



**Health Education Syllabus**  
**CHS Health & Physical Education Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

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**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisite(s) from Course Handbook:**

The health course is aimed toward development of attitudes as well as knowledge and understanding of health matters. Our main objective is to assist the student in gaining an intelligent understanding of the three areas of health in order to maintain good life long wellness and to apply this knowledge now and throughout life with a desire to achieve the highest degree of physical, social and mental wellness to prevent and reduce the risks of lifestyle diseases.

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3<sup>rd</sup> Quarter**
  - **Unit I Title: Understanding the Need for Good Health & Wellness**
    - **Big Idea #1:** I can learn the three elements of total health and where I am with them and how to improve and maintain them throughout life
      - *Essential Question #1: What is Total Health?*
      - *Essential Question #2: Explain what lifestyle diseases and how to prevent them?*

- *Essential Question #3:* What are the seven main lifestyle factor habits that can positively affect your total health?
  - **Big Idea #2:** I can take the responsibility for my health/wellness.
    - *Essential Question #1:* Based on the definition for Total health, what then are health Skills for life?
    - *Essential Question #2:* How do you make decisions, set goals and act upon them for a healthy lifestyle?
    - *Essential Question #3:* identify what are your influences that affect your views and attitudes about total health +/-?
  - **Big Idea #3:** I can develop a healthy foundation for life through quality health literacy inquiry and skill applications.
    - *Essential Question #1:* Explain and cite examples of what health Literacy is and why it is important for a healthy lifestyle?
    - *Essential Question #2:* Identify and explain your role with Healthy People 2020/2030?
    - *Essential Question #3:* Delineate how can technology be a good tool to improve your lifestyle health literacy and then your health practices but also potentially lead to harm?
- **Unit II Title: Good Mental & Emotional Health for a Lifetime.**
  - **Big Idea #1:** I can achieve homeostasis with my mental and emotional well-being.
    - *Essential Question #1:* Identify and explain the various mental-emotional health matters facing teens today?
    - *Essential Question #2:* What is dis-stress & how do you deal with it in a healthy way as opposed to un-healthy ways?
    - *Essential Question #3:* Cite ways to show how we can deal with our emotions and mental issues in a healthy way?
  - **Big Idea #2:** I can develop skills for healthy relationships with peers and family?
    - *Essential Question #1:* What are the skills for effective communication and listening?
    - *Essential Question #2:* Delineate what respect, integrity and character has to do with all relationship interactions both +/-?
    - *Essential Question #3:* List and explain what are the skills to put into practice for strong healthy relationships?
  - **Big Idea #3:** I can learn methods for violence prevention and resolving conflict in a healthy way.
    - *Essential Question #1:* Explain the difference in healthy and un-healthy interactions and the effect on your health?
    - *Essential Question #2:* Explain the use of refusal skills and abstinence skills in health/life matters?



- *Essential Question #3:* Describe how to develop/create and execute your physical activity and dietary plans to achieve physical health goals and stay physically fit?
  - **Unit IV Title: Collective Health Matters, Concerns & Current Events & Mandates**
    - **Big Idea #1:** I can develop a greater understanding/awareness of drugs and their uses and misuses.
      - *Essential Question #1:* Cite what are the roles of medicine and using them safely as intended?
      - *Essential Question #2:* Explain what are the health risks associated with alcohol & tobacco?
      - *Essential Question #3:* Describe what the designer/illicit drug category is and what are the dangers of this type of drug use?
    - **Big Idea #2:** I can develop an understanding diseases and disorders (communicable, STD's, HIV/AIDS, disabilities & non-communicable).
      - *Essential Question #1:* Identify and cite what are communicable diseases and how do we fight/prevent them?
      - *Essential Question #2:* Explain how do we prevent as well as treat STD'S & HIV/AIDS?
      - *Essential Question #3:* Describe in detail what can we do to prevent, treat and live a more healthy life when it comes to non-communicable diseases (cancer – cardiovascular disease) as well as disabilities (allergies, asthma, diabetes, arthritis & others)?
    - **Big Idea #3:** I can be more aware of and practice personal health safety and health environmental situations that need to be addressed for my health and wellness.
      - *Essential Question #1:* Explain what is and why do we need to practice personal safety and protection?
      - *Essential Question #2:* Explain why should everyone know basic first aid, CPR & AED skills?
      - *Essential Question #3:* Cite why our habitat (home) and niche (community) a.k.a. the world around us is part of our total health and can have an impact on us in what ways both +/-?
- **END OF COURSE EXAM**

**Course Materials:**

- Google Chromebook
- Notebook & Folder
- Writing pens/pencils

**Textbook:**

- Class set of Glencoe Health-Red

**Supplemental Textbook(s):**

- Class set of Glencoe Health-Blue

**Electronic Resources:**

- <https://www.g-wlearning.com/health/>

**Course Expectations:**

Take good care of all health class facilities and equipment at all times. Be respectful to the instructor and class participants. Have a positive attitude, exemplify character, be on time, and do not use inappropriate language. Any student who disobeys rules established in the Student Handbook throughout the course will be subject to disciplinary action.

**Grading:**

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.
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**Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.

- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

**Performance Based Section: Writing Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, “Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning.” Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

### CHS Health Education Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### HEALTH APPLICATIONS FOOD DAY(S) ACTIVITY PERMISSION RELEASE FORM:

The following items will be needed on or the day before the event to your teacher before the school day starts at 7:30am:

1. Cereal(s) to eat and share
2. Milk 2% or 1% or skim for cereal eating option day
3. Disposable bowls, plates, napkins and spoons to enjoy our foods
4. Plastic snack baggies to take a sample of a cereal for later as a nutritional snack.
5. Fruits/vegetables, TBA healthier snack options day(s).
5. Junk foods
6. Fruits/Vegetables
7. Healthy alternative snacks – low sugar-salt-fats

In the coming days we will need students to discuss with parent/guardian what they might be able to contribute to the day(s) (if financial issues, do let your teacher know and arrangements will be made on the days event) from the list above to make it a success.

If your child **does have a food allergy/other special dietary needs**, their participation in this nutrition and fitness event is encouraged, but will be at the discretion of the parent. All food allergies/special dietary needs and treatment measures must be listed below. Keeping our students with food allergies safe is

challenging and something we take very seriously. Please complete the below information, sign and return to the school.

My child has a food allergy/other medical concern that will require the following accommodations to the preparation of food, so he/she can still actively be a part of what will be a great experience and valuable life lesson for better wellness.

ALLERGY/MEDICAL CONDITION:

\_\_\_\_\_

ACCOMMODATIONS NEEDED FOR FOOD PREPARATION:

\_\_\_\_\_

STUDENT WILL HAVE THE FOLLOWING EMERGENCY MEDICATION (FOR FOOD ALLERGIES) / OTHER NECESSARY MEDICATIONS FOR THIS EVENT:

\_\_\_\_\_

PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_ Student: \_\_\_\_\_ DATE \_\_\_\_\_

Teacher of Record: \_\_\_\_\_ Class Period: \_\_\_\_\_