



Portland Public Schools
Syllabus Template

Instructor Sydney York

School Year 2008-09

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|---|--|--|------------------------------|
| NCES/ Course Number: <i>Course content must align with ODE curriculum definition 14010</i> | | School: MODEL SYLLABUS: Cut, paste, and edit as you need. | |
| Subject: Health Education | Course Title: Health Education | Grade Level(s): High School | |
| Credits: | 0.5 <input type="checkbox"/> | 1.0x | 2.0 <input type="checkbox"/> |
| Prerequisites: None | | | |
| <p>Course description: Health education prepares students to shape their behavior in health enhancing ways. Students will learn to access valid and reliable health information, analyze the influences in their lives, communicate effectively, and use real life scenarios to practice making decisions and set attainable goals. The goal of this course is for students to develop the skills necessary to manage stress healthfully and enhance the quality of their personal, family, and community life.</p> | | | |
| <p>Priority standards: These correspond to the National Health Standards (NHES):</p> <ol style="list-style-type: none"> 1. <u>Concepts</u>: Students will comprehend concepts related to health promotion and disease prevention. 2. <u>Accessing Information</u>: Students will demonstrate the ability to access valid health information and health promoting products and services. 3. <u>Self-management</u>: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. 4. <u>Analyzing Influences</u>: Students will analyze the influences of culture, media, technology, and other factors on health. 5. <u>Interpersonal Communication</u>: Students will demonstrate the ability to use interpersonal communication skills to enhance health. 6. <u>Goal Setting</u>: Students will demonstrate the ability to use goal setting to enhance health. 7. <u>Decision Making</u>: Students will demonstrate the ability to advocate for personal, family, and community health. 8. <u>Advocacy</u>: Students will demonstrate the ability to advocate for personal, family, and community health. | | | |
| <p>Schedule of topics/units covered: Teachers insert your own sequence.</p> <ul style="list-style-type: none"> ➤ Mental, social, and emotional health ➤ Prevention and control of disease | | | |

- Alcohol, tobacco, and drug prevention
- Nutrition
- Physical activity
- Sexual health
- Violence and suicide prevention
- Unintentional injury
- Environmental health

Academic Vocabulary: abstinence, abuse, acquired immune deficiency syndrome (AIDS), action plan, active listening, addiction, advocacy, alcoholism, anabolic steroid, antibody, antioxidant, anxiety, assertive, atherosclerosis, atrophy, binge drinking, blood alcohol concentration, blood pressure, body composition, body mass index (BMI), caloric expenditure, carbohydrate, cardiovascular endurance, cardiovascular disease, cholesterol, conflict resolution, contraception, coping strategy, dependence, depression, detoxification, diabetes, diastolic, dietary supplement, distress, drug abuse, drug misuse, drug synergism, eating disorder, emotional abuse, emotions, empty calorie, endorphins, epidemic, eustress, fad diet, FITT principle, flexibility, food intolerance, gender, gender role, harassment, health-related fitness, heredity, hierarchy of needs, human immunodeficiency virus (HIV), hypertension, infertility, intensity, isokinetic exercise, isometric exercise, isotonic exercise, maximum heart rate, melanoma, metabolism, mood disorder, muscular endurance, muscular strength, non-communicable, nutrient dense food, nutrition, obesity, obsession, opportunistic infection, over-the-counter drug, overweight, passive, pathogen, personal fitness plan, personality disorder, physical fitness, prejudice, prescription drug, protein, refusal skills, resting heart rate, risk behaviors, risk factors, saturated fat, sedentary lifestyle, self-actualization, self-esteem, sexual harassment, sexually transmitted infection (STI), sexuality, stress, stress response, stressor, systolic, target heart rate, tolerance, trans fat, unsaturated fat, values, wellness

District adopted materials: None

Supplemental resources: **Insert your own.**

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

- Flexible grouping
- Depth and complexity extensions
- Rate and level curricular adjustments
- Tiered lessons
- Socratic method
- Diverse questioning strategies
- Open-ended projects

Final proficiencies: **Insert your own.**

- A score of 3 or above (on a 0-4 scoring guide) on standards-related performance tasks.
- 100% completion of all self-reflection/analysis assignments
- 80% or above on all aspects (written, oral, and discussion facilitation) of current event assignments.

Career-related learning experiences (CRLEs)

- Field trips
- Guest speakers
- Career Information System (CIS)
- Internships
- Project-based Learning
- Service Learning
- Mentorships for students
- School-based business

Essential skills to be taught or assessed:

- | | | |
|--------------------------|--------------------------|-----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Read and comprehend |
| <input type="checkbox"/> | <input type="checkbox"/> | Write clearly and accurately |
| <input type="checkbox"/> | <input type="checkbox"/> | Listen actively and speak clearly |
| <input type="checkbox"/> | <input type="checkbox"/> | Apply mathematics |
| <input type="checkbox"/> | <input type="checkbox"/> | Think critically |
| <input type="checkbox"/> | <input type="checkbox"/> | Personal management and teamwork |
| <input type="checkbox"/> | <input type="checkbox"/> | Use technology |
| <input type="checkbox"/> | <input type="checkbox"/> | Civic and Community Engagement |
| <input type="checkbox"/> | <input type="checkbox"/> | Global Literacy |

Assessment/evaluation/grading policy: **Insert your own.**

Behavioral expectations: **Insert your own.**

Safety issues and requirements: **Insert your own.**

Signature of instructor completing this form:

Administrator Approval:

By approving this syllabus the administrator verifies that

- a. the course code written on this form is accurate and that this code has been correctly placed into eSIS by the school's data clerk.*
- b. the teacher listed on the syllabus meets the endorsement requirements as set forth by ODE and NCLB.*
- c. the course meets the requirements of the District required core curriculum including standards.*
- d. the teacher is using District adopted materials or has been approved to use other resources.*