to:*

- Demonstrate verbal and non-verbal skills for communicating effectively with family, peers and others to enhance relationships and personal health.
- Demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.
- Demonstrate strategies, manage or resolve interpersonal conflicts without harming self or others.
- Demonstrate how to ask for and offer assistance to enhance health in self and others.

**Essential Questions**

- What are the skills for communicating effectively with family, peers and others to enhance health?
- What are ways to demonstrate refusal, negotiation and collaboration skills?
- What strategies are used to prevent, manage and resolve interpersonal conflicts?
- How do you ask for and offer assistance to enhance health of self and others?

**Health, Grades 9-12**

**Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

**21<sup>st</sup> Century Learning Expectations:**

- Hinsdale students will communicate through various means
- Hinsdale students will be able to solve problems
- Hinsdale student will take responsibility for their own learning
- Hinsdale students will recognize and demonstrate the importance of whole person wellness
- Hinsdale students will demonstrate technological fluency and adaptability
- Hinsdale students will demonstrate responsibility for their actions and choices

**Enduring Understandings:**

Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.

**Learning Competencies**

**Essential Questions**

*Students will be able to:*

- identify when a health related decision is needed.
- describe barriers that can hinder healthy decision making.
- generate alternatives and predict short term and long term impacts on one's health.
- justify when an individual or collaborative decision is necessary.
- evaluate the effectiveness of health-related decisions.

- What decision-making models are available to use?
- What types of health concerns might require a thorough decision process before making a choice? with respect to health?
- What types of barriers might prevent a person from using a decision-making process before reacting to a situation?
- When would it be necessary to collaborate in a health decision?
- Why would it be important to evaluate the effectiveness of a health related decision

**Health, Grades 9-12**

**Standard 6**

**Students will demonstrate the ability to use goal-setting skills to enhance health.**

**21<sup>st</sup> Century Learning Expectations:**

- Hinsdale students will communicate through various means
- Hinsdale students will be able to solve problems
- Hinsdale student will take responsibility for their own learning
- Hinsdale students will recognize and demonstrate the importance of whole person wellness
- Hinsdale students will demonstrate technological fluency and adaptability
- Hinsdale students will demonstrate responsibility for their actions and choices

**Enduring Understandings:**

Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors which enable a person to have aspirations and plans for the future.

**Learning Competencies**

*Students will be able to:*

- Evaluate self-health practices and overall health status
- Practice the process of goal setting including long term goals, short term goals, tracking and rewards
- Develop SMART Goals to attain a personal health goal while addressing strengths, needs and risks.
- Implement strategies, monitor progress and formulate an effective long term personal health plan

**Essential Questions**

- What is my current health status?
- Where do I see myself in the future?
- What types of health goals do I need to accomplish my personal aspirations for the future?
- How do I implement my health goals?

<b>Health, Grades 9-12</b>	
<b>Standard 7</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
<ul style="list-style-type: none"> <li>• Hinsdale students will communicate through various means</li> <li>• Hinsdale students will be able to solve problems</li> <li>• Hinsdale student will take responsibility for their own learning</li> <li>• Hinsdale students will recognize and demonstrate the importance of whole person wellness</li> <li>• Hinsdale students will demonstrate technological fluency and adaptability</li> <li>• Hinsdale students will demonstrate responsibility for their actions and choices</li> </ul>	
<b>Enduring Understandings:</b> Using a variety of healthy practices and behaviors will maintain or improve health as well as avoiding or reducing health risks.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Evaluate the role of the individual responsibility for enhancing health and corresponding positive quality of life.</li> <li>• Analyze and demonstrate the relationship between health enhancing behaviors and the reduction or avoidance of health risks to self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• What types of health practices will contribute to either a positive or negative quality of life for self or others?</li> <li>• What are the results of specific positive or negative health practices?</li> </ul>

**Health, Grades 9-12**

**Standard 8**

**Students will demonstrate the ability to advocate for personal, family, and community health.**

**21<sup>st</sup> Century Learning Expectations:**

- Hinsdale students will communicate through various means
- Hinsdale students will be able to solve problems
- Hinsdale student will take responsibility for their own learning
- Hinsdale students will recognize and demonstrate the importance of whole person wellness
- Hinsdale students will demonstrate technological fluency and adaptability
- Hinsdale students will demonstrate responsibility for their actions and choices

**Enduring Understandings:**

Supporting others and working cooperativity as an advocate for self and others will help to improve personal, family and community health.

**Learning Competencies**

*Students will be able to:*

- Utilize accurate peer and societal norms to formulate a health-enhancing message
- Demonstrate how to influence and support others to make positive health choices
- Work cooperatively as an advocate for improving personal, family and community health
- Adapt health messages and communication techniques to a specific target audience.

**Essential Questions**

- What are accurate peer and societal norms?
- What are ways to influence and support others to make positive health choices?
- What types of health messages or communication techniques will work to educate a specific target audience?
- How can I work cooperatively as an advocate for improving health