



Kodiak Island Borough School District

Health Education Curriculum

Grades 9-12

KIBSD Health Curriculum

Philosophy Statement

KIBSD Health education is an essential part of each student's overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

Health literate individuals are aware of their personal values, are critical thinkers, problem solvers, responsible and productive citizens, self-directed learners, and effective communicators.

KIBSD Health education is based on the National Health Education Standards and Alaska's Skills for a Healthy Life. The National Health Education Standards are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

National Health Educations Standards:

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

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

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

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

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

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

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

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

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Health 1

(9th-10th Grade)

Course Description: The major emphasis in Health 1 is for students to comprehend concepts related to health promotion and disease prevention, analyze the influences on health behaviors, access valid health information and services, and use interpersonal communication skills and goal setting to enhance health.

Health 1: Units of Study
<p>Unit 1: Sexual Health</p> <p>Learning Targets:</p> <p>LT1: Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection, and pregnancy.</p> <p>LT2: Analyze the influence of family, peers, culture, media, and technology on sexual health practices, behaviors and relationships.</p> <p>LT3: Demonstrate effective communication skills to promote sexual health and healthy relationships.</p> <p>LT4: Demonstrate the ability to use goal-setting skills to avoid unhealthy sexual practices and behaviors.</p>
<p>Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention</p> <p>Learning Targets:</p> <p>LT1: Summarize the harmful short- and long-term physical, psychological, and social effects of using tobacco, alcohol, and other drugs.</p> <p>LT2: Analyze the influence of family, peers, culture, media, technology and other factors on tobacco, alcohol, and other drug use and prevention.</p> <p>LT3: Demonstrate effective communication skills to prevent substance use and abuse.</p> <p>LT4: Demonstrate the ability to use goal-setting skills to avoid tobacco, alcohol, and other drug use.</p>
<p>Unit 3: Mental and Emotional Health</p> <p>Learning Targets:</p> <p>LT1: Analyze the interrelationship of physical, mental, emotional, social, and spiritual health.</p> <p>LT2: Demonstrate effective communication skills to enhance mental and emotional health and prevent interpersonal conflict.</p>
<p>Unit 4: Safety and Violence Prevention</p> <p>Learning Targets:</p> <p>LT1: Analyze the influence of family, peers, culture, media, technology and other factors on safety and violence prevention.</p> <p>LT2: Demonstrate effective communication skills to prevent violence and enhance safety and injury prevention.</p>
<p>Unit 5: Nutrition and Fitness</p> <p>Learning Targets:</p> <p>LT1: Analyze the benefits of healthy eating and physical fitness.</p> <p>LT2: Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.</p>
<p>Unit 6: Consumer Health</p> <p>Learning Targets:</p> <p>LT1: Evaluate the validity of health information, products, and services.</p> <p>LT2: Use resources from home, school, and community that provide valid health information.</p> <p>LT3: Determine the accessibility of products and services that enhance health.</p> <p>LT4: Determine when professional health services may be required.</p>

Unit 1: Sexual Health

Measurement Topics:

- Students will understand effective risk avoidance strategies and analyze the internal and external influences on sexual health behaviors. (NHES 1, 2)
- Students will use interpersonal communication skills and goal-setting to promote sexual health and avoid or reduce unhealthy sexual practices and behaviors. (NHES 4, 6)

Learning Targets	Skill Expectations by Standard
<p>LT 1: Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection, and pregnancy. (Standard 1)</p> <p>LT 2: Analyze the influence of family, peers, culture, media, and technology on sexual health practices, behaviors, and relationships. (Standard 2)</p>	<p>Standard 1: Core Concepts STIs and HIV Infection Prevention</p> <ul style="list-style-type: none">• Summarize the signs and symptoms of common STIs and HIV.• Summarize how common STIs and HIV are transmitted.• Summarize the short- and long-term consequences of common STIs and HIV.• Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STIs, and pregnancy.• Summarize ways to prevent the spread of common infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic needles or tattoo needles.<ul style="list-style-type: none">○ Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other infection by STIs, including HPV (Human Papillomavirus).○ Analyze the effectiveness of perfect use vs. typical use of contraceptive methods in reducing the risk of pregnancy. <p>Standard 2: Internal and External Influence</p> <ul style="list-style-type: none">• Explain the influence of public health policies and state laws on sexual health practices, behaviors, and relationships.<ul style="list-style-type: none">○ Age of consent (State of AK: 16)• Analyze how school, community, media, technology, family, and culture influence healthy and unhealthy sexual practices, behaviors, and relationships.<ul style="list-style-type: none">○ Analyze characteristics of healthy relationships.○ Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.○ Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends. (e.g., abusive relationships)• Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. (e.g., sexual orientation LGBTQ, gender identity, gender expression)• Analyze how substance use influences the likelihood of engaging in risky sexual behavior. <p>Standard 4: Interpersonal Communication</p>

<p>LT 3: Demonstrate effective communication skills to promote sexual health and healthy relationships. (Standard 4)</p> <p>LT 4: Demonstrate the ability to use goal-setting skills to avoid unhealthy sexual practices and behaviors. (Standard 6)</p>	<ul style="list-style-type: none"> • Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal sexual health of oneself and others. <ul style="list-style-type: none"> ○ Explain the consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites. • Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health. <ul style="list-style-type: none"> ○ Active listening ○ "I" Statements <p>Standard 6: Goal Setting</p> <ul style="list-style-type: none"> • Assess personal practices and behaviors related to sexual health. • Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STD's. <ul style="list-style-type: none"> ○ SMART Goals: (Specific, Measureable, Achievable, Relevant, Time-based) • Develop and implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs. <ul style="list-style-type: none"> ○ Establish boundaries.
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Unit 1 Activities/Resources

- Pearson Health- Unit 7: Chapter 22
- Pearson Human Sexuality- Chapter 1: Sections 1, 2; Chapters: 3, 5
- Pearson Teens Talk Videos: #20, #21, #22, #26
- The Fourth R (Grade 9)- Unit 2: Lessons 1-5
- SMART Goal Handout: Appendix
- Classroom Visit: Kodiak Public Health for Sexual Health stations:
 - Address: 316 Mission Rd., Room 207; Phone: (907) 486-3319
- Maslow's Hierarchy of Needs

Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention

Measurement Topic: Students will understand how tobacco, alcohol, and other drug use affects behavior, peer perception, and decision-making. (NHES 1, 2, 4, 6)

Learning Targets	Skill Expectations by Standard
<p>LT 1: Summarize the harmful short- and long-term physical, psychological, and social effects of using tobacco, alcohol, and other drugs. (Standard 1)</p> <p>LT 2: Analyze the influence of family, peers, culture, media, technology and other factors on tobacco, alcohol, and other drug use and prevention. (Standard 2)</p> <p>LT 3: Demonstrate effective communication skills to prevent substance use and abuse. (Standard 4)</p> <p>LT 4: Demonstrate the ability to use goal-setting skills to avoid tobacco, alcohol, and other drug use. (Standard 6)</p>	<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Differentiate between proper use and abuse of over the counter and prescription medicines. • Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss. • Summarize why alcohol- and other drug-use is an unhealthy way to manage weight or stress. <p>Standard 2: Internal and External Influence</p> <ul style="list-style-type: none"> • Analyze how peers and perceptions of norms influence substance use. <ul style="list-style-type: none"> ○ Analyze why individuals choose to use or not to use tobacco, alcohol, and other drugs. • Analyze how culture supports and challenges substance use prevention beliefs, practices and behaviors. <ul style="list-style-type: none"> ○ Summarize family rules, school rules, and community laws about tobacco, alcohol, and other drugs. • Analyze the effect of media and technology on personal behaviors related to alcohol- and other drug-use. (e.g., advertising tactics) <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco, alcohol, and other drug use. <ul style="list-style-type: none"> ○ Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. ○ Describe the harmful effects of binge drinking. • Demonstrate how to effectively ask for assistance with personal or family addiction. • Understand the effects of substance use on a person’s decision making and behaviors. <p>Standard 6: Goal Setting</p> <ul style="list-style-type: none"> • Access personal practices and behaviors related to alcohol and other drug use. • Develop and implement strategies, including self-monitoring, to achieve a personal goal related to alcohol- and other drug-use prevention. (e.g., to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs.) • SMART Goals: (Specific, Measureable, Achievable, Relevant, Time-based)

Unit 2 Activities/Resources

- Pearson Health- Unit 5: Chapter 15
- Pearson Teens Talk Videos: #11, #15, #16
- Fourth R- Unit 3: Lessons 1-7
- SMART Goal Handout: Appendix
- Research resources for addiction information: Kodiak Health Clinic, Teen Addiction, counselors, teachers, substance use and abuse.

Unit 4: Safety and Violence Prevention

Measurement Topic: Students will analyze the factors that influence violence and demonstrate effective communication skills to enhance personal safety and violence prevention. (NHES 2, 4)

Learning Targets	Skill Expectations by Standard
<p>LT 1: Analyze the influence of family, peers, culture, media, technology and other factors on safety and violence prevention. (Standard 2)</p> <p>LT 2: Demonstrate effective communication skills to prevent violence and enhance safety and injury prevention. (Standard 4)</p>	<p>Standard 2: Internal and External Influences</p> <ul style="list-style-type: none">• Analyze how substance use influences the likelihood of engaging in violent behaviors.• Analyze how peers and perceptions of norms influence healthy and unhealthy safety and violence prevention practices and behaviors.• Analyze how culture supports and challenges violence prevention beliefs, practices and behaviors.<ul style="list-style-type: none">○ Analyze the negative consequences of violence to perpetrators, victims, and bystanders.○ Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.• Summarize ways to reduce safety hazards at home, school, and community. (e.g., around water, playing sports, firearms, severe weather) <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none">• Demonstrate effective communication strategies to prevent, manage and resolve interpersonal conflict.<ul style="list-style-type: none">○ Describe ways to express anger non-violently.• Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal safety of oneself and others.• Demonstrate effective negotiation and collaboration skills to avoid or reduce injury and prevent violence.<ul style="list-style-type: none">○ Analyze why it is important to understand the perspectives of others in resolving a conflict situation.

Unit 4 Activities/Resources

- Pearson Health- Unit 2: Chapter 7
- Pearson Teens Talk Videos: #7
- Fourth R- Unit 1: Lessons 3-7
- Four options for handling conflict: delay, refusal, negotiation, talk to an adult
- Develop "I" statements

Unit 5: Nutrition and Fitness

Measurement Topic: Students will understand how nutrition and physical fitness affect overall health and well-being. (NHES 1, 6)

Learning Targets

LT 1: Analyze the benefits of healthy eating and physical fitness. (Standard 1)

LT 2: Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle. (Standard 6)

Skill Expectations by Standards

Standard 1: Core Concepts

Healthy Eating

- Describe the recommendations of the U.S. Dietary Guidelines for Americans and how they are useful in planning a healthy diet.
- Describe the relationship between poor personal health and wellness habits (e.g. diet) and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.

Physical Fitness

- Analyze how an inactive lifestyle contributes to chronic disease.
- Analyze ways to increase physical activity and decrease inactivity.
- Summarize how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment).

Standard 6: Goal Setting

- Access personal eating and physical activity practices and behaviors.
- Set a realistic personal goal to improve healthy eating and physical fitness behaviors.
- Implement strategies, including self-monitoring, to achieve a personal goal to improve healthy eating and physical fitness behaviors. (e.g. personal activity log)
- SMART Goals (Specific, Measureable, Achievable, Relevant, Time-based)

Unit 5 Activities/Resources

- Pearson Health- Unit 3: Chapter 8; Unit 4: Chapter 12- Section 2, Chapter 13- Section 2, Unit 7: Chapter 23
- Pearson Teens Talk Videos: #9, #13
- <http://www.choosemyplate.gov/>
- SMART Goal Handout: Appendix
- BMI, Target Heart Rate, Max Heart Rate
- Blood glucose and blood pressure screening by a professional
- Harvard School of Public Health: <http://www.hsph.harvard.edu/nutritionsource/>

Unit 6: Consumer Health

Measurement Topic: Students will demonstrate the ability to access valid information, products, and services to enhance personal health. (NHES 3)

Learning Targets	Skill Expectations by Standard
<p>LT 1: Evaluate the validity of health information, products, and services.</p> <p>LT 2: Use resources from home, school, and community that provide valid health information.</p> <p>LT 3: Determine the accessibility of products and services that enhance health.</p> <p>LT 4: Determine when professional health services may be required.</p>	<p>Standard 3: Accessing Information</p> <ul style="list-style-type: none"> • Evaluate the validity and reliability of personal, mental, and sexual health information, products, and services. <ul style="list-style-type: none"> ○ Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases. ○ Summarize importance of health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health. <ul style="list-style-type: none"> ▪ Dental Health and Hygiene • Determine the accessibility of valid and reliable personal, mental, and sexual health products and services.

Unit 6 Activities/Resources:

- Pearson Health- Unit 8; Chapters 24, 25; Unit 4: Chapter 14-Section 1 (Dental Health)
- The Fourth R: Grade 9; Unit 2-Lesson 7, pg. 69

National Health Education and Alaska Health Education Standards Alignment

Health 1		
	National Health Education Standards	Alaska Health Education Standards (Skills for a Healthy Life)
Unit 1: Sexual Health	SH1.12.1, SH1.12.4, SH1.12.5, SH1.12.6, SH1.12.7, SH1.12.14, SH1.12.15, SH1.12.16, SH1.12.17, SH1.12.18, SH1.12.20, SH1.12.21, SH1.12.22, SH1.12.36, SH1.12.37, SH2.12.1, SH2.12.3, SH2.12.5, SH2.12.7, SH2.12.8, SH4.12.1, SH4.12.2, SH4.12.5, SH6.12.1, SH6.12.2, SH6.12.5, PHW1.12.8	A: 1, 2, 3, 4, 5, 7, 8 B: 2, 4, 6 C: 1, 2, 3, 4, 5 D: 1, 2, 3, 4, 6
Unit 2: Tobacco, Alcohol, and Other Drug use and Prevention	AOD1.12.1, AOD1.12.2, AOD1.12.5, AOD1.12.6, AOD1.12.7, AOD1.12.10, AOD1.12.11, AOD1.12.14, AOD1.12.15, AOD1.12.19, AOD2.12.2, AOD2.12.3, AOD2.12.8, AOD4.12.4, AOD4.12.5, AOD6.12.1, AOD6.12.2, AOD6.12.5	A: 1, 2, 3, 5 B: 1, 2, 3, 4, 6 C: 5, 6 D: 1, 2, 3, 4, 6
Unit 3: Mental and Emotional Health	MEH1.12.1, MEH1.12.3, MEH1.12.4, MEH1.12.5, MEH1.12.7, MEH1.12.8, MEH1.12.10, MEH1.12.14, MEH1.12.16, MEH1.12.23, MEH1.12.24, V1.12.5, V1.12.6, V1.12.8, MEH4.12.2, MEH4.12.3	A: 1, 3, 4, 5 B: 1, 2, 4, 5, 6 C: 1, 2, 3, 4, 5 D: 1, 2, 6
Unit 4: Safety and Violence Prevention	V1.12.2, V1.12.3, V1.12.4, V1.12.10, V1.12.12, V1.12.17, S1.12.8, S1.12.9, S1.12.10, S1.12.11, S2.12.2, S2.12.3, V2.12.2, V2.12.3, S4.12.1, S4.12.2, S4.12.3, V4.12.1, V4.12.2, V4.12.3	A: 1, 2, 3, 4, 5 B: 2, 3, 4, 5, 6 C: 1, 4, 5, 6 D: 1, 2, 6
Unit 5: Nutrition and Fitness	HE1.12.1, HE1.12.2, HE1.12.3, HE1.12.5, HE1.12.8, HE1.12.20, PA1.12.1, PA1.12.2, PA1.12.5, PHW1.12.10, HE6.12.1, HE6.12.2, HE6.12.5, PA6.12.1, PA6.12.2, PA6.12.5	A: 1, 2, 3, 5, 6 B: 1, 5 D: 2
Unit 6: Consumer Health	MEH3.12.1-4, MEH3.12.6, PHW3.12.1-4, PHW3.12.6, SH3.12.1-4, SH3.12.6, PHW1.12.11, PHW1.12.12	A: 1, 2, 6 B: 2, 5 D: 4

Standards Key:

NHES= National Health Education Standard

AOD= Alcohol and Other Drug Use and Prevention

HE= Healthy Eating

MEH= Mental and Emotional Health

PHW= Personal Health and Wellness

PA= Physical Activity

S= Safety and Injury Prevention

SH= Sexual Health

T= Tobacco

V= Violence

Health 1: Course Overview Letter to Parents/Guardians

Date _____

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student’s overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

Provided below are the Health 1 Units of Study and Learning Targets:

Units of Study	Learning Targets
Unit 1: Sexual Health	LT 1: Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection, and pregnancy. LT 2: Analyze the influence of family, peers, culture, media, and technology on sexual health practices, behaviors, and relationships. LT3: Demonstrate effective communication skills to promote sexual health and healthy relationships. LT 4: Demonstrate the ability to use goal-setting skills to avoid unhealthy sexual practices and behaviors.
Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention	LT 1: Summarize the harmful short- and long-term physical, psychological, and social effects of using tobacco, alcohol, and other drugs. LT 2: Analyze the influence of family, peers, culture, media, technology, and other factors on tobacco, alcohol, and other drug use and prevention. LT 3: Demonstrate effective communication skills to prevent substance use and abuse. LT 4: Demonstrate the ability to use goal-setting skills to avoid tobacco, alcohol, and other drug use.
Unit 3: Mental and Emotional Health	LT 1: Analyze the interrelationship of physical, mental, emotional, social, and spiritual health. LT 2: Demonstrate effective communication skills to enhance mental and emotional health and prevent interpersonal conflict.
Unit 4: Safety and Violence Prevention	LT 1: Analyze the influence of family, peers, culture, media, technology, and other factors on safety and violence prevention. LT 2: Demonstrate effective communication skills to prevent violence and enhance safety and injury prevention.
Unit 5: Nutrition and Fitness	LT 1: Analyze the benefits of healthy eating and physical fitness. LT 2: Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.
Unit 6: Consumer Health	LT 1: Evaluate the validity of health information, products, and services. LT 2: Use resources from home, school, and community that provide valid health information. LT 3: Determine the accessibility of products and services that enhance health. LT 4: Determine when professional health services may be required.

I hope this information helps you understand what your child will be learning in the Health 1 course. As you know, children at this age are changing rapidly both physically and emotionally and I hope to help them gain a better understanding of themselves and their peers. Adolescents are highly influenced by peers and may receive false information, which can result in misconceptions. Often during classroom discussions students bring up questions and the goal of the Health 1 course is to help provide some answers. However, I strongly encourage students to first and foremost communicate with their parents regarding any aspect of health class. I believe that parents provide the main source of information for their children and this class works in partnership with parents.

As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

Please feel free to contact me at any time during the semester if you have questions or concerns about the Health 1 curriculum. I am located in Rm. _____ at KHS and my email address is _____.

Sincerely,

.....
I have read and understand the curriculum for the Health 1 course.

Parent/Guardian Signature _____

Student Name _____

Health 1: Sexual Health

Letter to Parents/Guardians

Date _____

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student’s overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

This letter is to inform you that we will be studying the following sexual health topics. As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

Units of Study	Learning Targets
Unit 1: Sexual Health	<p>LT 1: Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection, and pregnancy.</p> <ul style="list-style-type: none"> • Signs/Symptoms/Transmission of common STIs and HIV. • Short and long-term consequences of common STIs and HIV. • Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods from HIV, other STIs, and pregnancy. • Summarize ways to prevent the spread of common infectious diseases such as HIV. <ul style="list-style-type: none"> ○ Analyze the effectiveness of condoms and other contraceptive methods in reducing the risk of pregnancy, HIV, and other STIs, including HPV (Human Papillomavirus). <p>LT 2: Analyze the influence of family, peers, culture, media, and technology on sexual health practices, behaviors, and relationships.</p> <ul style="list-style-type: none"> • Influence of public health policies and state laws. (age of consent) • Influence of school, community, media, technology, family, and culture. <ul style="list-style-type: none"> ○ Healthy relationships, importance of talking to trusted adults, strategies for dealing with difficult relationships. • Influence of peers and perceptions of norms. <ul style="list-style-type: none"> ○ Sexual orientation, LGBTQ, gender identity, gender expression • Influence of substance abuse on engaging in risky sexual behavior. <p>LT3: Demonstrate effective communication skills to promote sexual health and healthy relationships.</p> <ul style="list-style-type: none"> • How to manage personal information in electronic communications and when using social media to protect sexual health of oneself and others. • How to effectively ask for assistance to improve or maintain sexual health. <p>LT 4: Demonstrate the ability to use goal-setting skills to avoid unhealthy sexual practices and behaviors.</p> <ul style="list-style-type: none"> • Access personal sexual health practices and behaviors. • Set a realistic goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs. (SMART Goal)

Please feel free to contact me if you have questions or concerns. I am located in Rm. _____ at KHS and my email address is _____.

Sincerely,

Health 2

(11th-12th Grade)

Course Description: The major emphasis in Health 2 is for students to comprehend concepts related to health promotion and disease prevention, analyze the influences on health behaviors, apply thoughtful decision making and self-management skills to enhance health, acquire important life skills, and advocate for personal, family, and community health.

Health 1: Units of Study
<p>Unit 1: Sexual Health</p> <p>Learning Targets:</p> <p>LT1: Analyze the influence of peers, family, personal attitudes, values, beliefs and perceptions of norms, media, technology, and education on healthy and unhealthy sexual health practices, behaviors, and relationships.</p> <p>LT 2: Demonstrate the ability to use decision-making skills to be sexually responsible.</p> <p>LT 3: Analyze the role of individual responsibility for sexual health.</p> <p>LT 4: Collaborate with others to advocate for improving personal, family, and community sexual health.</p>
<p>Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention</p> <p>Learning Targets:</p> <p>LT 1: Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.</p> <p>LT 2: Determine the value of applying responsible decision making related to tobacco, alcohol, and other drug use.</p> <p>LT 3: Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco, alcohol, and other drug free.</p>
<p>Unit 3: Mental and Emotional Health</p> <p>Learning Targets:</p> <p>LT 1: Analyze the interrelationship of physical, mental, emotional, social, and spiritual health.</p> <p>LT 2: Demonstrate the ability to use decision making skills to enhance mental and emotional health.</p>
<p>Unit 4: Safety and Violence Prevention</p> <p>Learning Targets:</p> <p>LT 1: Demonstrate the ability to use decision-making skills to enhance personal safety and violence prevention.</p> <p>LT 2: Analyze the role of individual responsibility in promoting personal safety and violence prevention.</p> <p>LT 3: Collaborate with others to advocate for preventing personal, family, and community violence.</p>
<p>Unit 5: Nutrition and Fitness</p> <p>Learning Targets:</p> <p>LT 1: Summarize the importance of healthy eating and physical activity in maintaining overall personal health.</p>
<p>Unit 6: Life Skills</p> <p>Learning Targets:</p> <p>LT 1: Demonstrate the ability to create a budget, apply for loans, and access health care using insurance.</p> <p>LT 2: Students will demonstrate the ability to use skills to gain employment now or in the future.</p>

Unit 1: Sexual Health

Measurement Topics:

- Students will apply decision making, self-management, and advocacy skills to promote sexually responsible practices and behaviors. (NHES 5, 7, 8)
- Students will analyze the internal and external influences on sexual health practices and behaviors. (NHES 2)

Learning Targets

LT1: Analyze the influence of peers, family, personal attitudes, values, beliefs and perceptions of norms, media, technology, and education on healthy and unhealthy sexual health practices, behaviors, and relationships. (Standard 2)

LT 2: Demonstrate the ability to use decision-making skills to be sexually responsible. (Standard 5)

LT 3: Analyze the role of individual responsibility for sexual health. (Standard 7)

Skill Expectations by Standard

Standard 2: Internal and External Influence

- Explain the influence of public health policies and state laws on sexual health practices, behaviors, and relationships.
- Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships. (e.g., sexuality, LGBTQ, contraceptives, age of consent, etc.)

Standard 5: Decision Making

- Examine barriers to making a decision related to relationships or sexual health.
- Determine the value of applying thoughtful decision making regarding a potentially risky sexual health-related decision.
 - Analyze situations that could lead to being pressured to having sex.
 - Summarize ways to prevent pregnancy and the sexual transmission of HIV and other common STIs. (e.g., using a contraceptive, choosing a birth control)
- Justify when individual or collaborative decision making is appropriate regarding a potentially risky sexual situation.
 - Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
- Predict the potential short-term and long-term consequences of alternatives of sexual health-related decisions.
 - Explain the basic effects and costs for treatments of common STIs and HIV.

Teen Pregnancy

- Students will analyze the emotional, social, physical, and financial effects of being a teen parent. (e.g., childcare, insurance)

Standard 7: Self-Management

- Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.
- Demonstrate practices and behaviors to improve the sexual health of oneself and others.
 - Explain why it is an individual's responsibility to verify that all sexual contact is consensual.

LT 4: Collaborate with others to advocate for improving personal, family, and community sexual health. (Standard 8)

- Age of consent (State of AK: 16)?
 - Summarize why individuals have the right to refuse sexual contact.
- Make a commitment to practice healthy sexual behaviors.
- Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.

Standard 8: Advocacy

- Encourage school and community environments to promote the health of others, without regard to aspects of their sexuality.
 - Summarize ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one’s own.
- Persuade others about the importance of ensuring there are safe, accessible, equitable, and affordable sexual health opportunities, products, and services to improve the health of oneself and others.
 - Explain the importance of immunizations, checkups, examinations, and health screenings, such as breast self-examination, testicular self-examination, and Pap smears necessary to maintain sexual and reproductive health.
 - Demonstrate awareness of family health and genetics.

Unit 1 Activities/Resources

Resources

- Pearson Human Sexuality- Chapter 1-Section 4; Chapter 2- Keeping Healthy Sections ONLY; Chapter 4 (Teen Pregnancy)
- Pearson Teens Talk Vide #6, #19, #24
- TEA Video- <https://www.youtube.com/watch?v=fGoWLWS4-kU>
- Public Health Nurses
- WIC- Women, Infants and Children: <http://www.fns.usda.gov/wic/women-infants-and-children-wic>
- “Baby Think It Over”
- Women’s Resource Center
- Kodiak Crisis Pregnancy Center
- Office of Children’s Services (OCS)
- KANA- FAS & HIV Nurse

Activities

- Public Awareness Video Presentation (Standard 8)
- Present to Health 1 Classes
- STI/Contraceptive Scavenger Hunt
- Budget for a baby
- Applying for Insurance (How to obtain insurance)
- Research services and resources in Kodiak
- Benefit vs. Risk of Decisions

Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention

Measurement Topic: Students will understand how tobacco, alcohol, and other drug use affects behavior, peer perception, and decision-making. (NHES 1, 5, 8)

Learning Targets	Skill Expectations by Standard
<p>LT 1: Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (Standard 1)</p> <p>LT 2: Determine the value of applying responsible decision making related to tobacco, alcohol, and other drug use. (Standard 5)</p> <p>LT 3: Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco, alcohol, and other drug free. (Standard 8)</p>	<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Analyze short- and long-term benefits of remaining tobacco, alcohol- and drug-free. • Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States. • Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis. • Explain the effects of alcohol and other drug use during pregnancy. <p>Standard 5: Decision Making</p> <ul style="list-style-type: none"> • Analyze how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use. <ul style="list-style-type: none"> ○ Analyze why individuals choose to use or not to use tobacco, alcohol, and other drugs. ○ Summarize family rules, school rules, and community laws about tobacco, alcohol- and other drug-use. • Summarize the importance of not riding with a driver who has been using alcohol and other drugs. • Distinguish between social and binge drinking. <p>Standard 8: Advocacy</p> <ul style="list-style-type: none"> • Collaborate with others to advocate for personal, family, and community to be tobacco, alcohol, and other drug free. <ul style="list-style-type: none"> ○ Analyze how addiction to tobacco, alcohol and other drug use can be treated.

Unit 2 Activities/Resources

- Pearson Health- Unit 5: Chapter 15-Section 4; Chapter 17
- Pearson Teens Talk Videos- #15, #17
- Kodiak Police Liaison/DARE Officer
- KANA Substance Abuse Counselor

Unit 4: Safety and Violence Prevention

Measurement Topic: Students will demonstrate effective communication, self-management, and advocacy strategies to enhance personal safety and violence prevention. (NHES 5, 7, 8)

Learning Targets	Skill Expectations by Standard
<p>LT 1: Demonstrate the ability to use decision-making skills to enhance personal safety and violence prevention. (Standard 5)</p> <p>LT 2: Analyze the role of individual responsibility in promoting personal safety and violence prevention. (Standard 7)</p> <p>LT 3: Collaborate with others to advocate for preventing personal, family, and community violence. (Standard 8)</p>	<p>Standard 5: Decision Making</p> <ul style="list-style-type: none"> • Examine barriers to making a decision that could lead to violence. • Determine the value of applying thoughtful decision making to a potentially violent situation. • Analyze how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence. <ul style="list-style-type: none"> ○ Analyze situations that could lead to different types of violence. (e.g., gang involvement) <p>Standard 7: Self-Management</p> <ul style="list-style-type: none"> • Evaluate personal practices and behaviors that promote safety and reduce or prevent injuries. • Demonstrate safety and injury prevention practices and behaviors that improve the health of oneself and others. <ul style="list-style-type: none"> ○ Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others. • Explain accepted procedures for basic emergency care and lifesaving. (CPR Training, Basic First Aid) <p>Standard 8: Advocacy</p> <ul style="list-style-type: none"> • Persuade and support others to prevent violence. <ul style="list-style-type: none"> ○ Explain how bystanders can help prevent violence by reporting dangerous situations or actions.

Unit 4 Activities/Resources

- Pearson Health- Unit 8: Chapter 26; First Aid Appendix
- Pearson Teens Talk Videos- #26
- Simulate injuries and role-playing exercises
- Assemble emergency/disaster kits
- Red Cross
- USCG Rescue Swimmers
- Local Fire Department
- Kodiak SnoBruins
- Kodiak Island Search and Rescue

Unit 5: Nutrition and Fitness

Essential Learning or Measurement Topic: Students will understand how nutrition and physical fitness affect overall health and well-being. (NHES 1, 7)

Learning Targets

LT 1: Summarize the importance of healthy eating and physical activity in maintaining overall personal health. (Standard 7)

Suggested Activities/Resources

Standard 7: Self Management

- Analyze the role of individual responsibility for being physically active and enhancing healthy eating behaviors.
- Demonstrate healthy practices and behaviors to improve the physical activity and healthy eating of oneself and others.

Healthy Eating

- Summarize how to make healthy food selections when dining out.
- Summarize the relationship between access to healthy foods and personal food choices.
- Summarize the physical, mental, social, and academic benefits of eating breakfast everyday.
- Analyze healthy and risky approaches to weight management (diet fads, anorexia, bulimia, etc.).

Physical Activity

- Summarize the mental and social benefits of physical activity.
- Evaluate the short- and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility; healthy weight management; and reducing chronic diseases.
- Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone-strengthening physical activity for adolescents and adults.

Unit 5 Activities/Resources

- Pearson Health- Unit 3: Chapter 9 (Healthy Eating); Unit 4: Chapter 13- Section 1, 2 (Physical Activity)
- Pearson Teens Talk Videos- #8, #9, #13, #14
- KANA Wellness Center www.kodiakhealthcare.org
- <http://www.choosemyplate.gov/>
- WIC Dietician
- Nutritionist
- Personal Trainer

Unit 6: Life Skills

Measurement Topic: Students will demonstrate the ability to transition from adolescence to adulthood by learning important life skills.

Learning Targets	Skill Expectations by Standard
LT 1: Demonstrate the ability to create a budget, apply for loans, and access health care using insurance. LT 2: Students will demonstrate the ability to use skills to gain employment now or in the future.	<ul style="list-style-type: none">• Budgeting for college, marriage, and children.• Taxes• Applying for Loans• Credit Ratings (How to Build Credit)• Basics for Insurance Policies• Employability Skills• Job Interviews• Rights, Responsibilities, Appropriate Conduct, and Ethics in the Work Place

Unit 6 Activities/Resources:

- Pearson Health- Unit 8: Chapter 24
- Pearson Teens Talk Videos- #24
- Compare and budget for costs of health insurance, imaginary pre-existing conditions
- Alaska Career Inventory System <https://acpe.alaska.gov/>

National Health Education and Alaska Health Education Standards Alignment

Health 2		
	National Health Education Standards	Alaska Health Education Standards (Skills for a Healthy Life)
Unit 1: Sexual Health	SH1.12.5, SH1.12.10, SH1.12.12, SH1.12.25, SH1.12.26, SH1.12.28, SH1.12.30, SH1.12.31, SH1.12.38, SH1.12.42, SH1.12.43, SH2.12.1, SH2.12.2, SH5.12.1, SH5.12.2, SH5.12.3, SH5.12.6, SH7.12.1-4, SH8.12.4, SH8.12.5, SH8.12.7	A: 1, 3, 4, 5, 6, 7, 8 B: 1, 2, 3, 4, 5, 6 C: 1, 2, 3, 4, 5, 6 D: 1, 3, 4, 6
Unit 2: Tobacco, Alcohol, and Other Drug use and Prevention	AOD1.12.5, AOD1.12.8, AOD1.12.11, AOD1.12.12, AOD1.12.13, AOD1.12.14, AOD1.12.16, AOD1.12.17, AOD1.12.20, AOD1.12.21, AOD5.12.4, AOD8.12.1, AOD8.12.5, PHW1.12.7	A: 1, 2, 3, 4, 5, 6 B: 1, 2, 3, 4, 5, 6 C: 6 D: 1, 2, 4, 6
Unit 3: Mental and Emotional Health	MEH1.12.1, MEH1.12.2, MEH1.12.6, MEH1.12.11, MEH1.12.12, MEH1.12.15, MEH1.12.19, MEH5.12.1, MEH5.12.3, MEH5.12.6	A: 1, 3, 4, 5, 6 B: 1, 2, 3, 4, 5, 6 C: 4, 5 D: 1, 6
Unit 4: Safety and Violence Prevention	V1.12.11, V1.12.9, V1.12.28, S1.12.18, V5.12.1, V5.12.2, V5.12.4, S7.12.1-3, V7.12.1-3, V8.12.2-3	A: 1, 2, 3, 4, 5 B: 1, 2, 4, 6 C: 1, 6 D: 1, 2, 3, 6
Unit 5: Nutrition and Fitness	HE1.12.11, HE1.12.12, HE1.12.14, HE1.12.16, HE1.12.18, PA1.12.3, PA1.12.4, PA1.12.7, HE7.12.1, HE7.12.3, PA7.12.1, PA7.12.3	A: 1, 2, 5, 6 B: 1 C: 5 D: 1, 2
Unit 6: Life Skills	PHW5.12.2, PHW5.12.3, PHW5.12.4, PHW5.12.6	A: 1, 5, 6 B: 1, 2, 4, 5, 6 D: 1, 2, 3, 4, 6

Standards Key:

NHES= National Health Education Standard

AOD= Alcohol and Other Drug Use and Prevention

HE= Healthy Eating

MEH= Mental and Emotional Health

PHW= Personal Health and Wellness

PA= Physical Activity

S= Safety and Injury Prevention

SH= Sexual Health

T= Tobacco

V= Violence

Health 2: Course Overview Letter to Parents/Guardians

Date _____

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student’s overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

Provided below are the Health 2 Units of Study and Learning Targets:

Units of Study	Learning Targets
Unit 1: Sexual Health	LT 1: Analyze the influence of peers, family, personal attitudes, values, beliefs, and perceptions of norms, media, technology, and education on healthy and unhealthy sexual health practices, behaviors, and relationships. LT 2: Demonstrate the ability to use decision-making skills to be sexually responsible. LT 3: Analyze the role of individual responsibility for sexual health. LT 4: Collaborate with others to advocate for improving personal, family, and community sexual health.
Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention	LT 1: Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. LT 2: Determine the value of applying responsible decision making related to tobacco, alcohol, and other drug use. LT 3: Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco, alcohol, and other drug use.
Unit 3: Mental and Emotional Health	LT 1: Analyze the interrelationship of physical, mental, emotional, social, and spiritual health. LT 2: Demonstrate the ability to use decision making skills to enhance mental and emotional health.
Unit 4: Safety and Violence Prevention	LT 1: Demonstrate the ability to use decision making skills to enhance personal safety and violence prevention. LT 2: Analyze the role of individual responsibility in promoting personal safety and violence prevention. LT 3: Collaborate with others to advocate for preventing personal, family, and community violence.
Unit 5: Nutrition and Fitness	LT 1: Summarize the importance of healthy eating and physical activity in maintaining overall personal health.
Unit 6: Life Skills	LT 1: Demonstrate the ability to create a budget, apply for loans, and access health care using insurance. LT 2: Students will demonstrate the ability to use skills to gain employment now or in the future.

I hope this information helps you understand what your child will be learning in the Health 2 course. As you know, children at this age are changing rapidly both physically and emotionally and I hope to help them gain a better understanding of themselves and their peers. Adolescents are highly influenced by peers and may receive false information, which can result in misconceptions. Often during classroom discussions students bring up questions and the goal of the Health 2 course is to help provide some answers. However, I strongly encourage students to first and foremost communicate with their parents regarding any aspect of health class. I believe that parents provide the main source of information for their children and this class works in partnership with parents.

As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

Please feel free to contact me at any time during the semester if you have questions or concerns about the Health 2 curriculum. I am located in Rm. _____ at KHS and my email address is _____.

Sincerely,

.....

I have read and understand the curriculum for the Health 2 course.

Parent/Guardian Signature _____

Student Name _____

Health 2: Sexual Health Letter to Parents/Guardians

Date _____

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student’s overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

This letter is to inform you that we will be studying the following sexual health topics. As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

Units of Study	Learning Targets
Unit 1: Sexual Health	<p>LT 1: Analyze the influence of peers, family, personal attitudes, values, beliefs, and perceptions of norms, media, technology, and education on healthy and unhealthy sexual health practices, behaviors, and relationships.</p> <ul style="list-style-type: none"> • Influence of public health policies and state laws. • Sexuality, LGBTQ, Contraceptives, Age of Consent <p>LT 2: Demonstrate the ability to use decision-making skills to be sexually responsible.</p> <ul style="list-style-type: none"> • Examine barriers to sexual health decision making. • Value of thoughtful decision making regarding potentially risky sexual health decisions. <ul style="list-style-type: none"> ○ Situations that could lead to being pressured to having sex. ○ Summarize ways to prevent pregnancy and sexual transmission of HIV and other common STIs. (e.g. using a contraceptive, birth control) • Collaborative and Individual decision making in regards to risky sexual situations. • Short- and long-term consequences of sexual health decisions. <ul style="list-style-type: none"> ○ Basic effects and costs for treatments of common STIs and HIV. • Teen Pregnancy <p>LT 3: Analyze the role of individual responsibility for sexual health.</p> <ul style="list-style-type: none"> • Analyze practices and behaviors that improve sexual health and reduce or prevent sexual risk behaviors. <ul style="list-style-type: none"> ○ Individual’s responsibility to verify that all sexual contact is consensual. • Make a commitment to practice healthy sexual behaviors. • Importance of talking with parents and other trusted adults about issues related to sexual health. <p>LT 4: Collaborate with others to advocate for improving personal, family, and community sexual health.</p> <ul style="list-style-type: none"> • Encourage school and community environments to promote the health of others, without regard to aspects of their sexuality. • Importance of safe, accessible, equitable, and affordable sexual health opportunities, products, and services to improve health of oneself and others.

Please feel free to contact me if you have questions or concerns. I am located in Rm. _____ at KHS and my email address is _____.

Sincerely,

Set Goals

One of life's toughest challenges is identifying what you want and then staying on track to get it. One solution to this challenge is setting goals. Reaching clarity about your goals will help keep your life on track. Setting *good* goals is not so easy. First, you must *believe* in yourself—believe that you can achieve your goals. If you find that you need to improve something about yourself in order to achieve your goals, then it will be important to identify *what you need to improve* to attain your goal. This activity will help you write personal, academic and career goals.

Before you start, here are some pointers on writing good goals. The SMART acronym is your reminder of a well written goal. A SMART goal is:

- S** – Specific: is the goal well-defined?
- M** – Measurable: can you measure if you have achieved it?
- A** – Achievable: is it reasonable to accomplish this goal?
- R** – Relevant: is the goal linked to the rest of your life?
- T** – time-based, does your goal specify the time needed?



If you know what you want and think about how to get it you are more likely to be successful. On the other hand, if you think and talk about what you *don't want* most of the time, you are more like to be unsuccessful. So, know what you want and be positive and clear about it. Your life will make a difference, and you will achieve success. Stay flexible and stick with it.

PERSONAL GOALS

Personal goals relate only to you, not to other people. They focus on you as an individual and not on your school, friends, or career. "I want to break a personal record in swimming the butterfly," is a sample personal goal for a teen.

Instructions:

1. Using: the reflections you wrote in the **Evaluate Options** portion of **My Career Plan**, what you know about yourself and what you know you want to achieve for yourself, write a personal below.
2. As you draft your personal goal below, follow the SMART goal guidelines above.
3. When you finish, enter your personal goal in the **Getting Started: Set Goals** section of **My Career Plan**.

My personal goal (be sure to include the target date for meeting your goal, and the date you plan to start working on your goal):

Now evaluate if this is a good goal:

- **Is it Specific?** Is it well-defined?
- **Is it Measurable?** How will you know when you have reached your goal?
- **Is it Achievable?** Do you have the resources you need? If not, how will you get these?
- **Is it Relevant?** Why is it important and how does it relate to the rest of your life?
- **Is it Time-based?** Did you set target dates?

ACADEMIC GOALS

Now you will set academic goals. Many education options, like attending a four-year college or beginning a “tech prep” program, require special preparation in high school. You need to know what this preparation is and include it in your academic goals and plans. **Remember, graduating from high school is a requirement for most occupations.** Review your **Research My Options** worksheet to review training programs of interest to you.



Instructions:

1. Select and write academic goals below. (A few are listed to help you get you started.)
2. Check to make sure that these are “SMART” goals! .

- I want to graduate from high school.
- After high school, I want to study (*list the major or educational/training program that interests you*):
- Also after high school, I want to continue my education or training at (*name of school or training site that interests you*):

CAREER GOALS

To set career goals, you do not need to know what you want to be when you grow up. In fact, as you get started, you may want to set your first career goal in very broad terms — for example, “I want to explore different computer careers.” Career goals can include many different occupations - to keep all of your options open, you should list any of the occupations that you have been considering.

Instructions:

1. Look over the **Research My Options** and **Evaluate My Options** worksheets or **My Career Plan** reflections you completed for careers of interest.
2. Select one or more clusters you want to explore further and occupations that you may want to pursue. Complete the statements below, remembering to write “SMART” goals.

May career goals:

- I want to prepare to work as (*list several occupations*):

Take a few minutes to review your personal, academic and career goals. Do they reflect what you know about yourself? Look at your **Thinking about Myself** worksheet. How do your goals match up? If there are differences between whom you think you are and your goals rethink and rewrite your goals.

IMPROVEMENT ENRICHMENT PLANS

If you see yourself needing to improve in some areas in order to achieve your goals, create an improvement plan below. For any areas where you know that you need to work extra hard, improve, or do extra work, enter the following information in the text box:

- Subject area needing improvement (Example: Reading)
- Improvement Plan (Example: I will seek 2 periods a week in the reading lab.)
- Target Date for Evaluation (Example: 10/8/11)



• Area that I need to improve:

• Improvement Plan:

• Target Date:

Now summarize the information you wrote in the four shaded boxes above to fill in the reflection boxes in the **Getting Started: Set Goals** section of **My Career Plan**.

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____