

# HEALTH SYLLABUS

**TEACHER:** Susan Koch  
Best way to be reached - email at [susane.koch@ndcswf.org](mailto:susane.koch@ndcswf.org)  
Or by phone at 692-6041 - will have to leave message

**TEXTBOOK:** Pearson Health  
Pruitt, Allegrante and Prothrow-Stith  
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**DAILY SUPPLIES:** Book, Notebook Paper, Blue or Black pen, Colored Pencils, 3-Ring Binder or Folder

**COURSE OBJECTIVE:** This course is one semester long and is designed to enable students to gain the awareness, knowledge, and skills essential for health literacy. A health-literate individual is able to gather, understand, and use health information to enhance his or her health. As a health survey course, it will provide the students with a foundation of knowledge and health skills that will have enduring value for a lifetime. The goal is to help students acquire all they need to achieve and maintain optimal wellness.

## COURSE OUTLINE:

### Chapter 1 Making Healthy Decisions

#### UNIT 1 MENTAL HEALTH

Chapter 2 Personality, Self-Esteem, & Emotions  
Chapter 3 Managing Stress  
Chapter 4 Mental Disorders & Suicide

#### UNIT 2 SOCIAL HEALTH

Chapter 5 Family Relationships  
Chapter 6 Building Healthy Peer Relationships  
Chapter 7 Preventing Violence

#### UNIT 3 NUTRITION

Chapter 8 Food & Nutrition  
Chapter 9 Making Healthy Food Choices  
Chapter 10 Digestion & Excretion

#### UNIT 4 PHYSICAL FITNESS

Chapter 11 Movement & Coordination  
Chapter 12 Cardiovascular & Respiratory Health  
Chapter 13 Exercise & Lifelong Fitness  
Chapter 14 Personal Care

#### UNIT 5 SUBSTANCE ABUSE

Chapter 15 Alcohol  
Chapter 16 Tobacco  
Chapter 17 Preventing Drug Abuse

#### UNIT 6 HUMAN DEVELOPMENT

Chapter 18 Reproduction & Heredity  
Chapter 19 Pregnancy, Birth & Childhood  
Chapter 20 Adolescence & Adulthood

#### UNIT 7 PREVENTING DISEASE

Chapter 21 Infectious Disease  
Chapter 22 Sexually Transmitted Infections & AIDS  
Chapter 23 Chronic Diseases & Disabilities

#### UNIT 8 COMMUNITY HEALTH & SAFETY

Chapter 24 Safeguarding the Public  
Chapter 25 A Healthy Community & Environment  
Chapter 26 Preventing Injuries

Differentiated Instruction includes a considerate text structure that implements both a built-in reading support in each section and the frequent use of analogies. Visual learning tools such as graphs, charts, illustrations, and photos work hand-in-hand with the text to clarify complex topics for students who think visually. Building health skills, warm-up activities, media-wise, and hands-on activities offer opportunities for active involvement and peer communication. These are for the active learner but also help all students build the skills that are necessary for critical thinking. On-line activities bring timely, relevant, and appropriate health topics into the classroom. A mixture of activities, labs and/or projects will be conducted during the study of each unit and in some cases each chapter.