



# **School District of Marshfield Course Syllabus**

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**Course Name: Healthy Choices**  
**Length of Course: Semester**  
**Credit: 1/2 Credit**

## **Program Goal:**

The School District of Marshfield Health Program will empower learners to develop, practice and demonstrate skills so they can recognize, resist and reduce health-risk behaviors. Learners will increase healthy habits which promote strong bonds between students and their families, schools and community. Students will become health-literate individuals with the knowledge and skills they need for a better quality of life.

## **Course Description:**

This class is designed to give students the knowledge and skills to be able to go through an interactive process of becoming aware of and practicing healthy skills to create a more successful and balanced lifestyle. Topics include goal setting, communication and relationships, consumer health and safety, nutrition and physical activity, alcohol tobacco and other drugs, sexual health, CPR, and advocacy.

## Wisconsin Standards for Health Education

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

**Learning Priority 4:** Examine and apply health concepts related to health promotion and disease prevention.

<b>Analyze the impact of determinants of health.</b> 1:4:A	1:4:A1: Analyze how genetics and family history can affect personal health. 1:4:A2: Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational). 1:4:A3: Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational). 1:4:A4: Predict how personal behaviors and access to appropriate health care can affect health. 1:4:A5: Analyze how environmental and personal health are interrelated.
<b>Explore factors that impact health status.</b> 1:4:B	1:4:B1: Investigate the relationship between access to health care and health status. 1:4:B2: Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to : refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors. 1:4:B3: Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors.

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

**Learning Priority 4:** Evaluate how influences impact health behaviors.

<b>Analyze the impact of external and internal influences on the health behavior of individuals and populations.</b> 2:4:A	2:4:A1: Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations. 2:4:A2: Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations. 2:4:A4: Estimate the impact of internal and external influences on one's own personal health behavior.
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**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Learning Priority 4:** Examine strategies to access valid and reliable sources of health information.

<b>Continue to apply criteria for choosing accurate sources of information.</b> 3:4:A	3:4:A1: Determine the availability of information, products, and services that enhance health. 3:4:A2: Access health information, products, and services that improve health outcomes. 3:4:A3: Determine when professional health services may be needed and how to access them.
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<b>Analyze sources of information for validity and reliability.</b> 3:4:B	3:4:B1: Evaluate the validity of sources of health information using key criteria.
<b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
<b>Learning Priority 4:</b> Analyze various communication skills that enhance health and avoid health risks.	
<b>Continue to analyze communication skills in various health-related settings.</b> 4:4:A	4:4:A1: Analyze communication strategies for effective interaction among family, peers, and others to enhance health. 4:4:A2: Reflect on the impact of communication on enhancing health. 4:4:A3: Demonstrate how to ask for and offer assistance to enhance the health of self and others.
<b>Demonstrate communication skills in health-related situations.</b> 4:4:B	4:4:B1: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4:4:B2: Demonstrate strategies to prevent interpersonal conflicts.
<b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.	
<b>Learning Priority 4:</b> Examine the use of a decisions-making process in various health-related situations.	
<b>Examine the use of a decision-making process of health-related situations.</b> 5:4:A	5:4:A1: Identify situations in which using a thoughtful decision-making process would be health-enhancing. 5:4:A2: Justify when individual or collaborative decision making is appropriate.
<b>Apply effective decision-making skills to enhance health.</b> 5:4:B	5:4:B1: Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system. 5:4:B2: Generate alternatives for health-related issues or problems. 5:4:B3: Examine barriers that can hinder healthy decision making. 5:4:B4: Predict the potential short-term and long-term impacts of each alternative on self and others. 5:4:B5: Defend the healthy choice when making decisions. 5:4:B6: Evaluate the effectiveness of a health-related decision.
<b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	
<b>Learning Priority 4:</b> Apply goal-setting skills.	
<b>Analyze issues that impact setting a goal.</b> 6:4:A	6:4:A1: Assess personal health practices and their impact on overall health status. 6:4:A2: Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal. 6:4:A3: Identify strategies that might be utilized to overcome barriers or setbacks.

<b>Apply goal-setting skills to various health-related situations.</b> 6:4:B	6:4:B3: Implement a plan and monitor progress in achieving a personal health goal.
<b>Standard 7:</b> Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.	
<b>Learning Priority 4:</b> Demonstrate age-appropriate, health-enhancing behaviors to reduce health risks.	
<b>Examine health-enhancing behaviors.</b> 7:4:A	7:4:A1: Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.
<b>Demonstrate a variety of health enhancing behaviors.</b> 7:4:B	7:4:B1: Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others. These include, but are not limited to: personal behaviors such as regular and health-enhancing physical activity, healthy eating, and accessing appropriate preventive health care services. 7:4:B2: Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. These include, but are not limited to: various complex safety-related behaviors, appropriately accessing mental and physical health care services, and carefully following medical advice and instructions.
<b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.	
<b>Learning Priority 4:</b> Apply skills to advocate for a health issue.	
<b>Develop strategies to advocate for a health issue.</b> 8:4:A	8:4:A1: Apply societal norms to formulate a health-enhancing message. 8:4:A2: Adapt health-enhancing messages and persuasive communication techniques to a specific target audience. 8:4:A3: Apply accurate information to support a health-enhancing message.
<b>Implement an advocacy plan pertaining to a health issue.</b> 8:4:B	8:4:B1: Develop a plan to advocate for a personal, family, or community health issue. 8:4:B3: Demonstrate conviction in encouraging others to make positive health choices.
<b>National Sexuality Education Standards</b>	
<b>Anatomy and Physiology (AP)</b>	
<b>Core Concepts (CC)</b>	AP.8.CC.1: Describe male and female sexual and reproductive systems including body parts and their functions. AP.12.CC.1: Describe the human sexual response cycle, including the role hormones play.

<b>Puberty and Adolescent Development (PD)</b>	
<b>Decision-Making (DM)</b>	PD.12.DM.1: Apply a decision-making model to various situations relating to sexual health.
<b>Identity (ID)</b>	
<b>Core Concepts (CC)</b>	ID.12.CC.1: Differentiate between biological sex, sexual orientation, and gender identity and expression. ID.12.CC.2: Distinguish between sexual orientation, sexual behavior and sexual identity.
<b>Analyzing Influences (INF)</b>	ID.12.INF.1: Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.
<b>Pregnancy and Reproduction (PR)</b>	
<b>Core Concepts (CC)</b>	PR.12.CC.1: Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. PR.12.CC.3: Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care). PR.12.CC.4: Describe the signs of pregnancy.
<b>Analyzing Influences (INF)</b>	PR.12.INF.1: Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. PR.12.INF.3: Analyze factors that influence decisions about whether and when to become a parent.
<b>Accessing Information (AI)</b>	PR.12.AI.2: Access medically-accurate information and resources about emergency contraception. PR.12.AI.3: Access medically-accurate information about pregnancy and pregnancy options. PR.12.AI.4: Access medically-accurate information about prenatal care services.
<b>Decision-Making (DM)</b>	PR.12.DM.1: Apply a decision-making model to choices about safer sex practices, including abstinence and condoms. PR.12.DM.2: Assess the skills and resources needed to become a parent.
<b>Sexually Transmitted Diseases and HIV (SH)</b>	
<b>Core Concepts (CC)</b>	SH.12.CC.1: Describe common symptoms of and treatments for STDs, including HIV. SH.12.CC.2: Evaluate the effectiveness of abstinence, condoms and other safer methods in preventing the spread of STDs, including HIV.
<b>Analyzing Influences (INF)</b>	SH.12.INF.1: Analyze factors that may influence condom use and other safer sex decisions.
<b>Accessing Information (AI)</b>	SH.12.AI.1: Explain how to access local STD and HIV testing and treatment services. SH.12.AI.2: Access medically-accurate prevention information about STDs, including HIV.
<b>Interpersonal Communication (IC)</b>	SH.12.IC.1: Demonstrate skills to communicate with a partner about STD and HIV prevention and testing.

<b>Decision-Making (DM)</b>	SH.12.DM.1: Apply a decision-making model to choices about safer sex practices, including abstinence and condoms.
<b>Self-Management (SM)</b>	SH.12.SM.1: Analyze individual responsibility about testing for and informing partners about STDs and HIV status. SH.12.SM.2: Describe the steps to using a condom correctly.
<b>Advocacy (ADV)</b>	SH.12.ADV.1: Advocate for sexually active youth to get STD/HIV testing and treatment.
<b>Healthy Relationships (HR)</b>	
<b>Core Concepts (CC)</b>	HR.12.CC.2: Describe a range of ways to express affection within healthy relationships. HR.12.CC.3: Define sexual consent and explain its implications for sexual decision-making.
<b>Analyzing Influences (INF)</b>	HR.12.INF.2: Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.
<b>Interpersonal Communication (IC)</b>	HR.12.IC.1: Demonstrate effective strategies to avoid or end an unhealthy relationship. HR.12.IC.2: Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
<b>Self-Management (SM)</b>	HR.12.SM.1: Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.
<b>Personal Safety (PS)</b>	
<b>Advocacy (ADV)</b>	PS.12.ADV.1: Advocate for safe environments that encourage dignified and respectful treatment of everyone.
<b>Wisconsin State Statutes on Health Education – High School</b>	
<b>Lifesaving skills instruction</b> WI 118.076	(4), each school board operating any grade from 7 to 12, the operator of each charter school established under s. 118.40 (2r) or (2x) that operates any grade from 7 to 12, and the governing body of each private school that operates any grade from 7 to 12 shall do all of the following: (a) Provide instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation in any health education course offered to pupils in grades 7 to 12. The school board, operator of the charter school, or governing body of the private school shall use either of the following, and shall incorporate into the instruction the psychomotor skills necessary to perform cardiopulmonary resuscitation and cardiocerebral resuscitation: 1. An instructional program developed by the American Red Cross or the American Heart Association. 2. Nationally recognized, evidence-based guidelines for cardiopulmonary resuscitation and cardiocerebral resuscitation. (b) Provide instruction about automated external defibrillators to pupils enrolled in grades 7 to 12 in the school district, charter school, or private school.
<b>Human growth and development instruction</b> WI 118.019	(2) If an instructional program is provided, the following instructional program is recommended: (a) Present medically accurate information to pupils and, when age-appropriate, address the following topics:

	<p>1. The importance of communication about sexuality between the pupil and the pupil's parents or guardians.</p> <p>2. Reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation.</p> <p>5. The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent.</p> <p>7. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.</p> <p>8. How alcohol and drug use affect responsible decision making.</p> <p>9. The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality.</p> <p>10. Adoption resources, prenatal care, and postnatal supports.</p> <p>11. The nature and treatment of sexually transmitted infections.</p> <p>(c) Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships.</p> <p>(d) Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.</p> <p>(e) Address the positive connection between marriage and parenting.</p> <p>(f) Present information about avoiding stereotyping and bullying, including how to refrain from making inappropriate remarks, avoiding engaging in inappropriate physical or sexual behaviors, and how to recognize, rebuff, and report any unwanted or inappropriate remarks or physical or sexual behaviors.</p> <p>(2d) Nondiscrimination. An instructional program under this section shall use instructional methods and materials that, consistent with s. 118.13 (1), do not discriminate against a pupil based upon the pupil's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active pupils or children with disabilities. Nothing in this subsection shall be construed to prohibit a school board from approving an instructional program under this section that includes instruction on abstinence from sexual activity or that is abstinence-centered.</p> <p>(2m) Required subjects. If a school board provides instruction in any of the areas under sub. (2) (a), the school board shall ensure that instruction conforms to s. 118.13 (1) and that the following is provided, when age appropriate, in the same course and during the same year:</p> <p>(c) Presents abstinence from sexual activity as the preferred choice of behavior for unmarried pupils.</p> <p>(d) Emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome.</p>
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	<p>(e) Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children.</p> <p>(f) Explains pregnancy, prenatal development, and childbirth.</p> <p>(g) Explains the criminal penalties under ch. 948 for engaging in sexual activities involving a child.</p> <p>(h) Explains the sex offender registration requirements under s. 301.45. Instruction under this paragraph shall include who is required to report under s. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under s. 301.45.</p> <p>(i) Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.</p>
<b>Shaken baby syndrome and impacted babies</b> WI 253.15	<p>(5) Instruction for pupils. Each school board shall provide or arrange with a nonprofit organization or health care provider to provide age-appropriate instruction relating to shaken baby syndrome and impacted babies for pupils in one of grades 5 to 8 and in one of grades 10 to 12. The person providing the instruction may provide to each pupil receiving the instruction a copy of the written materials purchased or prepared under sub. (2), a presentation of the audiovisual materials purchased or prepared under sub. (2), and an oral explanation of those written and audiovisual materials.</p>
<b>School based Suicide prevention</b> WI 118.01(2)(d)7	<p>7. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs, under ch. 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils.</p>
<b>Social and Emotional Learning Competencies</b>	
<b>Emotional Development</b>	
<b>Learning Priority:</b> Understand and manage one's emotions.	
<b>Self-Awareness</b>	<ul style="list-style-type: none"> <li>Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).</li> </ul>
<b>Social Competence</b>	
<b>Learning Priority:</b> Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.	
<b>Relationship Skills</b>	<ul style="list-style-type: none"> <li>Learners will be able to independently seek and sustain positive, supportive relationships.</li> <li>Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others.</li> </ul>



	<ul style="list-style-type: none"> <li>Learners will be able to accept constructive feedback.</li> </ul>
<b>Decision Making</b>	<ul style="list-style-type: none"> <li>Learners will be able to apply steps of systemic decision making with consideration of well-being for oneself and others.</li> </ul>
<b>Decision Making/ Relationship Skills</b>	<ul style="list-style-type: none"> <li>Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety.</li> </ul>

<b>Key Vocabulary:</b>			
Health	Dating Violence	Infatuation	Domestic Abuse
Sexual Assault	Compromise	Conflict	Sexual Harassment
Active listening	Cardiovascular endurance	Muscular strength	Muscular endurance
Flexibility	Body composition	Static stretching	Ballistic stretching
Mindfulness	Distress	Eustress	Wise mind
Emotional mind	Reasonable mind	Addiction	Prescription
Over the Counter	Stimulant	Depressant	Narcotic
Opioids	Abstinence	Contraceptives	Wellness
Anorexia	Bulimia	Binge eating	Advocate
Physical literate	Health literate		

## **Topics/Content Outline- Units and Themes:**

### **Quarter One:**

#### **Unit 1: Introduction to Health**

- 10 Dimensions of Wellness
- Health vs Wellness

#### **Unit 2: Goal Setting**

- Physical Health (Nutrition, Physical Activity, Hygiene, etc)

#### **Unit 3: Communication**

- Relationships

#### **Unit 4: Analyzing Influences**

- Consumer Health and Safety

### **Quarter Two:**

#### **Unit 5: Accessing Valid Information**

- Mental/Emotional Health

**Unit 5:** Decision-Making

- Alcohol, Tobacco, & other Drugs (ATOD)

**Unit 6:** Self-Management

- Hands-Only CPR
- DBT/ Mindfulness

**Unit 7:** Advocacy

- Choice Health Project

Primary Resource(s):
<b>Lesson Planning for Skills-Based Health Education</b> Human Kinetics ISBN: 978-1-4925-5804-0 ©2019
<b>DBT Skills in School</b> Guilford Press ISBN: 978-1-4625-2559-1 ©2016
<b>My Sexual Health, My Future</b> Health Care Education & Training Online ©2020