

HEALTH DEPARTMENT
SEQUENCE

GRADE 9	HEALTH 1	SEMESTER	EVERYDAY	ELECTIVE
GRADE 10	HEALTH 1	SEMESTER	EVERYDAY	ELECTIVE
	HEALTH 2	SEMESTER	EVERYDAY	ELECTIVE
GRADE 11	HEALTH 1	SEMESTER	EVERYDAY	ELECTIVE
	HEALTH 2	SEMESTER	EVERYDAY	ELECTIVE
GRADE 12	HEALTH 1	SEMESTER	EVERYDAY	ELECTIVE
	HEALTH 2	SEMESTER	EVERYDAY	ELECTIVE

HEALTH DEPARTMENT

PHILOSOPHY

The aim of this department is to provide students with an outlook on the variety of aspects dealing with health.

STANDARDS

THE STUDENT WILL:

1. Know the availability and effective use of health services, products and information
2. Know environmental and external factors that affect individual and community health
3. Understands the relationship of family health to individual health
4. Knows how to maintain mental and emotional health
5. Knows essential concepts and practices concerning injury prevention and safety
6. Understands essential concepts about nutrition and diet
7. Knows how to maintain and promote personal health
8. Knows essential concepts about the prevention and control of disease
9. Understands aspects of substance use and abuse
10. Understands the fundamental concepts of growth and development
11. Knows and understands the responsibilities of parenting
12. Knows and understands Catholic values associated with health issues
13. Identifies and utilizes technology appropriate to the task

CAREERS IN THE HEALTH FIELD

Doctor
Nurse
Teacher
Nutritionist
Dietician
Veterinarian
Counselor
Social Worker
Funeral Director
Coroner
Medical Examiner

NUMBER: 971

TITLE: HEALTH 1

GRADE(S): 9-12

MEETING TIME: DAILY

LENGTH: SEMESTER

CREDIT: 5 per semester

ELECTIVE

COURSE SUMMARY: This course consists of subjects that pertain to “Skills For Living” including: Self Concept, Feelings, Friends, Family, Marriage, Parenting and Financial Planning.

The students will:

Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.

Analyze influencing factors on health enhancing behaviors.

- Explain how family, peers, cultural practices and attitudes influence health.

Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health.

Demonstrate communication skills to enhance health and increase safety.

- Communicate effectively to enhance health of self and others.
- Employ effective conflict management strategies. Utilize methods of obtaining help for self and offer assistance to others.
- Demonstrate ways to communicate care, consideration, empathy, and respect for self and others.

Advocate for personal, family and community health.

- Influence and support others to make positive health choices.
- Collaborate with others to improve family and community health.
- Employ the effective communication methods to accurately express health information and ideas.

Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision-making skills.

- Evaluate healthy and unhealthy alternatives in decision-making.
- Evaluate effectiveness of health-related decisions.
- Seek multiple perspectives when asking for assistance to make health-related decisions.
- Consider immediate and long-term impact on individual, family, community and environment when making health-related decisions.

Demonstrate goal-setting skills.

- Evaluate health status and develop goals to enhance health.
- Engage in an ongoing cycle of goal-setting, implementation, evaluation and readjustment to enhance health status.

NUMBER: 981

TITLE: HEALTH 2

GRADE(S): 10,11,12

MEETING TIME: DAILY

LENGTH: SEMESTER

CREDIT: 5 per semester

ELECTIVE

COURSE SUMMARY: The students will:

1. Use concepts related to health promotion and disease prevention.
 - Predict influence of risk and protective factors.
 - Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, and spiritual.
 - Use knowledge of impact of genetics/family history to make informed decisions.
 - Explain the impact of personal health behaviors on the functioning of body systems.
 - Explain how personal choices impact health maintenance and disease prevention.
 - Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
2. Analyze influencing factors on health enhancing behaviors.
 - Explain how family, peers, cultural practices and attitudes influence health.
 - Evaluate the impact of media, technology, research and medical advances on health.
3. Demonstrate decision-making skills.
 - Evaluate healthy and unhealthy alternatives in decision-making.
 - Evaluate effectiveness of health-related decisions.
4. Demonstrate goal-setting skills.
 - Evaluate health status and develop goals to enhance health.
5. Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.
 - Determine reliability, accuracy, and dependability of health information sources.
 - Recognize and reject messages that could lead to bullying or violence.
6. Access valid information, products and services.
 - Evaluate factors that influence selection of health products and services.
7. Promote health-enhancing level of physical activity.
 - Assess current physical health to meet fitness goals.
 - Engage in activities to maintain appropriate levels of cardiovascular endurance, muscular, strength/flexibility, and body composition.
8. Practice preventive health behaviors.
 - Identify factors that influence healthy eating.
 - Establish healthy eating behaviors.
 - Engage in behaviors that promote positive mental and emotional health for the individual, family and community.

This class consists of individual and group projects, videos, heart rate labs, and daily interactions.