

**Patch High School**

**WELCOME TO HEALTH**

# COURSE STANDARDS AND DESCRIPTION

The DoDEA Health Education Content Standards focus on achievement of health literacy for all students and are aligned to the National Health Education Standards.

# WHAT ARE THOSE NATIONAL STANDARDS?

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- ✘ Standard 1: Students will comprehend concepts related to *health promotion and disease prevention to enhance health.*
- ✘ Standard 2: Students will analyze the *influence of family, peers, culture, media, technology, and other factors on health behaviors.*
- ✘ Standard 3: Students will demonstrate the *ability to access valid information and 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.*

# What should a student learn in health?

Students will learn a foundation of knowledge about the interactions with the human body, the prevention of disease and other health problems, and the interrelationship between behavior and health.

# HEALTH EDUCATION

encompasses the application of specific skills to concepts related to personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol tobacco and other drugs; and family life and human sexuality.

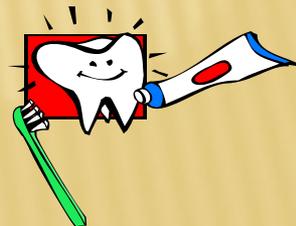
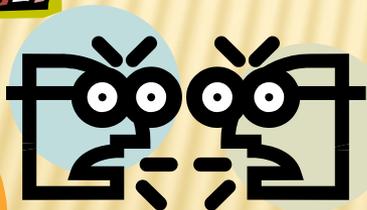
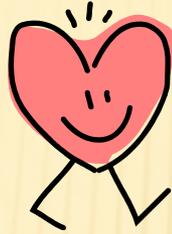
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## WHAT IS EPIDEMIC IN OUR YOUTH TODAY?

Lack of Wellness! Wellness is actively improving our physical, mental, social, environmental, spiritual and emotional health by our daily actions and decisions.

# HEALTH IS MANY THINGS.



# LET'S MAKE ROADS TO SOMEWHERE—



# POSITIVE HEALTH ASPECTS



# MAKING GOOD CHOICES



# **IT IS HARD TO PRACTICE WHAT YOU KNOW!**

**My goal is for students to put their health knowledge  
and skills to practice.**

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# GRADING FOR HEALTH

- × Grading Policy
- × Grading for health is based on the total amount of points earned for the nine weeks/semester.
- × Most late assignments can be made up or completed, up to the day of the test or quiz over the given chapter or unit. Tests must be made up within the week during seminar period.
- × Classroom work will include reading, video evaluations, worksheets, projects, notes, tests, group work etc. Come prepared with a writing implement, subject spiral notebook for notes, and your binder.
- × The semester final will be 10-15% of your final health grade.

## DoDEA Grading Scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

59 or below = F

## Textbook:

- + Lifetime Health, Copyright 2004, Holt, Rinehart and Winston,
- + Sexuality and Responsibility-supplement to Lifetime Health
- + American Red Cross First Aid/CPR/ AED manual



# ACTIVITIES AND UNITS IN HEALTH

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- ✘ Health models-health presentations- Chalk Art
- ✘ First Aid and CPR/AED Certification—everyone will get the training. Students will need to pay for their certificates.
- ✘ Role playing, Negotiation skills, Problem Solving, Understanding risk, family life education.
- ✘ Guest Speakers-dating violence and bullying
- ✘ Family Tree of Diseases—Infectious, STDs and HIV and Lifestyle Diseases
- ✘ Stress Management, relationships with family and friends.

# BIG ASSIGNMENTS FOR CLASS

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- ✘ The **health project** will start in September/February with research on health issues. Students are required to find eighty facts from at least four different media sources that they can use for their project.
- ✘ Possible health projects could be any of the following on the next couple of slides **BUT** everything needs to be cleared through me.

# POSSIBLE IDEAS FOR THE PROJECT

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- ✘ \*Booklet or Pamphlet (minimum of six pages/sides) --  
-Eighty note cards—Presentation-Visual
- ✘
- ✘ \*Comic Book on health concerns-- Eighty note  
cards—Presentation -Visual
- ✘
- ✘ \*Original Song with Lyrics (health related)--- Eighty  
note cards—Presentation -Visual
- ✘
- ✘ \*Puppet Show and Script (live or video taped)--  
Eighty note cards—Presentation -Visual

# MORE CHOICES

- ✘ Video Taped Commercial/Health Issue/Career--Eighty note cards—Presentation- Visual
- ✘
- ✘ \*Survey of Health Issue—100 people or more-- Eighty note cards—Presentation -Visual
- ✘
- ✘
- ✘ \*Interview Health Personnel with Listed Questions/Responses--three-page research Eighty note cards—Presentation- Visual
- ✘
- ✘ \*Teach an Elementary Class on a Health Concern-- Eighty note cards—Presentation -Visual
- ✘
- ✘ \*Design a Web Quest on a Health Issue/Career--Eighty note cards—Presentation -Visual



# CHECKLIST FOR HEALTH PROJECT

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- ✖ \_\_\_1. Received Rubric for pamphlet, interview, video etc. will be attached to final project (10 pt.)-  
✖  
✖
- ✖ \_\_\_2. Four (or more) work-cited resources in proper format on note cards —Internet, books, magazines, video, etc.  
✖  
✖
- ✖ \_\_\_3. Twenty note cards from each *resource*, one fact/idea on each card for a total of *eighty note cards* (or use sheet on Media Center web site). (80pt.)  
✖  
✖
- ✖ \_\_\_5. Rough Draft of Project Due—could be in story-board format or concept map (Graphic Organizer)—(20 pt.)  
✖  
✖
- ✖ \_\_\_6. **Final Project Due**—rubric grading and steps are listed from item no. 1 on checklist above—(100 pt.)  
✖ (This is what your rubric was on—a pamphlet, video, interview etc.)  
✖
- ✖ \_\_\_7. **Completed Main Project** Turned in project on the required due date—(20 pt.)  
✖  
✖
- ✖ \_\_\_8. Rubric Grading of Presentation, steps are listed with attached sheet—(60 pt.)—**Assigned dates**  
✖  
✖

# HEALTH PRESENTATION

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Introduction—your name, project title and **abstract\***.

Content—Guidelines look at checklist-rubric

- + Organized—beginning, body of information and conclusion
- + Clear focus to the presentation and the focus is not lost.
- + Main ideas support the focus and have clear transition between main ideas
- + Support the focus and there are clear transitions between main ideas.
- + Knowledge of subject area is clear in presentation.

Conclusion—wrap it up

Reflection statement—difficulties or ease of project –things you may have learned

Questions—questions that could be asked (limit to one or two questions)

Time Limit—five-seven minutes

Visual and Technology Aid—enhances the presentation

## Materials and Activities for presentation:

Note cards—3"x5" cards—4-5 cards with notes

Eight Steps of Effective Speaking—look at for presentation

Practice your presentation—individually and with a peer

Visual Preparation—overhead, poster, 3-D model, chalkboard, graph, power point (simple).

\*An **abstract** is a short informative or descriptive summary of a presentation.

It is written by the presenter after the presentation has been planned/written, although it is intended to be read by the audience/evaluator as an introduction or summary.

# Health Studies Throughout the Semester

- Chapter 1- Your Health and Wellness, What is health? Health Triangle, Behavior vs. Influence. Other health models!! How to be a Healthier YOU!!
- Chapter 2- Skills for a Healthy Life, Community Resources and Health Careers, Health Project Start (semester health project)
  - \_\_\_\_\_START PROJECT\_\_\_\_\_
- Chapter 3 and 4, Self-Esteem and Mental Health, Managing Stress and Coping with Loss, Suicide Prevention, Depression-Changing the Blues. Chalk Art.
- Chapter 5, Preventing Violence and Abuse, Conflict Resolution, and Preventing Abuse. Negotiation skills.
- Chapter 16-17, Adolescence and Adulthood, Marriage, Parenthood and Families, —Mid-Term Health Test-
- Chapter 13 and 14 –Infectious Diseases - Lifestyle Diseases, Family Tree of Diseases
- Final project work and presentation practice.
  - \_\_\_\_\_PROJECT FINISHED\_\_\_\_\_
- Start Project Presentations in Class
- American Red Cross First Aid and CPR Course
- Family Life and Sexuality supplement (2 and 4) and Chapters 20-22
- Chapter 18 and Chapter 21, Sexually Transmitted Diseases and HIV/AIDS (Supplement-Chapter 3)
- Chapter 11—Tobacco products.
- Alcohol and Gateway Drugs, Illegal Drugs Chapters 10 and 12.—Semester Exams

# ANY QUESTIONS?

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**FYI**--First Assignment due is the parent signature on the health packet.

