

GRADES 9 - 12

STANDARD ONE: GRADES 9-12

National Standard 1: The student will identify and demonstrate health promotion and disease prevention concepts.
(Illinois Standards for Health: Early/Late High School Students)

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.01.01 Know health issues most common in the U.S.</p> <ul style="list-style-type: none"> • Physical activity/inactivity • Dietary patterns, overweight and obesity • Intentional/unintentional injury, including domestic & child abuse, homicide, suicide, vehicle-related, fires, drowning, and others. • Alcohol, tobacco, other drug use and abuse • Mental health • Access to health care • Environmental quality 	<ul style="list-style-type: none"> • Discuss diseases and conditions of cardiovascular system (hypertension, heart attack, stroke, blood transfusion and donation, leukemia, anemia. • Discuss anorexia, bulimia, and other eating disorders. • Discuss the implications of drug abuse, specifically the relationships between injecting drugs and HIV transmissions. 	<p>Healthy People 2010-Leading Health Indicators www.healthypeople.gov/Document</p> <p>CDC: Adolescent and School Health cdc.gov</p> <p>Biology</p> <p>Speakers: Mental health professionals Other Health Professionals “What’s Up With HIV & AIDS”, Channing L. Bete, #PS 97473, 2008</p>
<p>Critical for Mastery: 9-12.01.02 Know the impact of health promotion.</p>	<ul style="list-style-type: none"> • Compare and contrast health promotion and disease prevention. • Name 2 communicable (eg: Hepatitis, HIV) and 2 non-communicable diseases (eg: cancer, asthma, diabetes I & II) and strategies recommended to prevent them. • List and describe public and private agencies that promote health. • Review precautions to prevent transmission of blood-borne pathogens. 	<p>Health professionals</p> <p>Appendix: Standard Precautions in the Classroom</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.01.03 Know the implications of healthy fetal development.</p>	<ul style="list-style-type: none"> • Describe fetal development from conception through pregnancy and birth. • Describe the role of prenatal care and good nutrition to the health of a pregnant woman, the developing fetus and the newborn infant. • Analyze the effect of alcohol, tobacco and other drugs, and STDs on the developing fetus. • Discuss fetal alcohol syndrome. • Describe the role of genetics on fetal development. • List environmental carcinogens, effects and prevention. • Identify a specific local environmental health threat and describe how it can be reduced or eliminated (lead/mercury toxicity, asthma resulting from poor air quality, etc.) 	<p>Speakers: Nurse, doctor Biology, Anatomy</p>
<p>Critical for Mastery: 9-12.01.05 Know the implications of substance use.</p>	<ul style="list-style-type: none"> • Analyze the physical, social, emotional, legal implications of alcohol, tobacco and other drug use. • Describe treatment programs for alcohol or other drug abuse, tobacco cessation methods and strategies, including effectiveness. • Explain the relationship between substance use and abuse and unplanned pregnancy, sexually transmitted diseases, motor vehicle accidents and other unsafe situations. • Relate the above situations to postponing or eliminating short-term and/or long-term personal goals. 	<p>Persons in recovery: Alcohol and substance abuse Alcohol and Other Drug Abuse (AODA Professionals)</p>

STANDARD ONE: GRADES 9-12

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.01.06 Know the impact of genetic/inherited risk of disease.</p>	<ul style="list-style-type: none"> • Discuss identification, prevention, early monitoring. 	<p>Medical professionals Science</p>
<p>Critical for Mastery: 9-12.01.07 Know the impact of sexually transmitted diseases.</p>	<ul style="list-style-type: none"> • Identify mode of transmission, treatment, and long term implications of HIV/AIDS, human papilloma virus (HPV), cervical cancer, Chlamydia trachomatis, syphilis, gonorrhea, genital herpes, pelvic inflammatory disease. • Brainstorm with students to identify their knowledge of HIV/AIDS, including the nature of the disease, methods of transmission and prevention. Discuss facts and correct myths and misconceptions. 	<p>Appendix: Incorporating HIV/AIDS Information into the Health Curriculum Appendix: Activities and Exercises</p>
<p>Significant to Develop: 9-12.01.04 Know the impact of the environment on health.</p>	<ul style="list-style-type: none"> • Explain the effect of personal behaviors and environmental factors on individual health and illness, on community health and illness. 	<p>Science</p>

STANDARD TWO: GRADES 9-12

National Standard 2: The student will learn to access and utilize valid health information and health promoting products and services.
(Illinois Standards for Health: Early/Late High School Students)

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.02.03 Know how to develop and use health information.</p>	<ul style="list-style-type: none"> • Analyze a variety of food labels (snack foods, frozen entrees, canned soup, etc.). • Analyze personal dietary patterns for variety and balance. • Evaluate various diets, supplements, additives and their effect on health. • Design health promotion material for a specific risk or condition, to be used by students in 6th Grade. • Develop a plan to address a specific school related health risk. 	
<p>Significant to Develop: 9-12.02.01 Know how to analyze health information.</p>	<ul style="list-style-type: none"> • Develop and apply criteria to be used to evaluate health information. • Develop a method of evaluating health information relating to a specific critical health issue. • Describe specific ways to evaluate over-the-counter health products. 	<p>Internet resources</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop: 9-12.02.02 Know how to identify and access health services.</p>	<ul style="list-style-type: none"> • Research local community (city/neighborhood) health services/public health services for children and adults. • Describe the availability and accessibility of the health services identified. • Determine when identified health services should be appropriately utilized. • Identify and describe a health-related organization such as: Centers for Disease Control and Prevention, Food & Drug Administration, American Red Cross, American Heart Association, National Catholic AIDS Network, and others. • Write a report about a health career. 	<p>Speakers: Health professionals from a variety of organizations.</p> <p>Internet resources Printed materials Contact Organization staff</p>

STANDARD THREE: GRADES 9-12

National Standard 3: The student will practice behaviors that promote health and reduce health risks.
(Illinois Standards for Health: Early/Late High School Students)

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.03.01 Know ways to ensure personal health and the health of others.</p>	<ul style="list-style-type: none"> • Design a personal program for a healthy lifestyle, including physical, mental and emotional factors. • Describe the effective self-management of common illnesses, including seeking professional medical care if appropriate. • Identify personal stress responses. • Explain causes, effects and strategies for managing stress, anxiety and depression. • Discuss the relationship among recognizing specific warning signals of illness, seeking prompt medical care and possible short and long term effects on health. • Develop personal strategies for decisions relating to tobacco, alcohol (including social and binge drinking) and the use of other addictive substances. • Describe strategies for avoiding violence, gangs, illegal drug use and sexual assault. • Describe how health services in the community can be accessed by or for individuals of various ages. • Identify privacy issues related to health care. • Demonstrate first aid and CPR techniques in specific emergency situations. • Describe use of the automated external defibrillator. • Discuss the possibility of antibiotic overuse. 	<p>Refer to health plans developed by students in earlier grades.</p> <p>Speakers: Health professionals, Mental Health professionals, Law enforcement personnel, nurse, physician, health care administrator, pharmacologist</p> <p>Red Cross classes, other local resources</p>

STANDARD THREE: GRADES 9-12

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.03.02 Knows sexual abstinence as a personal choice.</p>	<ul style="list-style-type: none">• Analyze the positive value of sexual abstinence.• Determine that sexual abstinence is the only completely effective method of preventing pregnancy and sexually transmitted diseases, including HIV.	<p>Religion, Family Life Program</p>

STANDARD FOUR: GRADES 9-12

National Standard 4: The student will analyze the influence of culture, media, technology and other factors on health.
Illinois Standards for Health: Early/Late High School Students)

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.04.01 Know that media messages often conflict with Catholic values and teaching.</p>	<ul style="list-style-type: none">• Over a predetermined period (weeks or month) view 3 popular TV programs, 1 or 2 recent movies, and carefully listen to lyrics of 3 popular songs.• what is the central message of each?• what values are conveyed?• if applicable, what message is conveyed about a relationship?• is healthy living portrayed?• is HIV/AIDS addressed in the context of the example? Should it be? Why?• Discuss findings.	

STANDARD FOUR: GRADES 9-12

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Work On: 9-12.04.03 Know characteristics of the U.S. health system.</p>	<ul style="list-style-type: none">• List critical health issues in the U.S. and how each affects individual, family and community health.• Discuss strengths and weaknesses of the U.S. health system.• Describe the availability of health services in various areas of the city and nation.• Discuss the concept of cost-effectiveness of health care products, services and information.• Discuss how medical research is funded and the influence of drug companies.	<p>Internet resources Speaker: Health professional Printed materials: Books, periodicals</p>

STANDARD FIVE: GRADES 9-12

National Standard 5: The student will utilize social and communication skills to enhance health.
(Illinois Standards for Health: Early/Late High School Students)

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.05.01 Know and use appropriate health-promoting skills.</p>	<ul style="list-style-type: none"> • Describe strategies to prevent physical, sexual and emotional abuse. • Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations (illegal drug use, smoking, sexual activity). • Discuss date rape drugs and response. • Demonstrate refusal strategies that promote good health. • Demonstrate strategies for communicating needs, wants and emotions to maintain good health. • Discuss the relationship of self-esteem and physical & emotional health. 	
<p>Significant to Develop: 9-12.05.02 Knows the impact of others on personal health.</p>	<ul style="list-style-type: none"> • Describe the positive and negative effects of relationships with peers, family, acquaintances, friends on physical and emotional health. • Explain the role of local health professionals in community health. • List possible causes of conflict in families, school, community. • Evaluate the role of a social group in the physical and emotional health of its members. 	<p>Peer mediation</p>

STANDARD SIX: GRADES 9-12

National Standard 6: The student will use goal-setting and decision-making skills to enhance health.
(Illinois Standards for Health: Early/Late High School Students)

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical for Mastery: 9-12.06.01 Know health promoting goal-setting and decision-making skills.</p>	<ul style="list-style-type: none">• Identify a health goal for a healthy lifestyle and utilize valid health information to develop a plan to achieve that goal.• Describe decision-making strategies used to select that health goal.• Determine how progress toward the goal will be evaluated.• Describe advantages to getting advice and feedback when using health-related decision-making and goal setting.• Relate risk-taking behaviors such as drinking and driving and possible consequences.	<p>Use personal program for a healthy lifestyle, Standard 9-12.03.01</p> <p>Student athletes: Explore practical implications.</p>

STANDARD SEVEN: GRADES 9-12

National Standard 7: The student will advocate for personal, family and community health.
(Illinois Standards for Health: Early/Late High School Students)

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop: 9-12.07.01 Know how a variety of health issues can be impacted by advocacy.</p>	<ul style="list-style-type: none"> • Discuss health-related social issues such as organ donation, homelessness, lack of access to health care, inadequate health insurance. • Discuss how an individual can influence health-related national and local laws, policies and practices. • Analyze the impact of the availability of health services in the local community, the nation, the world. • Describe in detail a local program to protect the environment. • Discuss significant health issues in developing countries and efforts to alleviate them. • Describe national and global environmental protection programs and their effectiveness in addressing issues. • Research HIV/AIDS: <ul style="list-style-type: none"> • AIDS statistics in Chicago/Cook County/Illinois • Who is being infected? • What group has the greatest increase in occurrence? • What are the statistics nationwide? • What areas and groups are predominantly affected in the U.S.? • Locate stories about HIV/AIDS in newspapers and magazines. • What are the global dimensions of HIV/AIDS? 	<p>Speakers: Health professionals, social service providers from the community Service projects Religion</p> <p>Social Studies Internet resources Current publications</p>