

Instructor: Jon Wilson
School: Mt. Tabor Middle School
School year: 2011-12
Course title: Health
Subject: Health Education
Grade level(s): 6,7,8

COURSE DESCRIPTION:

Health education prepares students to shape their behavior in health enhancing ways, make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal of this course is for students to become health literate (the ability to obtain, interpret and understand basic health information and services) and to use such information and services in health-enhancing ways.

PRIORITY STANDARDS:

Concepts: Students will comprehend concepts related to health promotion and disease prevention.

Accessing Information: Students will demonstrate the ability to access valid health information and health promoting products and services.

Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Analyzing Influences: Students will analyze the influences of culture, media, technology, and other factors on health.

Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Goal Setting: Students will demonstrate the ability to use goal setting to enhance health.

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

HEALTH STRANDS:

Healthy Body and Mind.

Healthy Relationships.

Controllable Health Risks.

Informed consumer of Health-related information, products & services

TOPICS:

Body Image & Weight control, Coping with Feelings/stress, Alcohol and other drugs, Addiction, Injury prevention, Relationships, Communication, Communicable diseases, non-communicable disease, first aid.

INTERWOVEN CONCEPTS:

Goal setting, accessing information, self-responsibility, respect for diversity, behavioral influences, teamwork, critical thinking.

Communicate effectively, using assertiveness, conflict resolution and negotiation skills.

Use decision-making models to set short and long-term goals as well as avoid unsafe choices.

Advocate for self, peers, family and community, the importance of participating in health-enhancing behaviors and abstaining from unsafe behaviors.

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:

ETR- Health Smart
Glencoe Health text
Teenage Health Teaching Modules

ESSENTIAL SKILLS TO BE TAUGHT:

Read and comprehend
Write clearly and accurately
Listen actively and speak clearly
Think critically
Personal management and teamwork

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ASSESSMENT/EVALUATION/GRADING POLICY:

10% scale on exams or projects = 50% of grade. Rubric scores on a 0-4 scale for demonstrations = 25% and 100% completion on self-reflection/analysis applications = 25%.

BEHAVIORAL EXPECTATIONS:

Provide an emotionally and physically safe learning environment emphasizing respect for all students and staff. Students who do not meet this expectation are dealt with in accordance to the District and Mt. Tabor disciplinary guidelines. Behavior modification as it pertains to teacher best practices.

SAFETY ISSUES AND REQUIREMENTS:

Follow all District safety protocols.