



Health 11

Course Overview

Students will study the wellness concept and social issues confronting young men and women. Wellness, mental/emotional health, aging, death and dying, consumer health, family living, substance use/abuse, suicide, child abuse, nutrition/fitness, disease, STDs, HIV/AIDS, CPR, first aid, and environmental issues will be covered. Activities will include reading/writing skills, cooperative learning, problem solving, individualized research, and interaction with guest speakers. This is a course that will address human sexuality instruction during the school year through standards approved and adopted by the Idaho State Legislature. In order to fully participate in the course curriculum, the Boise School District must receive a signed opt-in consent form (digital signatures are allowed) from a parent/guardian. If we do not receive a signed consent, the student will not participate in State-approved human sexuality instruction and will be assigned an alternative instructional activity.

[Idaho Content Standards - Health](#)

[Health 11 Scale](#)

Adopted Materials

Glencoe Health, Bronson & Mark et. al

Publisher: Glencoe-McGraw Hill

Supplemental Websites: <https://healthteacher.com/>

<http://connected.mcgraw-hill.com/>

<http://www.glencoe.com/sites/idaho/>

First Semester

Unit: Health Foundations
 Unit: Mental & Emotional Health
 Unit: Nutrition & Physical Activity
 Unit: Social and Family Growth and Development
 Unit: Human Reproduction and Development
 Unit: Alcohol, Tobacco, & Other Drugs
 Unit: Understanding Disease and Disorders
 Unit: Injury Prevention, CPR, and First Aid

Second Semester

This class is only a semester-long course.

Unit: Health Foundations
Learning Intentions
I am learning how to understand how emotional, mental, physical, and social health all work together.
Unit Standards 9-12.H.1.1.2 Describe the interrelationships of emotional, mental, physical, and social health. 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors 9-12H.4.1.2 Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and to avoid or reduce health risks.

Unit: Mental and Emotional Health
Learning Intentions
I am learning that mental and emotional well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose, and competence in order to strive toward a healthy and productive life.
Unit Standards 9-12.H.1.1.1 Predict how behaviors can affect wellness. 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors. 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information. 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health. 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate. 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.

Unit: Nutrition and Physical Activity

Learning Intentions

- I am learning healthy skills to improve my eating habits and overall physical health.

Unit Standards

- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.
- 9-12.H.2.1.6 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- 9-12. H..3.1.1 Evaluate the validity of health information, products, and services.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.3.1.3 Access valid and reliable health information, products, and services.
- 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use, the consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).
- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.H.6.1.3 Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).
- 9-12.H.6.1.4 Formulate an effective long-term personal health plan.
- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 9-12.H.7.1.3 Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.
- 9-12.H.7.1.4 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.
- 9-12.H.8.1.1 Use accurate information to formulate a health-enhancing message.
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.

Unit: Social and Family Growth and Development

Learning Intentions

- I have learned skills that are important for healthy relationships.

Unit Standards

- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms).
- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.

Unit: Human Reproduction and Development

Learning Intentions

- I am learning that growth and development include the stages of life, and changes in relationships with others that accompany social development and the aging process. Family living includes the following topics: healthy relationships and sexuality, encouragement of abstinence from sexual activity, and understanding/prevention of abuse and violence. Knowledge of personal, legal, and economic responsibilities of parenthood and other consequences of sexual activity.

Unit Standards

- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms).
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.7.1.4 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.
- 9-12.H.8.1.1 Use accurate information to formulate a health-enhancing message.

Unit: Alcohol, Tobacco, and Drugs

Learning Intentions

- I am learning that the use of alcohol, tobacco, and other drugs has major implications for the lifelong health of individuals. This includes the effects, influences, prevention, and treatment of the use of alcohol, tobacco products, and other drugs on the body.

Unit Standards

- 9-12.H1.1.1 Predict how behaviors can affect wellness.
- 9-12.H.1.1.3 Analyze how environment and wellness are interrelated (e.g., secondhand smoke/vapors from vaping).
- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.
- 9-12.H.2.1.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
- 9-12.H.2.1.6 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.4.1.2 Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and to avoid or reduce health risks.
- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco, and other drug use, the consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).

Unit: Understanding Disease and Disorders

Learning Intentions

- I am learning disease awareness involves health-related choices and decisions regarding prevention of communicable and non-communicable diseases, which includes recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Accurate information and discussion of sexually transmitted diseases, HIV infection, and AIDS are necessary and important components of this content area.

Unit Standards

- 9-12.H.1.1.1 Predict how behaviors can affect wellness.
- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.2.1.6 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Unit: Injury Prevention, CPR, and First Aid**Learning Intentions**

- I am learning how to apply knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures to enable everyone to live a longer and healthier life.

Unit Standards

- 9-12.H.3.1.5 Determine when professional health services may be required.
- 9-12.H.7.1.5 Instruction provided on hands-only CPR training, including proper utilization of an AED.