

HEALTH EDUCATION

COURSE SYLLABUS

Course Description:

Health is a required course that is one semester of the school year. To graduate from Central High School, you must pass Health Education. The course curriculum includes studies in nutrition, first aid, physical fitness, diseases and disorders, drugs-alcohol- and tobacco, systems of the body, life cycle, STD'S, AIDS, and abstinence based sex education.

Instructional Philosophy:

A primary goal of health education is recognizing the uniqueness of the individual and the importance of a positive self-concept in helping the child reach his optimum potential.

Health is the physical, mental, social, and emotional state of the individual that determines the extent to which he lives a happy, complete, and useful life. All of the areas are interrelated and each one depends upon the soundness of the others for its complete effectiveness.

Health education is the phase of learning, which emphasizes health appreciation, knowledge, attitudes, and habits. It should be recognized as an integral part of the total educational program that helps children to live healthfully, effectively, and contribute desirably to their social environment.

Major Course Objectives/Benchmarks by Quarter

Being able to answer the questions for each quarter will let you know that you have mastered the subject matter.

Question 1: How well prepared for an emergency am I? When an emergency strikes, what should I do?

Question 2: How can I manage stress in my life now that I am in high school? What are ways that I can deal with stress in a positive way?

Question 3: How can I make changes in my nutrition that will prolong my life? How does the new nutritional pyramid differ from the one of the past? How does my nutritional choices affect my life in the future?

Question 4: How will abstinence affect specific areas in my life: physical, mental, and emotional.

Major Course Goals:

1. Students will develop a long-range nutritional plan for healthful

- living.
- A. Know criteria for evaluating food products and food labels.
 - B. Develop a long-range nutrition plan
2. Students will develop a sexually healthy lifestyle.
 - A. Know the advantages of abstinence.
 - B. Know the choice of friends; activities, and chemical use can affect sexual decision-making.
 - C. Know the consequences of sexual behavior and accept the responsibility for the behavior (HIV, STD'S, and pregnancy.
 3. Students will develop a healthy personal and physical lifestyle.
 - A. Identify and manage stress.
 - B. Evaluate physical fitness needs, interests, and opportunities.
 4. Students will acquire a solid foundation which includes knowledge of consumer health issues (such as the effects of mass media and technologies on safety and health)
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5. Students will understand how to manage situations for a healthy life.
 - A. Know the various safety procedures and practices.
 - B. Know basic first aid practices.
 - C. Know strategies which minimize chances of contracting a disease
 - D. Know symptoms of common infectious diseases, particularly HIV, and STD'S.

Major Course Projects and Instructional Activities:

Students will be required to take notes on a daily basis and do the necessary homework that is given daily. Students will also be required to do class projects:

1. **Project #1: First Aid Poster**
Students will design a first aid poster on any aspect of emergencies. This poster will be then sent to the third grade classes as a teaching tool for their students.
2. **Project #2: Daily nutrition log**
Students will record their daily nutrition intake. At the conclusion of each day, the student will tally the food groups that were consumed on that day. As the final phase of the project, the student will make a conclusion of their nutrition and habits as it pertains to a healthy lifestyle.
3. **Project ##: Stress journal**
Students will record daily the happenings in their lives that are causing them stress. At the conclusion of this

project, the student will review the daily stress journal entries; a decision is made as to what they could've done to alleviate the stress for that day.

Course Assessment Plan:

- 10% Daily Assignments**
- 15% Reading Assignments**
- 35% Major Projects**
- 20% Tests/Quizzes**
- 20% Final Exams**

Classroom Expectations:

- I. **Be prepared for class. Upon entering the room you should have the completed reading and /or homework assignment and have writing materials and textbook ready. Always have your selected SSR (Silent Sustained Reading) book with you each day.**
- 2. Be on time. You will be considered tardy if you are not in the correct assigned seat when the tardy bell rings.**
- 3. Deadlines must be met. Do all work promptly. Make up work is your responsibility. You must get your work and your work turned in. Always check with the schedule on the board for the week activities.**
- 4. Appropriate classroom behavior is expected from everyone and will make the year more pleasant.**

Supplies and Materials Needed:

1. Folder / binder to keep all health assignments.
2. Notebook and / or paper.
3. Pencil or pen

Homework Policy and Grading Scale: Please refer to the Student Handbook for the Homework Policy. The grading scale is as follows:

A.....	100-95	C.....	76-73
A-.....	94-90	C-.....	72-70
B+.....	89-87	D+.....	69-67
B.....	86-83	D.....	66-63
B-.....	82-80	D.....	62-60
C+.....	79-77	F.....	59-0

Extra Help:

If you are having problems with any of the material and would like extra study time we have the P.A.S.S. program in place, which begins at 2:45. Any student is welcome to come into my room for help / study time which will be on Monday and Tuesday of each week.

Time and Place to be reached by Parent:

My planning period is 7:30-8:30 everyday. I may be reached by phone at 431-2616 ext. 4146 or by email at cmartin@central3.org.