

Online resources to accompany the Teen Health textbook can be found at:

www.glencoe.com

Online resources to accompany the Decisions for Health textbook can be found at:

<http://go.hrw.com/gopages/index.html>

Recommended Textbook/Supplemental Options for the PE Portion:

Human Kinetics: The Sports Rules Book

A resource for teaching various sport skills.

ISBN:
9780736076326

Human Kinetics: Fun Classroom Fitness Routines DVD

Ages 10-14

ISBN:
9780736074315

Human Kinetics: Physical Activity for Health and Fitness

Content related to body systems and the importance of activity and nutrition.

ISBN:
9780736052054

Supplies or Equipment:

For this course you will need access to basic equipment such as a basketball, football, volleyball, softball, etc., depending on the sport skills you plan to incorporate.

Recommended Portfolio Assignments:

This course has six recommended (not required) portfolio assignments to be completed (three each semester) for inclusion in the portfolio. The assignments are provided below:

Semester 1

1. Create a Venn diagram with three circles (one for each health component – Physical, Mental/Emotional, and Social). List examples of activities and behaviors that belong to each component and place them in the appropriate circle. Analyze how they are interrelated and how each component contributes to overall health. Also, what is the difference between health and wellness? Make a list of 10 healthful behaviors.
2. Create a poster that promotes the benefits health insurance. Include types of insurance (PPO, Health Savings, Traditional, HMO), explanations of terminology (deductible, premium, co-pay etc.), pictures of health care providers, and possible scenarios in which insurance could be used.

OR

- Interview a health care provider and/or a person who works for a local public health agency. Create questions regarding what they do on a daily basis and how their services affect/help the community.
3. We can reduce our risk of certain diseases (cancer, diabetes, hypoglycemia, heart disease, etc.) by eating healthy. Choose two such diseases and write a brief summary or create a poster explaining what the disease is and how our food choices can help protect us from those diseases.

Semester 2

1. Develop a comic strip which shows a character using resistance skills to say no to a peer's suggestion to try some alcohol. Then write a half-page summary regarding how alcohol can affect you now and ten years from now. Be sure to include physical, mental, and emotional aspects. How could drinking alcohol affect or change your future options?

OR

Choose two illegal drugs, and interview a local police officer about what he/she knows about each drug. Create at least ten interview questions specifically related to each drug. Feel free to ask the police officer to share stories or experiences they have had relating to drug use and teens. Be sure to include a brief summary of what the drug is. Share your findings with family members and friends.

2. Write a public service announcement warning teens about the dangers of STDs and urging them to practice abstinence.

3. What is self-esteem? Why is it so important to have positive self-esteem? What does it mean to have character and integrity? What are the traits of a person who has good character? Answer these questions directly, or create a story which tells of a teenager learning about these qualities.

*****These are suggestions. More options can be found in the Middle School Health Outline which will be given upon enrollment into the course.**

Pacing Guide for Health Portion

The topics and standards for this course have been divided between the two semesters. **Standard 1 Core Concepts:**

- ✓ **Alcohol, Tobacco & Other Drugs**
- ✓ **Nutrition & Physical Activity**
- ✓ **Injury Prevention & Safety**
- ✓ **Growth, Development & Family Life**
- ✓ **Prevention & Control of Disease**
- ✓ **Consumer & Community Health**

Standard 2 (Analyzing Influences), Standard 7 (Practice Healthy Behavior), and Standard 8 (Advocacy). It is recommended that at least two days a week be spent on Health content. A supplemental outline of Health lesson ideas and projects will be given upon enrollment. **If the student chooses to take this as a one semester course, the following pacing guide can still be used, but all topics must be covered within the semester.**

Semester 1 (Fall)	Semester 2 (Spring)
Health and Wellness Review	Substance Abuse
Consumer and Public Health	Healthy Relationships
Self-esteem	Disease – STD’s, HIV/AIDS
Nutrition	Abstinence Education
Fitness	First Aid/Safety
Optional Body Systems: Digestive, skeletal, muscular, and cardiovascular systems.	Immune and reproductive systems.

In order to fulfill this pacing requirement, the recommended texts have been broken down by chapter. Covering the chapters in the order listed will insure that all topics on the final exam will be covered during the appropriate semester.

McGraw-Hill/Glencoe: Teen Health, Course 3

Semester 1(Fall)	Semester 2 (Spring)
Chp.1 – Understanding Your Health	Chp. 12-14 – Substance Abuse
Chp. 2 – Skills for a Healthy Life	Chp. 5 – Relationships: The Teen Years
Chp. 10 - Nutrition	Chp. 17 – Growth and Development
Chp. 9 - Fitness	Chp. 18-19 – Disease Prevention
Chp. 15 – Consumer Choices	
Chp. 20 – Safety and Emergencies	
	Chp. 16 – Body Systems – If time allows

Harcourt/Holt: Decisions for Health, Level Blue

Semester 1(Fall)	Semester 2 (Spring)
Chp. 1 – Health and Wellness	Chp. 14-16 - Substance Abuse
Chp. 6-7 – Fitness/Sport and Conditioning	Chp. 11 – Building Responsible Relationships
Chp. 8 – Eating Healthy	Chp. 10 – Adolescent Growth and Development
Chp. 20 – Healthcare Consumer	Chp. 17-18 – Disease Prevention
Chp. 19 - Safety	
Chp. 5 – Body Systems – If time allows	

Pacing Guide for the Physical Education Portion

The Physical Education portion of this course focuses on **Standard 1 (Skilled Movement)**, **Standard 4 (Personal Fitness)** and **Standard 5 (Personal and Social Responsibility)** This course requires participation in activities that reinforce strategy and skills through the use of modified games and team play (modified team play includes participating with at least one other person which allows the student to practice skills and use game strategies). The student must also participate in a wide variety of outdoor and indoor recreational activities.

Since this is a two semester course (but can be taken in one semester), it is **recommended that PE be done at least three days a week.**

It is also recommended that the student choose a minimum of two dual/team sports, and three recreational activities each semester. The second semester should include participation in activities that differ from first semester. The

student may also play on a recreation league team or as part of a co-op. The following list of sports and activities are a few possible choices which would meet the requirement:

Dual/Team Sports

Basketball	Gymnastics	Softball	Pickleball
Soccer	Swimming	Volleyball	Softball
Football	Badminton	Tennis	

Recreational Activities (lifetime pursuits)

Hiking	Biking
Orienteering	Horseback riding
Bowling	Martial Arts
Skiing	Golf
Archery	Climbing

This course can also include participation in the **Get Fit Conditioning Program or the Presidential Fitness Challenge**. Information regarding these programs can be found at: **Get Fit Program:** <http://www.fitnessgram.net/files/getfit.pdf>
President's Challenge: <http://www.presidentschallenge.org/>

*There are no specific chapters to cover in the PE textbooks, as it depends on the sports and activities you choose to do with your child.

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

State of Idaho Content Standards for PE and Health

Health:

<http://www.sde.idaho.gov/site/csh/docs/Standards/Health%20Education%20Standards%20FINAL%20Approved%20by%20Legislature%201-2010%20for%20Adoption%20Fall%202010.pdf>

PE:

<http://www.sde.idaho.gov/site/csh/docs/Standards/PE%20IDAHO%20CONTENT%20STANDARDS%20Approved%201-2010%20for%20School%20District%20Adoption%20Fall%202010.pdf>