

# Grades 9-12: World Health

**Students will comprehend concepts related to health promotion and disease prevention to enhance health**

## **Health Promotion**

- 1 Research the history of disease in the world. [WH.1.1](#)
  - a Identify causes of major outbreaks and epidemics in the history of the world. [WH.1.1.A](#)
  - b List major breakthroughs in the prevention and cure of disease. [WH.1.1.B](#)
  - c Assess the effects of current health issues on world populations. [WH.1.1.C](#)

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

## **Analyzing Influences**

- 1 Examine the health challenges facing the world today. [WH.2.1](#)
  - a Collect statistical data about health issues within various countries. [WH.2.1.A](#)
  - b Investigate the influence of family, peers, and culture on possible solutions to world health issues. [WH.2.1.B](#)
  - c Examine the links among health, economic development, media, and technology. [WH.2.1.C](#)
  - d Research how disparities in socio-economic status can adversely affect health and access to health care globally. [WH.2.1.D](#)
  - e Analyze the roles and responsibilities of government and non-governmental organizations in achieving global health. [WH.2.1.E](#)

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

## **Access to Information, Products, and Services**

- 1 Critique health intervention programs worldwide. [WH.3.1](#)
  - a Examine possible solutions to world health issues through available intervention programs. [WH.3.1.A](#)

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

## **Interpersonal Communication**

- 1 Communicate with professionals who support world health to learn about the roles and responsibilities of their jobs. [WH.4.1](#)
- 2 Research the effectiveness of communicating prevention and management strategies to resolve world health issues. Examples: HIV/AIDS, mental health, sub [WH.4.2](#)

**Students will demonstrate the ability to use decision-making skills to enhance health.**

### **Decision -Making**

- 1 Evaluate alternatives to current world health programs and practices. [WH.5.1](#)
  - 2 Examine barriers that hinder decision-making skills related to world health issues. Examples: politics, religious beliefs, culture [WH.5.2](#)
  - 3 Predict the potential short- and long-term impacts of poor decision-making on world health issues. Examples: rising cost of medical care [WH.5.3](#)
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**Students will demonstrate the ability to use goal-setting skills to enhance health.**

### **Goal -Setting**

- 1 Research the needs, strengths, and risks of long-term goals for addressing world health issues. [WH.6.1](#)
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**Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks**

### **Self-Management**

- 1 Analyze individual responsibility for enhancing global health. Example: explaining how individual actions can help or hinder the eradication of communicable diseases [WH.7.1](#)
  - 2 Compare healthy practices and behaviors of people from various world-wide locations. Examples: immunization [WH.7.2](#)
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**Students will demonstrate the ability to advocate for personal, family, and community health.**

### **Advocacy**

- 1 Formulate innovative ways to influence and support people in other countries in making positive health choices. [WH.8.1](#)
- 2 Work cooperatively as an advocate for improving world-wide health. Examples: participating in international events such as Earth Day and World AIDS Day [WH.8.2](#)
- 3 Adapt health messages and communication techniques to a specific global audience. [WH.8.3](#)