**Comprehensive Health Education**

**Course Syllabus**

**Teachers: Shawanna White, Thelma Threat, and James Cape**

Calhoun County High/ K8 schools teach comprehensive health through physical education and classroom instruction.

**Course Description:**

Comprehensive Health Education is a required course that will be taught along with Physical Education. The health course is aimed at helping students gain a better understanding of health related matters. We will focus on all areas indicated by the Health Education Scope and Sequence.

**Course Expectations and Rules:**

• All School Rules must be followed at all times

• Take care of all health class facilities and equipment at all times

• Be respectful to others at all times.

• You must be on time. 3 tardies will equal an absence.

**Supplies:**

* Students need to have a class folder created on their laptop for Health.
* Students who do not use the laptops must bring a notebook.
* Students must have an active Google and Edmodo account.

**Course Outline:**

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| --- | --- |
| Standard 1 | Students will comprehend concepts related to health promotion and disease prevention to enhance health. |
| Standard 2 | Students will analyze the influence of family, peers, culture, media, technology, and other factors of health behaviors. |
| Standard 3 | Students will demonstrate the ability to access valid information, products, and services to enhance health. |
| Standard 4 | Students will demonstrate the ability to use interpersonal communication skills to enhance health. |
| Standard 5 | Students will demonstrate the ability to use decision making skills to enhance health. |
| Standard 6 | Students will demonstrate the ability to use goal-setting skills to enhance health. |
| Standard 7 | Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
| Standard 8 | Students will demonstrate the ability to advocate for personal, family, and community health. |

**Pacing:**

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| --- | --- | --- |
| Unit | Standards | Activities |
| Theme I – Overall Health and Mental Health | 1, 5,7, 8 | Google Classroom, Edmodo, Erin’s Law,  Power Points Kahoot and Project Based Learning/Tests |
| Theme II – Substance Abuse | 2,3,5,6,7,8 | Google Classroom, Edmodo, Erin’s Law,  Power Points Kahoot and Project Based Learning/Tests |
| Theme III - Diseases | 1,2,3,5,7,8 | Google Classroom, Edmodo, Erin’s Law,  Power Points Kahoot and Project Based Learning/Tests |
| Theme IV – Nutrition and Physical Activity | 1,2,4,6 | Google Classroom, Edmodo, Erin’s Law,  Power Points Kahoot and Project Based Learning/Tests |
| Theme V - CPR | 3,4,5,7 | Google Classroom, Edmodo, Erin’s Law,  Power Points Kahoot and Project Based Learning/Tests |

**Erin’s Law:**

Select or develop instructional units in sexual abuse and assault awareness and prevention, with separate units appropriate for each age level from four-year-old kindergarten through twelfth grade; and to amend section 59-32-30, relating to the requirement that local school districts implement the comprehensive health education program, among other things, so as to provide that beginning with the 2015-2016 school year, the districts annually shall provide age appropriate instruction in sexual abuse and assault awareness and prevention to all students in four-year-old kindergarten, where offered, through twelfth grade.

Lessons:

Grades Kindergarten –First

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| --- | --- | --- |
| Lesson | Discussion | Activity |
| “Private Parts” | Body parts are unique and private | Discuss body parts at home with parents prior to the lesson. |
| “Touch” | Good vs Bad Touch/Knowing the difference | List the different touches and discuss |
| “No, Go, Tell!” | How to tell someone that they don’t like their touches. | Identify adults they can tell. |

Grades Second –Third

|  |  |  |
| --- | --- | --- |
| Lesson | Discussion | Activity |
| “Private Parts” | Body parts are unique and private and should be respected | Discuss body parts at home with parents prior to the lesson. |
| “Touch” | Good vs Bad Touch/Knowing the difference/Sexual Abuse | List the different touches and discuss |
| “No, Go, Tell!” | Role Play how to tell someone that they don’t like their touches. | Identify adults they can tell. |

Grades Fourth –Fifth

|  |  |  |
| --- | --- | --- |
| Lesson | Discussion | Activity |
| “Private Parts” | Body parts are unique and private | Discuss body parts at home with parents prior to the lesson. |
| “Touch” | Good vs Bad Touch/Knowing the difference/ | Good decisions |
| “No, Go, Tell!” and “Checking First” | How to tell someone that they don’t like their touches./ Consulting with a parent before doing or going anywhere | Identify adults they can tell. |

Grades Sixth, Seventh, and Eighth

Because of the increased maturity of this age level and teenagers’ natural belief in their ability to be independent and self-sufficient, this lesson will concentrate primarily on grooming. The different stages of grooming will be discussed as well as a discussion on feelings. Students should be encouraged to trust their instincts/feelings and discuss any concerns or happenings with a trusted adult.