

# JASPER HIGH SCHOOL

COURSE: HEALTH EDUCATION  
 INSTRUCTOR: COACH HALL  
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## COURSE DESCRIPTION/OVERVIEW:

The Grades 9-12 health education course encompasses the eight comprehensive health strands and focuses on health-enhancing skills. Health instruction is addressed in a way that allows students to obtain, interpret, and apply health information. In order to be health-literate, students are encouraged to become self-directed learners while establishing a basis for healthy living and disease prevention. The maturation of the student, intensity of instruction, and level of integration of content across the course.

Health instruction leads high school students to understand basic concepts of health literacy. They develop skills to identify and use services for current and future health needs. They also distinguish between positive and negative impacts of health-related behaviors. In addition, students gain knowledge of global environmental issues, learn to administer cardiopulmonary procedures, and gain an understanding of the importance of recognizing, avoiding, and managing health risks. Other goals for fostering health literacy for students in Grades 9-12 include becoming competent in making decisions about health and abuse. Students become informed about factors that impact nutrition decisions and gain knowledge of a variety of health-related topics. They also apply decision-making skills, set goals, and work cooperatively to advocate for health.

HEALTH EDUCATION UNIT PLAN (COACH HALL)			
WEEK	UNIT	STANDARDS	
1	INTRO TO HEALTH	1	SYLLABUS/CLASSROOM
	CONSUMER AND COMMUNITY HEALTH		ANALYZE TECHNOLOGY AND ITS IMPACTS
2	ENVIRONMENTAL HEALTH	2,3,4,5	GLOBAL ENVIRONMENTAL ISSUES AND
	FAMILY HEALTH		RESPONSIBILITIES OF PARENTHOOD
3	PERSONAL HEALTH AND SAFETY	6,7	DEMONSTRATE ABILITY TO ADMINISTER FIRST AID
4	MENTAL AND EMOTIONAL HEALTH	8,9	IDENTIFY SYMPTOMS, TREATMENT, AND PREVENTION
5	NUTRITION	10	UNDERSTAND HOW SIGNIFICANT LIFESTYLE CHOICES AFFECT HEALTH
6	PREVENTION AND CONTROL OF DISEASE	11,12,13	IDENTIFY FACTORS THAT INFLUENCE HEALTH
7			DESCRIBE HEALTH CONSEQUENCES OF BEHAVIORAL CHOICES
			MANAGEMENT STRATEGIES FOR CHRONIC DISEASES
8	SUBSTANCE USE AND ABUSE	14,15,16	FEDERAL AND STATE LAWS
			IDENTIFY EFFECTS OF SUBSTANCE USE
9	COURSE REVIEW	1-16	EXPLAIN PHYSIOLOGICAL EFFECTS OF SUBSTANCE USE
	FINAL EXAM		SUBSTANCE USE AND ABUSE
			REVIEW MATERIAL
			CONCEPTS

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uses on the application and mastery of developing  
d apply basic health information to their daily lives. In  
asic understanding of health promotion and disease  
ne high school curriculum influences the impact of this

skills for accessing health information, products, and  
; of family, culture, mass media, and technology on  
ulmonary resuscitation (CPR) and other first aid  
and reporting types of abuse.

health-enhancing decisions regarding substance use  
icute and chronic health conditions, including HIV and  
healthy homes, schools, and communities.

## DESCRIPTION

ROOM EXPECTATIONS/ INTO ACTIVITIES  
NFLUENCE ON CONSUMER HEALTH AND HEALTHCARE  
DESCRIBE WAYS TO ADVOCATE FOR A HEALTHY SOCIETY  
OD AND COMMON CAUSES FOR DISABILITY AND DEATH  
INISTER CPR AND USE AED. RECOGNIZE PERSONAL  
IBILITY FOR LIFELONG HEALTH  
NT AND MANAGEMENT OF MENTAL HEALTH ISSUES.  
IFE EVENTS IMPACT MENTAL AND EMOTIONAL HEALTH  
HAT IMPACT NUTRITION INCLUDING MEDIA  
JENCES AND TREATMENT OF EATING DISORDERS  
ACUTE AND CHRONIC HEALTH ISSUES, PREVENTION  
PRESSION OF HIV TO AIDS  
REGARDING SALE AND USE OF ILLEGAL DRUGS  
ON HEALTH OF CHEMICAL SUBSTANCES  
CAL EFFECTS OF CHEMICAL SUBSTANCES  
CE ABUSE IN WALKER COUNTY  
ERIAL FROM PREVIOUS 8 WEEKS  
OMplete FINAL EXAM