

Grade levels: 9, 10, 11, 12

Credit: Fulfills Health credit requirement for graduation

Length: 1 Trimester

# Healthy Life Style

*Mt. Pleasant High School*

Health & Physical Education Department: Mrs. Kim O'Boyle  
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**Welcome to Healthy Life Style !**



## Description of Healthy Life Style

### Things you'll need for this course:

- ⇒ Folder
- ⇒ Pen or pencil
- ⇒ Journal
- ⇒ Shoes

### Classroom Expectations

All students are expected to contribute to class by being prepared each day with the assignments and by offering points for discussion. He/she is expected to enhance the learning atmosphere by showing respect to other students in the room and to their personal belongings.

I am delighted that you are in my health class this trimester. Together we can look forward to many exciting, positive and rewarding experiences as the trimester progresses. This class will present the choices and skills necessary for you to begin the lifelong process of choosing and living a healthy lifestyle. You will be given the opportunity to acquire accurate health information and to develop healthful attitudes and behavior patterns.

You will analyze the interaction among energy expenditure, fuel needs and utilization, of all nutrients. Also the factors which affect food and nutrient needs for growth, development, and maintenance throughout the entire life span. Students will participate in about 30 minutes of daily low impact aerobic activity.

## Course Requirements

Assume that you will be doing some activity, project or class discussing everyday. You must bring your note packet to class daily. These will be checked during the marking period for credit. You will need to have a computer password in order to complete some projects.

### Work

Work will be accepted late with a maximum of 80% credit given. Make-up work must be completed within time frames set by the teacher the student.

### Software

© Microsoft Office



### Extra Credit

Projects are worth 5 points they may be done each marking period. These are projects completed outside of class that deliver a positive health message.

**They are due on the 5<sup>th</sup> Wednesday of each marking period. They will not be accepted late.**

### Topics

Healthily life style, Weighing the Options, Food Label, Dietary Guidelines and Food Pyramid Connection, Vitamins, Eating Disorders Fitness, Avoid injury



### Earning the Grade

Daily activity points	4 points/day = 20 per week
Teaching the tips (one week)	0-75 point
Reflection on Fridays point	15 points per week
Friday project point	20 points per week
Movie points	0-15 points
Project points	0-150 points
Notes point	0-50 points
Presentation points	0-25 points
Assignment points	0-50 points
Worksheets points	0-50 points

### Classroom Rules

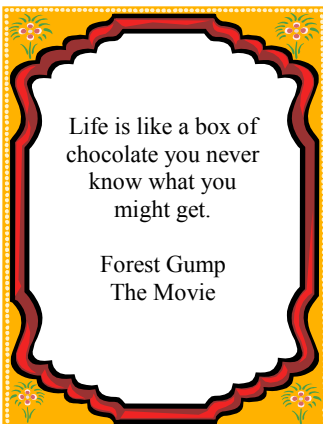
- ⇒ Electronic devices are not allowed in My Classroom.
- ⇒ Be respectful of each other and don't keep any student from learning
- ⇒ Remember everything including pen, pencil, and shoes
- ⇒ Keep you bottom in your seat (not on the table) until the dismissal bell rings.

### Class Attendance

Excused absences and unexcused absences are handling according to the students handbook.

#### Tardy Policy

- 1st: Warning
- 2nd: One hour of detention
- 3rd: Two hours of detention
- 4th: Two hours of detention and parents contacted.
- 5th: Discipline referral to Assistant Principal's office



A	100	93
A-	92.9	90
B+	89.9	87
B	86.9	83
B-	82.9	80
C+	79.9	77
C	76.9	73
C-	72.9	70
D+	69.9	67
D	66.9	63
D-	62.9	60
F	59.9	0

### Grading System

Class work, homework, quizzes, tests, and projects are graded according to points issued for each graded work. The six-week grade is a result of dividing the student's total earned points by the total points available. See grading scale on the left.

### Academic Dishonesty Policy

Follows the student handbook

## Course Outcomes

### Healthily Life style

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

High School Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention.

High School Benchmark 4: Analyze how family, peers, and the community influence the health of individuals.

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

High School Benchmark 1: Evaluate the validity of health information, products, and services.

Content Standard 4: All students will analyze the influence of cultural beliefs, media and technology on health.

High School Benchmark 2: Evaluate the effect of media and other factors on personal, family, and community health.

Content Standard 6: All students will demonstrate effective interpersonal communication and other social skills which enhance health.

High School Benchmark 1: Demonstrate skills for communicating effectively with family, peers, and others.

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

High School Benchmark 2: Demonstrate the ability to influence and support others in making positive health choices.

High School Benchmark 3: Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities.

High School Benchmark 4: Express information and opinions about health issues.

### Weighing the Options

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

High School Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention.

High School Benchmark 4: Analyze how family, peers, and the community influence the health of individuals.

Content Standard 4: All students will analyze the influence of cultural beliefs, media and technology on health.

High School Benchmark 2: Evaluate the effect of media and other factors on personal, family, and community health.

Content Standard 6: All students will demonstrate effective interpersonal communication and other social skills which enhance health.

High School Benchmark 1: Demonstrate skills for communicating effectively with family, peers, and others.

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

High School Benchmark 4: Express information and opinions about health issues.

Content Standard 4: All students will analyze the influence of cultural beliefs, media, and technology on health.

Health Benchmark 5: Demonstrate the ability to use computer technology to locate health information.

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

High School Benchmark 3: Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities.

High School Benchmark 4: Express information and opinions about health issues.

### Food Labels

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

High School Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention.

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

High School Benchmark 1: Evaluate the validity of health information, products, and services.

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

High School Benchmark 3: Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities.

High School Benchmark 4: Express information and opinions about health issues.

### Dietary Guidelines and Food Pyramid Connection

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

High School Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention.

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

High School Benchmark 1: Evaluate the validity of health information, products, and services.

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

High School Benchmark 2: Demonstrate the ability to influence and support others in making positive health choices.

High School Benchmark 3: Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities.

High School Benchmark 4: Express information and opinions about health issues.

### **Vital Vitamins**

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

High School Benchmark 1: Evaluate the validity of health information, products, and services.

### **Eating Disorders**

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

High School Benchmark 1: Evaluate the validity of health information, products, and services.

Health Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention.

Health Benchmark 4: Analyze how the family, peers, and the community influence the health of individuals.

High School Benchmark 5: Demonstrate the ability to access school and community health services for self and others.

Content Standard 4: All students will analyze the influence of cultural beliefs, media, and technology on health.

Health Benchmark 5: Demonstrate the ability to use computer technology to locate health information.

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

High School Benchmark 3: Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities.

High School Benchmark 4: Express information and opinions about health issues.

### **Eating disorder when food becomes the enemy**

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

High School Benchmark 1: Evaluate the validity of health information, products, and services.

High School Benchmark 5: Demonstrate the ability to access school and community health services for self and others.

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

High School Benchmark 3: Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities.

High School Benchmark 4: Express information and opinions about health issues.

### **Fitness Unit**

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

High School Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention.

Content Standard 3: All students will practice health-enhancing behaviors and reduce health risks.

High School Benchmark 1: Analyze the role of individual responsibility for enhancing health.

Content Standard 5: All students will use goal setting and decision-making skills to enhance health.

High School Benchmark 2: Implement and evaluate a plan for achieving a personal health goal.

### **Ways to exercise**

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

High School Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention.

Content Standard 5: All students will use goal setting and decision-making skills to enhance health.

High School Benchmark 2: Implement and evaluate a plan for achieving a personal health goal.

### **Avoid injury**

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

High School Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention.

Content Standard 3: All students will practice health-enhancing behaviors and reduce health risks.

High School Benchmark 1: Analyze the role of individual responsibility for enhancing health.

## **Academic Dishonesty Policy**

Follows the student Handbook