

QUICK REFERENCE: 12TH GRADE HEALTH

A. HEALTH PROMOTION AND DISEASE PREVENTION

Content Standard

Students in Wisconsin will understand concepts related to personal health promotion and disease prevention.

Rationale:

Knowledge about the human body, prevention of diseases, and the relationship between behavior and health concerns is basic to health literacy. Students who understand the importance of making healthy living choices and practicing disease-prevention strategies establish a foundation for leading healthy and productive lives.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- A.12.1 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood
- A.12.2 Analyze how the environment influences the health of the community
- A.12.3 Describe how to enhance health and reduce risks throughout life
- A.12.4 Analyze how the prevention and control of health problems are influenced by education, research, and advances in all health-care fields
- A.12.5 Explain the impact of personal health behaviors on the functioning of body systems
- A.12.6 Analyze how the family, peers, and community influence the health of individuals
- A.12.7 Analyze how behavior can impact health maintenance and disease and injury prevention
- A.12.8 Analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention

B. HEALTHY BEHAVIORS

Content Standard

Students in Wisconsin will practice behaviors to promote health, prevent disease, and reduce health risks.

Rationale:

Practicing health-enhancing behaviors contributes to a positive quality of life. Research confirms that many diseases and injuries can be prevented by reducing harmful risk-taking behaviors. By accepting responsibility for personal health, students will have a foundation for living a healthy and productive life.

PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- B.12.1 Analyze the role of individual responsibility for enhancing health
- B.12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction
- B.12.3 Analyze the short-term and long-term consequences of various behaviors
- B.12.4 Demonstrate strategies to improve and maintain personal, family, and community health
- B.12.5 Develop and practice injury prevention and management strategies for personal, family, and community health
- B.12.6 Continue to demonstrate ways to avoid and reduce threatening situations

C. GOAL SETTING AND DECISION MAKING

Content Standard

Students in Wisconsin will demonstrate the ability to use goal-setting and decision-making skills to enhance health

Rationale:

Decision making and goal setting are essential lifelong skills needed to implement and sustain health-enhancing behaviors. These skills make it possible for students to apply health knowledge to healthy lifestyle development. Decision-making and goal-setting skills enable individuals to work collaboratively to improve the quality of life in their families, schools, and communities.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- C.12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks
- C.12.2 Apply knowledge of individual, family, and community influences to decision-making processes
- C.12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community
- C.12.4 Develop, implement, and evaluate an effective plan for a healthy and productive life

D. Information and Services

Content Standard

Students in Wisconsin will demonstrate the ability to access valid health information and services

Rationale:

Accessing valid health information and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify reliable health information and to analyze and select health-promoting products and services. Applying analysis skills provides a foundation for students to become health-literate and responsible, productive citizens.

PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- D.12.1 Evaluate the validity of health information, products, and services
- D.12.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information
- D.12.3 Evaluate factors that influence personal selection of health products and services
- D.12.4 Demonstrate the ability to access school and community health services for themselves and others
- D.12.5 Analyze the cost and accessibility of health-care services
- D.12.6 Analyze situations requiring professional health services
- D.12.7 Evaluate potential health careers based upon interests and abilities

E. CULTURE, MEDIA, AND TECHNOLOGY**Content Standard**

Students in Wisconsin will analyze the impact of culture, media, technology, and other factors on health.

Rationale:

Health is influenced by a variety of factors that coexist within society. These factors include cultural contexts as well as the influence of media and technology. A critical thinker and problem solver interprets, analyzes, and evaluates the influence of these factors on health. The health-literate learner draws upon these factors to strengthen individual, family, and community health.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- E.12.1 Evaluate the influences of culture on health behaviors and services
- E.12.2 Evaluate the effect of media and other factors on personal, family, and community health
- E.12.3 Evaluate the impact of technology on personal, family, and community health
- E.12.4 Analyze how information from the community influences health

F. COMMUNICATION

Content Standard

Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health.

Rationale:

Personal, family, and community health are enhanced through effective communication. A health-literate individual uses verbal and nonverbal communication skills to develop and maintain healthy relationships. The ability to organize and convey information, beliefs, and feelings strengthens interactions and resolves conflict. Health-literate learners demonstrate care, consideration, and respect for themselves and others.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- F.12.1 Demonstrate skills to communicate effectively with family, peers, and others
- F.12.2 Demonstrate healthy ways to express needs, wants, and feelings
- F.12.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others
- F.12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others
- F.12.5 Analyze possible causes of conflict
- F.12.6 Demonstrate strategies to prevent and resolve conflict in healthy ways

G. ADVOCACY

Content Standard

Students in Wisconsin will demonstrate the ability to advocate for personal, family, school, and community health

Rationale:

The quality of life is dependent on an environment that protects and promotes the health of individuals, families, schools, and communities. Students who have become health-literate citizens advocate for positive health in their communities.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- G.12.1 Evaluate the effectiveness of various methods to accurately express health information and ideas
- G.12.3 Convey valid information and express opinions about health issues
- G.12.4 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities
- G.12.4 Demonstrate the ability to influence and support others in making positive health choices
- G.12.5 Utilize strategies to overcome barriers when promoting information, ideas, feelings, and opinions about health issues
- G.12.6 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience