

# Ridge Point High School

## HEALTH EDUCATION SYLLABUS

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*Conference:* 6<sup>th</sup> Period

*Tutorials:* Monday and Friday mornings (6:50-7:20 am)

### **COURSE DESCRIPTION:**

This required course is designed to help high school students extend their knowledge, attitudes, beliefs and skills related to health education. Instruction is based on the needs, interests, strengths, and culture of Ridge Point high school students. The focus is on students dealing with the world today and preparing for adult living. School appropriate concepts of personal and community health, safety, mental health, substance abuse, family life and human sexuality are taught in this course. Some of the topics taught will be of a sensitive nature. Responses will be given in a straightforward, factual manner with respect for individuals always being a top priority. Ultimately, parents are viewed as the primary health educators. Along with community resources, parents are encouraged to be partners in the school-based health education program.

### **COURSE GOALS/OBJECTIVES:**

Upon completion of this course, students should be able to:

- Discuss how behaviors, choices and decisions can affect health
- Explain how medicines are grouped
- Describe indicators of physiological dependence
- Explain how tobacco use is directly linked to respiratory and circulatory diseases, as well as a variety of other health-related problems.
- Describe the effects and health consequences of alcohol and drug use.
- Discuss strategies for preventing substance abuse
- Describe the process of recovery from addiction
- Identify codependent behavior and its relationship to alcoholism and other drug addictions
- Discuss how HIV is transmitted and prevention techniques
- Identify the danger and prevention of lifestyle diseases
- Describe diabetes, arthritis, and other noninfectious diseases
- Identify the priorities in responding to an emergency
- Differentiate between types of emergencies and know the first-aid treatment
- Discuss ways to achieve and maintain emotional health
- Identify stress-management strategies
- Relate excessive stress to disease
- Discuss ways to cope with a major loss

## COURSE MATERIALS:

Textbook - Glencoe Health

The following items are to be brought to class daily:

- some type of folder to organize class handouts (your choice)
- paper
- pencils and pens
- highlighter (recommended)

Extra Recommendations:

- Box of tissue

## ASSESSMENT:

Multiple assessment strategies are used to enable students to develop their health-related knowledge, attitudes, and skills. These include written class work, tests, group discussions and debates, educational games, and group activities.

**Tests and Quizzes:** Tests are given at least 3 times in each quarter. Quizzes can be given upon completion of a unit lesson. It is the responsibility of the student to schedule make-up tests and quizzes with the teacher. Make-up tests should be taken outside of class time and completed within two class periods of returning to school.

**Homework:** Homework will be assigned periodically. Homework is due at the beginning of the period. Late assignments will be accepted for full credit only for excused absences and must be turned in within two class periods of returning to school. Late assignments turned in without absenteeism are subject to a letter grade penalty per class period that it is late. It is the responsibility of the student to check for any assignments missed.

**Warm-ups/Journals Entries:** Journals are assignments that are given on a daily basis to connect with prior learning, elaborate on a current event, or gear up for the lesson of the day. It is important that every student begins the warm-up on the board immediately upon entering the classroom. Warm-ups are kept in the journal notebook, and are collected at my discretion.

**Class Participation:** Class participation is an important part of learning health. It includes participation in discussions, projects, and all classroom activities. Students will be given a grade for participating appropriately.

**Tardies:** Each student is expected to be on time when arriving to class. If you are tardy, you will be expected to sign the tardy log on the file cabinet when you walk in. You will be issued a lunch detention starting with the 4<sup>th</sup> up to the 6<sup>th</sup> tardy. Once you have reached your 7<sup>th</sup>, a discipline referral will be issued to your principal.

## **CLASS POLICY:**

Students are expected to comply with all Ridge Point High School policies. The following policies have been set to maintain an environment conducive to learning health in a classroom setting:

- All students above all else will be respectful in class at all times
- Deposit gum, food, and drinks in outside trash cans before entering class. (Water is the exception)
- Be in your assigned seat when the tardy bell rings, and be prepared to work.
- Bring required materials and a positive attitude to class.
- Raise your hand to speak
- Teacher dismisses the class not the bell

**Passes:** You will be allowed three “emergency” passes per quarter. Otherwise, you are expected to come prepared for class everyday! No student is allowed to leave class the first and last 10 minutes of class.

## **Expectations:**

### Students

- Learn without being disrupted by others
- Behave respectfully to the teacher and to other students
- Learn to work together as a team
- Accept the consequences of misbehavior

### Teacher

- Teach interesting curricula, which meet the student’s needs
- Provide stimulating and useful lessons
- Use practices that motivate students to engage in worthwhile learning activities
- Be ready to teach everyday

**Consequences:** The following are consequences which may occur when rules and expectations are violated. Sever misbehavior is immediately referred to your assigned principals.

- Verbal warning
- Call home to parents
- Teacher detention
- Office referral

**High School Health At-A-Glance**  
**2018-2019**

	Health Unit	Weeks	Dates
Grading Period 1			
	Organizational Week	½ Week (3 Days)	8/15-8/17
	Unit 1: A Healthy Foundation (Chapters 1, 2 & 3)	2 Weeks (9 Days)	8/20-8/31
	Unit 2: Physical Activity and Nutrition (Chapters 4, 5 & 6)	2 Weeks (10 Days)	9/4-9/14
	Unit 3: Mental and Emotional Health (Chapters 7, 8 & 9)	2 Weeks (9 Days)	9/17-9/27
	Unit 4: Promoting Safe and Healthy Relationships (Chapters 10, 11, 12 & 13)	2 Weeks (14 Days)	10/1-10/12
	Unit 5: Personal Care and Body Systems (Chapters 14, 15 & 16)	1 Week (4 Days)	10/15-10/18
Grading Period 2			
	Unit 6: Growth and Development (Chapters 18, 19, 20 & 25)	2 Weeks (10 Days)	10/22-11/2
	Unit 7: Tobacco, Alcohol and Other Drugs (Chapters 21, 22, & 23)	2 Weeks (10 Days)	11/5-11/16
	Unit 8: Diseases and Disorders (Chapters 24 & 26)	1 Weeks (5 Days)	11/26-11/30
	Unit 9: Parenting and Paternity Awareness (P.A.P.A.)	2 Weeks (10 Days)	12/3-12/14
	Semester Reviews & Exams	1 Week (3 Days)	12/17-12/21

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Please be aware that during the semester we will be covering sensitive topics including premarital sex, teenage drinking, teenage pregnancy, drug abuse, suicide, and sexual transmitted diseases. By signing, you acknowledge and approve this content to be covered with your child.

Student signature: \_\_\_\_\_

Period: \_\_\_\_\_

Parent signature: \_\_\_\_\_

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