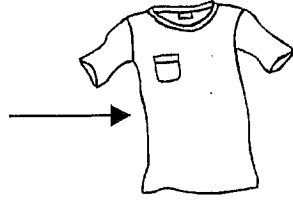


Uniform Requirements

Polo or T-Shirt (or Sweat shirt in cooler weather). No unacceptable language or logs. No button-up shirts. No "tank top style" "form fitting shirts" or "spaghetti style" straps.



Athletic Shorts or Sweat pants. No cargo pants or pants with large pockets. The tops of the pants should be worn above the hips at all times.


(Properly tied!) **Athletic Shoes**
(indoor and those that you are willing to get dirty outdoors)



Athletic Socks
(Washed at least 2x a year!!) 😊

You are expected to change for PE. Clothing will be for class only. You will not be fully credited for playing in the clothes you wear to school.

The Locker Room

- ❑ Two students will be assigned to a locker to secure gym/athletic equipment.
- ❑ As soon as you dress, you should exit the locker room. You should not return to the locker room during the class period without permission.
- ❑ Students need to provide a combination lock. (Key-locks are discouraged) 
- ❑ The PE teachers and school are not responsible for personal belongings. Students should secure their valuables in their lockers. Do not bring valuables into the locker room and leave them unsecured.
- ❑ Do not leave purses, billfolds or other valuables sitting out on the benches. You will just be inviting trouble. **LOCK IT OR LOSE IT!!**

TEACHERS' OFFICES & EQUIPMENT ROOMS ARE OFF LIMITS





Don't open yourself to question; Don't go in unless instructed to do so by a teacher.

Rules Governing Equipment



- If you take it out, put it back.
- Use it for what it was designed.
- Share
- Do what a teacher requests of you when they tell you to do it. (pick it up, put it down, put it up)

Students are expected to:

- ✓ Be in the gym when the bell rings
- ✓ Follow directions the first time they are given
- ✓ Help keep the facility clean and free of vandalism 
- ✓ Wear headgear only outdoors.
- ✓ Stay in the gym area until dismissed or the bell rings.
- ✓ Consume food and drink only in designated areas.
- ✓ Treat teachers and classmates with respect. Discrimination and acts of violence (including verbal abuse, antagonizing, fighting, pushing, shoving and bodily contact) are totally unacceptable.
- ✓ Leave electronic equipment outside the gym.
- ✓ Follow school rules concerning controlled substances (including drugs, alcohol, or tobacco).
- ✓ Respect private ownership.
- ✓ Follow school rules concerning public displays of affection (PDA)!! 

LHS Physical Education



Physical Education Activity Grading Rubric

Students' activity will be graded using the following rubric as a guideline



Class Activity	Grade	A	B	C	D	F
Warm-Up 		Lift weights or personal conditioning using an "organized" plan OR participates in a pick-up game OR does skill development activities OR walks the entire time quickly enough to raise heart rate to Target Zone	Lifts weights OR Does personal conditioning OR Participates sporting equipment (shoots baskets, jumps rope, hits badminton bird, etc) OR walks to minimally raise heart rate	Minimally lifts weights OR does personal conditioning OR participates nominally with sporting equipment OR walks with no purpose	***Does the following but only when the teacher is watching. Minimally lifts weights OR does personal conditioning OR participates nominally with sporting equipment OR strolls with no purpose or sits during warm up.	Does not dress and/or participate; Poor attendance record; Not turning in make up work after lengthy absences; Playing dangerously; Showing disrespect toward peers, adults, equipment
Stretching 		Does exercises individually and quietly; show improvement; Does all flexibility/cardio warm-up exercise enough to encourage improvement	Does exercises individual; Talks/does not focus on doing stretches; minimally completes stretch; does most flexibility/ cardio warm up exercises	Minimally does exercise; Talks/distracts other student; partially does flexibility/warm up exercise	Minimally does exercise; Talks/distracts other students; makes little effort to do flexibility/warm up exercises	
Activity 		Participates fully; plays to the best of his/her ability; shows willingness to learn; shows good sportsmanship and leadership with peers; raises heart rate to the target zone	Plays to the best of his/her ability; shows good sportsmanship and a willingness to learn; raises heart rate to the target zone; participates safely	Plays minimally; shows little effort/willingness to learn activity; shows sportsmanship less than 100%; raises heart rate minimally; participates safely. Distracts others	Shows minimal attempt to participate or learn activity. Does not do enough to raise heart rate. Distracts others from participating.	
Dressing Expectations Everyday/All Day		Meets PE dress guidelines. Dresses out everyday Utilizes time wisely. positive attitude.	Meets PE dress guidelines. No more than 2 "no dress" marks	Meets PE dress guidelines. Nom more than 3 "no dress" marks	Meets PE dress guidelines. No more than 4 "no dress" marks.	Does not dress PE dress guidelines or more than 5 "no dress" marks.
Displays a Shows respect to all adults and students.						

Gym and PE Class Discipline Policy

All students have the right to learn and participate in Physical Education without the threat of intimidation, verbal or physical abuse or behaviors that disrupt the educational process.

We do everything we can to help our classes run smoothly. In the event of on-going or more serious problems, the following are our discipline procedures.

- All situations will first be handled by the teachers counseling students or mediating problems. This, hopefully, will be the end of the problem.
- If problems persist, a call will be made to the sponsor.
- If unacceptable behaviors continue, students will be sent to the office.

Serious disruption/fighting/direct disobedience/insubordination /or refusal to follow a reasonable request will result in an immediate referral to the office.

LHS PHYSICAL EDUCATION

Fitness for Life and Lifetime Sports

Course Outline

Basic 9th grade PE

The required *Fitness for Life* course will be covered in the first semester. Students will meet one day (the first class day) a week in a classroom setting.

First quarter--Activities

Conditioning and physical fitness tests
"Gillyball"
Speedball

Second Quarter--Activities

Conditioning and physical fitness tests
Basketball
Floor Hockey

Starting in the 3rd Quarter, there is no class room activity.

Third Quarter Activities

Conditioning and physical fitness tests
Bowling
Racket sports
*Pickleball *Badminton *Ping Pong
Volleyball

Fourth Quarter--Activities

Physical Fitness Testing
Soccer
Softball

Other activities to be fit in as time and interest allow:
Tennis, Frisbee, golf, flag football, weight training, cardio workouts,

Physical Activity and Nutrition (PAN)

Physical Activity and Nutrition (PAN) is the new required semester course for DoDDs students. PAN is developed to be an exploration of alternative and non-competitive physical activities accessible through the school and community, a look at the student's nutritional habits, as well as an opportunity for students to get the necessary activity to prosper good health during their school day.

Students will be tracking their nutritional intake during their day to recognize strengths in their diet as well as weaknesses they can improve upon. We will be using the Dept of Agriculture's Mypyramidtracker.gov. It is an *online dietary and physical activity assessment tool that provides information on diet quality, physical activity status, related nutrition messages, and links to nutrient and physical activity information. Use of MyPyramid will help better understand energy balance status and enhances the link between good nutrition and regular physical activity.* (source: MyPyramidtracker.gov) This site is available to everyone from any computer. Check it out at home

Students will be expected to be able to answer the following questions as a result of their engagement in this course of study.

1. What does a physically educated person need to know and be able to do to participate in
 - Individual non-competitive activities
 - Rhythmic activities and or
 - Outdoor Pursuits
2. How does a physically educated person balance physical activity and nutritional needs?
3. How does a physically educated person take advantage of the physical activity opportunities available in the community?

The PAN course this year will be a work in progress. We will be exploring the opportunities available in our Lakenheath/Mildenhall communities and exploring the best ways to take advantage of those opportunities. Many non-competitive activities require specialized equipment, teaching, or venues. We will be working through all the problems of presenting the activities to the students as we go. Our plan is to give the kids a fresh look at ways to be physically fit and give them the tools to continue to be physically active throughout their lifetimes.

Suggested Course Content/Units of Study

Yoga*	Tai Chi*	Pilates*	Step Aerobics*	Spinning*	Aquatics
Dance*	Biking*	Hiking*	Walking*	Canoeing*	Fishing
Kayaking	Climbing*	Skiing	Orienteering*	Skating*	Equestrian

*Available in the community

Our Weekly Schedule should look like:

Monday 1		Wednesday 1-Purple Day (shortened classes)	Friday 1
Record Weekend Diet Activity		Library—log on to MyPyramidtracker.gov *Input diets for 2 weeks* *Work on Learning Assessment Project	Record Diet Activity
Monday 2		Wednesday 2	Friday 2
Record Diet Activity		*Fitness Testing *Activity	Record Diet Activity

Lakenheath High School

Health Syllabus

Educator: J. J. McCloskey

Email: otis.mccloskey@eu.dodea.edu

Classroom: Building 826 Room 606

Telephone: DSN: 226-3115

Course Description. Health is a one semester class designed to provide high school students, grades 10-12, with comprehensive information about current health issues associated with their transition into adulthood. Course content focuses on health factors directly related to teenagers and young adults: nutrition and body image, personal relationships, coping with stress, alcohol and tobacco and other prohibited substances, sexual relationships, basic first aid and first responder emergency care and finally everyday hygiene.

Health is a student driven course. Research topics are assigned which deal with the current area of instruction. Students research the material as homework or during class research time. Assignments may be given and completed individually or as part of a group presentation (this will require all students to access and use their DoDDS-Europe internet account). Students will utilize their electronic folders to store and present material to their classmates.

Parental Communication. Gradespeed is a great parental tool for keeping up with their student's assignments and the grade received. If there is a question please email your question/concern. Telephonic communication is secondary as the LHS office will not forward parental calls during periods of instruction. Please be aware that I also teach classes in the gymnasium and do not always have access to email or a telephone.

Grading Policy. Active participation is the key to successful completion of Health. The course grade is primarily based on student participation and completion of assignments. Unexcused late assignments are accepted, however, a reduction of one letter grade is incurred. Students presenting in a group receive a "group grade" – this promotes teamwork and encourages increased student communication and fosters leadership skills.

Grading Scale:	90.0 – 100	A	Full and consistent participation in all class activities
	80.0-89.9	B	Consistent participation in class activities
	70.0-79.9	C	Inconsistent participation in class activities
	60.0-69.9	D	Poor participation in class activities
	59.9-below	F	Failure to participate in any class activities

Classroom Rules. Health is an upper-level class. Students are expected to act as young adults with a mature and responsible approach to the course material and their fellow classmates. They are expected to show respect for any adult who enters the classroom.

- 1st offense: Verbal Warning in class
- 2nd offense: Student-teacher conference (during lunch or after dismissal)
- 3rd offense: Parent notification via email/telephone
- 4th offense: parent notification and referral to admin

**LAKENHEATH HIGH SCHOOL
HEALTH CLASS
CLASS PARTICIPATION RUBRIC**

	A	B	C	D	
ATTENDANCE PROMPTNESS	Student is always prompt and prepared for class.	Student is late twice per semester and is prepared for class.	Student is late more than twice per semester and is usually prepared for class.	Student is late more than twice per semester and is seldom prepared for class.	
LEVEL OF ENGAGEMENT IN CLASS	Student is proactive and engages peers and instructor(s) in classroom dialogue	Student is usually proactive and engages peers and instructor in classroom dialogue	Student is seldom proactive and seldom engages peers and instructors in classroom dialogue	Student does not participate in classroom discussions.	
LISTENING SKILLS	Student listens when others talk and uses classroom dialogue to facilitate student/instructor dialogue	Student normally listens and uses classroom dialogue to facilitate student/instructor dialogue	Student seldom listens to classroom discussions.	Student constantly interrupts classroom discussions with non-topic dialogue	
BEHAVIOR	Student is courteous to adults and peers.	Student is courteous to adults and usually courteous to peers.	Student is courteous to adults but frequently displays poor courtesy to peers	Student is discourteous to adults.	
PREPARATION	Student is always prepared and actively participates in classroom activities/discussions	Student is usually prepared and actively participates in classroom activities/discussions	Student is seldom prepared and seldom participates in classroom activities/discussions	Student is not prepared for class	
8/23/08				SEMESTER GRADE	

Health Education: HLH301 Grades 9–12

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **HLH301HESK** Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards: **HLH301SK1:** access valid health information;
 HLH301SK2: practice health-enhancing behavior;
 HLH301SK3: analyze influences on health;
 HLH301SK4: use interpersonal communications skills to enhance health;
 HLH301SK5: use goal setting and decision making skills to enhance health;
 HLH301SK6: advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **HLH301HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards **HLH301HE1a:** evaluate the impact of technology on personal, family, and community health;
 HLH301HE1b: analyze how family, peers, and community influence the health of the individual;
 HLH301HE1c: evaluate health practices that reduce the risk of health problems during adulthood;
 HLH301HE1d: investigate environmental health risks in the community,
 Examples are:
 • water pollutants,
 • air pollutants (indoor and outdoor), and
 • soil pollutants;
 HLH301HE1e: evaluate claims made by promoters of health-related products and services.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **HLH301HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- HLH301HE2a: evaluate the prevalence of risk taking behaviors related to accidents, unintentional injuries, bullying, and violence among adolescents and young adults;
 - HLH301HE2b: analyze short- and long-term consequences of safe, risky, and harmful behaviors;
 - HLH301HE2c: demonstrate personal safety strategies for preventing/avoiding unsafe and violent situations in the home, at school, and in the community;
 - HLH301HE2d: demonstrate steps for CPR and the Heimlich maneuver;
 - HLH301HE2e: analyze choices related to driving and transportation safety; and
 - HLH301HE2f: distinguish risk factors that are controllable and uncontrollable for the student's age group.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding:

HLH301HE3 Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- HLH301HE3a: analyze physical inactivity and obesity trends in children, adolescents, and adults in the United States since 1995;
 - HLH301HE3b: analyze internal and external influences on food choices and eating habits; examples are:
 - personal likes and dislikes
 - media advertisements
 - government regulations (FDA, USDA)
 - HLH301HE3c: determine the relationships among food purchase, storage, and preparation practices to food safety and nutritional value; and
 - HLH301HE3d: investigate school, family, and community sources for maintaining balanced nutrition, examples are:
 - school cafeteria, restaurant and fast food menus
 - family pantry and grocery list
 - HLH301HE3e: explain the relationship among eating behaviors, physical activity and emotional health.

Strand:

HE4 Mental Health

Essential Understanding:

HLH301HE4 Mental health is essential to general well-being

The student will:

- Standards:
- HLH301HE4a: identify signs and symptoms of mental illness (physical and emotional stress, eating disorders, clinical depression) and potential suicide;
 - HLH301HE4b: analyze verbal and nonverbal skills needed to develop and maintain healthful interpersonal relationships;
 - HLH301HE4c: describe the influences of group identity on development of self-esteem and relationships with others;

- HLH301HE4d: analyze strategies to manage and diminish aggressive behaviors; including bullying, harassment, hazing and gangs;
- HLH301HE4e: evaluate personal coping strategies that address deployments and military community life; and
- HLH301HE4f: evaluate community mental health resources.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **HLH301HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- HLH301HE5a: distinguish valid sources of information on recent trends related to teenage alcohol, tobacco, and other drug use;
 - HLH301HE5b: determine the importance of taking medicinal drugs in the dosage and duration as prescribed;
 - HLH301HE5c: summarize local alcohol and other drug-related laws, including driving-related laws;
 - HLH301HE5d: evaluate local community resources for alcohol, tobacco, and other drug-related interventions and treatments available to teenagers and adults;
 - HLH301HE5e: set personal goals for resisting negative peer pressure;
 - HLH301HE5f: demonstrate positive coping strategies to avoid the use of alcohol, tobacco, and other illicit drugs; and
 - HLH301HE5g: assess preconceptions regarding the use of alcohol, tobacco and other drugs among adolescents

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **HLH301HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

- Standards:
- HLH301HE6a: explain the anatomy and physiology of the human reproductive system;
 - HLH301HE6b: determine responsibilities of healthful pregnancy and parenting.
 - HLH301HE6c: investigate relationship issues that promote expectations for, healthful sexual relationships;
examples are:
 - respecting the individual's romantic/sexual limits,
 - sexual abuse prevention;
 - HLH301HE6d: explain routine preventive health practices;
examples are:
 - breast and testicular self-examination,
 - use of barriers to prevent contact with body fluids;
 - HLH301HE6e: analyze how interpersonal communications affect relationships;
 - HLH301HE6f: evaluate the effectiveness of various methods of contraception,
examples are:
 - abstinence,
 - barrier methods,