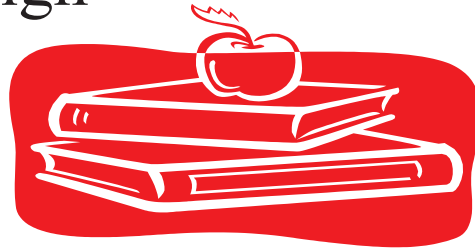


# Mackay Junior/Senior High School



**COURSE: 9<sup>TH</sup> HEALTH**

Date: August 16, 2011

Teacher with contact information: **Jack McKelvey**

**Room: 106**

**Phone Number: 588-2262 ext. 27**

**Email: jackmcke@mackayschools.org**

## COURSE DESCRIPTION

### FRESHMEN HEALTH

The health class will cover five main areas: healthy lifestyles, risk taking behaviors, communication skills for healthy relationships, consumer health, and mental/emotional health. The course will look at what is needed to acquire the essential skills that helps lead to a healthy life. It will look at proper nutrition and regular physical activity, awareness of basic injury prevention and emergency care, awareness of prevention, causes, symptoms, treatment, and consequences of diseases and disorders. Also covered will be the effects of conflict in all aspects of life and how communication skills can be used to alleviate conflict. A section of consumer health will cover selecting health care and services and dealing with consumer problems.

The risk taking section will look at the consequences of sexual activity, tobacco, alcohol, and other drug use and misuse. It will also look at preventive strategies that help to influence positive behaviors. Another area covered will be that in which there is an understanding and awareness to positive mental and emotional health.

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### COMMON CORE / STATE CONTENT STANDARDS/VOCABULARY OBJECTIVES

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- PREDICT HOW BEHAVIORS CAN AFFECT HEALTH STATUS
- DESCRIBE THE INTERRELATIONSHIPS OF EMOTIONAL, INTELLECTUAL, PHYSICAL, AND SOCIAL HEALTH
- ANALYZE HOW ENVIRONMENT AND PERSONAL HEALTH ARE INTERRELATED
- ANALYZE HOW GENETICS AND FAMILY HISTORY CAN AFFECT PERSONAL HEALTH
- PROPOSE WAYS TO REDUCE HEALTH PROBLEMS
- ANALYZE THE RELATIONSHIP BETWEEN ACCESS TO HEALTH CARE AND HEALTH STATUS
- COMPARE AND CONTRAST THE BENEFITS OF AND BARRIERS TO PRACTICING A VARIETY OF HEALTHY BEHAVIORS
- ANALYZE THE POTENTIAL SEVERITY OF HEALTH PROBLEMS THAT RESULT FROM ENGAGING IN UNHEALTHY BEHAVIORS
- ANALYZE HOW THE FAMILY AND CULTURE INFLUENCE HEALTH BELIEFS AND BEHAVIORS
- ANALYZE HOW PEERS INFLUENCE HEALTH BELIEFS AND BEHAVIORS
- EVALUATE HOW THE SCHOOL AND THE COMMUNITY CAN AFFECT PERSONAL HEALTH PRACTICE AND BEHAVIORS
- ANALYZE HOW THE MEDIA AND TECHNOLOGY INFLUENCE HEALTH BELIEFS AND BEHAVIORS
- ANALYZE HOW THE PERCEPTION OF NORMS INFLUENCES HEALTHY AND UNHEALTHY BEHAVIORS
- ANALYZE HOW PUBLIC HEALTH POLICIES AND GOVERNMENT REGULATIONS CAN INFLUENCE HEALTH PROMOTION

AND DISEASE PREVENTION

- ANALYZE HOW SOME HEALTH RISK BEHAVIORS CAN INFLUENCE THE LIKELIHOOD OF ENGAGING IN UNHEALTHY BEHAVIORS
- EVALUATE THE VALIDITY OF HEALTH INFORMATION, PRODUCTS, AND SERVICES
- DETERMINE THE ACCESSIBILITY OF HEALTH INFORMATION, PRODUCTS, AND SERVICES
- ACCESS VALID AND RELIABLE HEALTH INFORMATION, PRODUCTS, AND SERVICES
- USE RESOURCES FROM HOME, SCHOOL, AND COMMUNITY THAT PROVIDE VALID HEALTH INFORMATION
- DETERMINE WHEN PROFESSIONAL HEALTH SERVICES ARE REQUIRED
- USE SKILLS FOR COMMUNICATING EFFECTIVELY WITH FAMILY, PEERS, AND OTHERS TO ENHANCE HEALTH
- DEMONSTRATE REFUSAL, NEGOTIATION, AND COLLABORATION SKILLS TO ENHANCE HEALTH AND AVOID OR REDUCE HEALTH RISKS
- DEMONSTRATE STRATEGIES TO PREVENT, MANAGE, OR RESOLVE INTERPERSONAL CONFLICTS WITHOUT HARMING SELF OR OTHERS
- DEMONSTRATE HOW TO ASK FOR AND OFFER ASSIST TO ENHANCE THE HEALTH OF SELF AND OTHERS
- EXAMINE BARRIERS THAT CAN HINDER HEALTHY DECISION-MAKING
- DETERMINE THE VALUE OF APPLYING A THOUGHTFUL DECISION-MAKING PROCESS IN HEALTH-RELATED SITUATIONS
- JUSTIFY WHEN INDIVIDUAL OR COLLABORATIVE DECISION-MAKING IS APPROPRIATE
- GENERATE ALTERNATIVES TO HEALTH RELATED ISSUES OR PROBLEMS
- PREDICT THE POTENTIAL SHORT-TERM AND LONG-TERM IMPACT OF EACH ALTERNATIVE ON SELF AND OTHERS
- DEFEND THE HEALTHY CHOICE WHEN MAKING DECISIONS
- EVALUATE THE EFFECTIVENESS OF HEALTH-RELATED DECISIONS
- ASSESS PERSONAL HEALTH PRACTICES AND OVERALL HEALTH STATUS
- DEVELOP A PLAN TO ATTAIN A PERSONAL HEALTH GOAL THAT ADDRESSES STRENGTHS, NEEDS, AND RISKS
- IMPLEMENT STRATEGIES AND MONITOR PROGRESS IN ACHIEVING A PERSONAL HEALTH GOAL
- ANALYZE THE ROLE OF INDIVIDUAL RESPONSIBILITY IN ENHANCING HEALTH
- DEMONSTRATE A VARIETY OF HEALTHY PRACTICES AND BEHAVIORS THAT WILL MAINTAIN OR IMPROVE THE HEALTH OF SELF AND OTHERS
- DEMONSTRATE A VARIETY OF HEALTHY PRACTICES AND BEHAVIORS THAT AVOID OR REDUCE RISKS TO SELF AND OTHERS
- USE ACCURATE AND SOCIETAL NORMS TO FORMULATE A HEALTH-ENHANCING MESSAGE
- DEMONSTRATE HOW TO INFLUENCE AND SUPPORT OTHERS TO MAKE POSITIVE HEALTH CHOICES
- WORK COOPERATIVELY AS AN ADVOCATE FOR IMPROVING PERSONAL, FAMILY, AND COMMUNITY HEALTH
- ADAPT HEALTH MESSAGES AND COMMUNICATION TECHNIQUES TO TARGET A SPECIFIC AUDIENCE

## INSTRUCTIONAL MATERIALS

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GLENCOE MCGRAW HILL *HEALTH & WELLNESS*

## UNITS WITH INSTRUCTIONAL DATES

### 9<sup>th</sup> Health

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#### COURSE OUTLINE

**SEMESTER 2**      **JAN. 2<sup>ND</sup>-MAY 24<sup>TH</sup>**

- **WEEK ONE:** UNIT 1.1-7—RESPONSIBILITY, HEALTHFUL BEHAVIORS, COMMUNICATION SKILLS
- **WEEK TWO:** UNIT 2.8-10 MENTAL AND EMOTIONAL HEALTH—CHARACTER, HEALTHY MIND, EXPRESSING EMOTIONS,
- **WEEK THREE:** UNIT 2.11-12 MENTAL AND EMOTIONAL HEALTH—DEALING WITH DEPRESSION, DEALING WITH LOSS

AND GRIEF

- **WEEK FOUR:** UNIT 3.13-18 FAMILY AND SOCIAL HEALTH—DEVELOPING HEALTHY RELATIONSHIPS, ADJUSTING TO FAMILY CHANGES, RECOGNIZING HARMFUL RELATIONSHIPS
- **WEEK FIVE:** UNIT 5.25-29 NUTRITION—CHOOSING HEALTHY FOODS, FOLLOWING DIETARY GUIDELINES, USING DIET AGAINST DISEASE, DEVELOPING HEALTHFUL EATING HABITS
- **WEEK SIX:** UNIT 6.30-32 PERSONAL HEALTH AND PHYSICAL ACTIVITY—REG. PHYSICAL EXAMS, BEING WELL-GROOMED, GETTING ADEQUATE REST AND SLEEP
- **WEEK SEVEN:** UNIT 6.33-35 PHYSICAL ACTIVITY—PARTICIPATING IN PHYSICAL ACTIVITY, PRACTICING FITNESS, EXERCISING SAFELY
- **WEEK EIGHT:** UNIT 7.36-38 ALCOHOL, TOBACCO, DRUGS—USING PRESCRIPTION AND OTC DRUGS SAFELY, CHOOSING ALCOHOL-FREE LIFESTYLE, CHOOSING TOBACCO-FREE LIFESTYLE
- **WEEK NINE:** UNIT 7.39-41 ALCOHOL, TOBACCO, DRUGS—AVOIDING ILLEGAL DRUGS AND DRUG DEPENDENCE, RESISTING PRESSURE TO ABUSE DRUGS
- **WEEK TEN:** UNIT 7.42-43 ALCOHOL, TOBACCO, DRUGS—REDUCING RISK BY BEING DRUG FREE, ASSESSING TREATMENT OPTIONS
- **WEEK ELEVEN:** UNIT 8.44-46 COMMUNICABLE AND CHRONIC DISEASES—AVOIDING DISEASES, DEALING WITH RESPIRATORY DISEASES, ASTHMA, ALLERGIES, REDUCING RISKS OF STD'S AND HIV
- **WEEK TWELVE:** UNIT 8.47-49 CHRONIC DISEASES—CARDIOVASCULAR DISEASES, MANAGING CHRONIC HEALTH CONDITIONS, REDUCING RISK OF CANCER
- **WEEK THIRTEEN:** UNIT 9.50-52 CONSUMER AND COMMUNITY HEALTH—HEALTH LAWS, MANAGING TIME AND MONEY, MEDIA MESSAGES
- **WEEK FOURTEEN:** UNIT 9.53-55 CONSUMER HEALTH—RELIABLE HEALTH CARE, HEALTH CAREERS, PUBLIC HEALTH
- **WEEK FIFTEEN:** UNIT 10.56-60 ENVIRONMENTAL HEALTH—ENVIRONMENTAL ISSUES, AIR AND WATER POLLUTION, NOISE AND VISUAL POLLUTION, RECYCLING AND CONSERVATION
- **WEEK SIXTEEN:** UNIT 11.61-65 INJURY PREVENTION—REDUCING UNINTENTIONAL INJURIES, STAYING SAFE, REDUCING RISK OF VIOLENCE
- **WEEK SEVENTEEN:** UNIT 11.66-70 PERSONAL SAFETY—PROTECTING YOURSELF FROM SEXUAL VIOLENCE, GANGS, WEAPON INJURY, COMMON FIRST AID, EMERGENCY FIRST AID PROCEDURES
- **WEEK EIGHTEEN:** USING LIFE SKILLS, SEMESTER REVIEW AND FINAL EXAM

\*\*OUTLINE IS SUBJECT TO CHANGE AS NEEDED DURING SCHOOL YEAR

## ASSESSMENTS / TESTS

UNIT QUIZZES; UNIT EXAMS; FINAL EXAM

## GRADING PROCEDURES

**ALL ASSIGNMENTS GRADED:** 25-50 POINTS  
**QUIZZES:** 50-100 POINTS  
**EXAMS:** 100-200 POINTS

## CLASS RULES

## MISCELLANEOUS

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