

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: **Health**

Department: **Physical Education**

Teacher: **Shannon Szepan**

Grade level: **10**

Description of Course:

Students will learn how their goals and decisions affect their physical and emotional well being, self-esteem, relationships and life-styles. Topics will include: stress management and teen suicide, family life, sexuality, substance use and abuse, nutrition and diets, first aid skills, and exploring community resources. This course meets the State requirements for Health and is required for graduation.

School – Wide Expectations:

Academic:

1. Read, write, and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social

2. Work cooperatively in an atmosphere of mutual respect

Core Competencies:

Valid Information: By the end of the semester students will be able determine valid health information sources on the following aspects: health and wellness, nutrition, substance abuse & misuse, human sexuality, and first aid/cpr.

- a. National/State Standard 1 (Concepts–CC): Students will comprehend concepts related to health promotion and disease prevention.
- b. National/State Standard 2 (Accessing Information–AI): Students will demonstrate the ability to access valid health information and health- promoting products and services.
- c. National/State Standard 4 (Analyzing Internal and External Influences–INF): Students will analyze the influence of culture, media, technology and other factors on health.

Content and Analysis: By the end of the semester students will demonstrate their understanding of the content in health and wellness, nutrition, substance abuse and misuse, human sexuality, and first aid/cpr.

- a. National/State Standard 1 (Concepts–CC): Students will comprehend concepts related to health promotion and disease prevention.
- b. National/State Standard 2 (Accessing Information–AI): Students will demonstrate the ability to access valid health information and health- promoting products and services.
- c. National/State Standard 3 (Self Management–SM): Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- d. National/State Standard 4 (Analyzing Internal and External Influences–INF): Students will analyze the influence of culture, media, technology and other factors on health.
- e. National/State Standard 5 (Interpersonal Communications–IC): Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- f. National/State Standard 6 (Goal setting and Decision Making): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- g. National/State Standard 7 (Advocacy–AV): Students will demonstrate the ability to advocate for personal, family and community health.

Suggested Texts and Media (Software, A/V, etc.):

1. Textbook: Glencoe Health,
2. Multiple Videos and DVD's: Truth about Alcohol, Truth about Drugs, Truth about Tobacco, Truth about Body image, Truth about Sex, Miracle of Life, DUI, Just One Night, Learning about Growing up volumes 1-3, Thin, Monk, Cleaner, Just Call Me Crash, What about Bob, Stress Series, Smashed, School House Rocks - Nutrition, Addiction series, Supersize Me, Romance Without Regret, Radio, Rudy, I am Sam, A Beautiful Mind, The age of Aids
3. American Heart Association CPR/First Aid Curriculum

Suggested Instructional Strategies:

1. **Lecture and Application** – For example, the “Development of A Counter Advertisement” – students take the notes about how effective advertisement companies are on selling their product to different target levels. In return, students are then asked to apply the information they just learned by developing a counter alcohol advertisement. This mode of lecture and application allows students to understand and acknowledge the tactics of luring consumers to buy their products without know the dangers and long-term health risks associated with their products.
2. **Project Research** – Students will gain a broader understanding of hardships of teen parenting and how their lives and the lives of others can be affected by taking on this responsibility. Students not only conduct research on how much material and cost of raising a child is, but are also required to hold conversations with their parents about different views of raising a child and how having a child at a young age can interrupt their overall goals and aspirations.
3. **Class Discussions** – Students engage and are involved in many discussions about health-related issues and current health events in the classroom. These discussions allow students to express their opinions in a safe learning environment and foster the development of intellectual thought processes.

Suggested Assessment Strategies:

1. **Quiz/Test** - Typically fifty percent is multiple choice, true/false, or matching and fifty percent is open response.
2. **Informal Group work** – Various modes of formative assessment in which students work on a particular problem in groups of two or four. Group work encourages peer learning, strengthens skill sets through teaching, and promotes collaboration and community. Examples of group work include decision-making scenarios, presentations, and application of notes.
3. **Project Rubric** – Contain both performance criteria and journaling criteria.