

Supplies or Equipment:

No supplies or equipment necessary.

End of Course Assessment Options:

Since this course is required for high school graduation in the state of Idaho, an assessment piece is required. For this course there are two options:

Option 1: Graded Anchor Assignments

This course requires anchor assignments to be completed. The student will be able to choose from three different anchor assignment “packages” which include assignments that cover a variety of subjects and correlate with the standards.

Option 2: Comprehensive Final Exam

End of course exam which covers topics covered throughout the semester. A study guide is available on the Health Moodle Page.

Course Evaluation:

Anchor assignments or Final Exam = 40% of overall grade

Student work evaluated by the parent = 60% of overall grade

Pacing Guide

The topics and standards for this course have been divided between the two quarters.

Quarter 1	Quarter 2
Goal Setting and Components of Health	Fitness
Mental Health	Diseases and Disorders
Emotional Health and Violence Prevention	Sexual Education
Consumer Health	Substance Abuse
Nutrition	First Aid
<u>Body Systems to study this quarter:</u> Digestive, Excretory, CNS Optional: Vision and Hearing	<u>Body Systems to study this quarter:</u> Muscular, Skeletal, Circulatory, Respiratory, Immune, Male and Female Reproductive Optional: Endocrine

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.

Harcourt/Holt: Lifetime Health

Quarter 1	Quarter 2
Chapter 1-2: Goals/Components of Health	Chapter 6: Fitness
Chapter 3: Mental Health	Chapter 13-14: Diseases and Disorders
Chapter 4-5: Mental and Emotional Health	Chapter 19-21: Sexual Education
Health Express pp.556-564: Consumer Health	Chapter 9-12: Substance Abuse
Chapter 7-8: Nutrition	Health Express pp.576-611: First Aid
Body Systems: p. 516-517 538-541	Body Systems: Ch. 18 – Reproductive 526-537 542-544

McGraw Hill/Glencoe: Health

Quarter 1	Quarter 2
Chapter 1-2: Goals/Components of Health	Chapter 4: Fitness
Chapter 7-9: Mental Health	Chapter 24,26: Diseases and Disorders
Chapter 10,11,13: Emotional Health	Chapter 12,19,25: Sexual Education
Chapter 3: Consumer Health	Chapter 21-23: Substance Abuse
Chapter 5-6: Nutrition	Chapter 28: First Aid
Chapter 17: Digestive System	Chapters 15,16,18: Body Systems
Pages 399-406: Nervous System	

McGraw Hill/Glencoe: Health and Wellness

Quarter 1	Quarter 2
Unit 1: Goals/Components of Health	Unit 6: Fitness
Unit 2: Mental and Emotional Health	Unit 8: Diseases and Disorders
Unit 9: Consumer Health	Unit 3-4,8: Sexual Education
Unit 5: Nutrition	Unit 7: Substance Abuse
Unit 4: Body Systems	Unit 11: First Aid Unit 4: Body Systems

Additional Information from the Instructor: A Health outline of suggested lesson ideas, projects, and websites is also available as a supplemental resource.

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.”

Idaho Health Content Standards

Standard 1: Healthy Lifestyles

Goal 1.1: Acquire the essential skills to lead a healthy life.

9-12.H.1.1.2 Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury). (841.01.b)

9-12.H.1.1.3 Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle. (841.01.c)

9-12.H.1.1.4 Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures. (841.01.d)

9-12.H.1.1.5 Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. (841.01.e)

9-12.H.1.1.6 Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research). (841.01.f)

Standard 2: Risk Taking Behavior

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

9-12.H.2.1.1 Assess the consequences of sexual activity (unplanned pregnancy, STDs,

emotional distress). (842.01.a)

9-12.H.2.1.2 Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency). (842.01.b)

9-12.H.2.1.3 Evaluate the impact of risky behaviors on personal and community health. (842.01.c)

9-12.H.2.1.4 Identify prevention strategies that address positive behaviors and their benefits.

Standard 3: Communication Skills for Healthy Relationships

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

9-12.H.3.1.1 Analyze the causes and effects of conflict in schools, families, workplaces, and communities. (843.01.a)

9-12.H.3.1.2 Demonstrate and evaluate communication skills that enhance intra-personal and inter-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution). (843.01.b)

9-12.H.3.1.3 Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society. (843.01.c)

Standard 4: Consumer Health

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

9-12.H.4.1.1 Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research). (844.01.a)

9-12.H.4.1.2 Evaluate resources from home, school, library, and the community that provide valid health care information. (844.01.b)

9-12.H.4.1.3 Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use). (844.01.c)

9-12.H.4.1.4 Analyze the cost and accessibility of health care services. (844.01.d)

Standard 5: Mental and Emotional Wellness

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

9-12.H.5.1.1 Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout). (845.01.a)

9-12.H.5.1.2 Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide). (845.01.b)