



Dietary Analysis  
Nutrients  
Food Guidelines  
Eating Disorders

**Weeks 10-11**      **Character Development / First Aid**

Injury Prevention  
First Aid  
Responding to Emergencies

**Week 11-12**      **Character Development / A.T.O.D.**

Alcohol  
Tobacco  
Marijuana  
Methamphetamines  
Hallucinogens  
Other Drugs

**Weeks 13-14**      **Character Development / A.T.O.D.**

Prescription Medications  
Secondhand Smoke  
High Risk Behaviors / Drug Use During Pregnancy  
Living Drug Free

**Weeks 15-16**      **Character Development / Human Growth and Development**

Body Systems  
Relationships  
Dating  
Abuse  
Marriage and Parenting

**Weeks 17-18**      **Character Development / Human Growth and Development**

Reproductive Systems / Pregnancy  
Sexually Transmitted Infections  
HIV / AIDS  
Health Advocacy

Final Project:      Vodcast

## **Wisconsin Health Education Standards**

### **Core Concepts**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- Use complete, factual information.
- Be sure the facts are accurate.
- Show relationships among ideas.
- Make factual conclusions about health.

### **Analyzing Influences**

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- Show a variety of influences.
- Show both internal and external influences.
- Explain the complexity of the influences.
- Show how the influences affect health choices.

### **Accessing Information**

Standard 3: Students will demonstrate the ability to access valid health information and products and services to enhance health.

- Identify sources of information.
- Explain how to find the needed help.
- Explain what type of help this source offers.
- Explain why it's a good source.

### **Interpersonal Communication**

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- Show dialogues that express needs, ideas, and opinions.
- Be clear and organized.
- Show effective ways to say "no."
- Use appropriate and effective verbal and nonverbal strategies.

### **Decision Making**

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- Show all the steps of the decision-making process.
- Identify the decision to be made.
- Identify options and possible consequences.
- State the decision clearly.
- Evaluate and reflect on the decision.

### **Goal Setting**

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- Show all the steps in a goal-setting process.
- Write a clear goal statement.
- Be sure the goal is realistic.
- Make a plan for meeting the goal.
- Show how to evaluate and adjust the plan if needed.

### **Self Management**

Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- Demonstrate habits that contribute to health.
- Describe and demonstrate specific first aid and safety techniques.
- Identify strategies to avoid or manage unhealthy or dangerous situations.
- List the steps in the correct order if there is one.

### **Advocacy**

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- Take a clear stand for a healthy choice.
- Explain why the stand taken is good for health.
- Use information to support the choice.
- Show awareness of the audience for the message.
- Be persuasive.
- Show conviction about the message.