

HLH301: Health Ed (2012-2013)

CURRICULUM PROGRAM: Health Education

COURSE TITLE: Health Ed

CALENDAR YEAR: 2012-2013

GRADE LEVEL: 9-12

CODE: HLH301

TYPE: GH

CREDITS:

COURSE LENGTH: 18 weeks

Major Concepts/Content: This required health education semester course is designed to help high school students extend their conceptualization of health knowledge and practice of health literacy skills, related to their health and the health of others. The focus is on students dealing with the world today and preparing for adult living based on skills for healthful decision making; concepts of personal hygiene and health promotion; knowledge of safe practices to prevent and injury and illness; concepts of nutrition and physical activity; mental health promotion and prevention strategies; and understanding the harmful effects and consequences of illicit substance use. Students apply health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative as well as internal and external influences on health decisions; and demonstrating safe self-care practices in managing personal health and planning actions on behalf of others. Students conceptualize health knowledge related to issues of young people and practice applying health literacy skills.

Major Instructional Activities: Instruction is aligned to the development needs, interests, strengths, and cultural diversity of students. Students gather valid information; communicate thoughts and feeling; analyze influences; demonstrate health care and disease prevention practices; and make decisions that focus on continuous progress toward improved competency in physical, intellectual, emotional, spiritual, and social health. The application of health concepts and literacy skills through student self or group directed and differentiated learning activities and the use of appropriate resources and technology are emphasized. Ultimately, parents are viewed as the primary health educators of young people; and, along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Student assessment focuses on the health knowledge and skills that are prerequisites for becoming health literate. Multiple authentic formative and summative assessment strategies are used for diagnostic purposes and to enable students to demonstrate their progress toward achievement of health knowledge and literacy skills; e.g., written and oral presentation, quizzes and tests, portfolio assessment, performance or product assessment, rubric scoring scales, and assessments by the teacher, self, or peers.