California State University, Northridge
Summer Academic Enrichment Program

Health

Course Overview:
This health class is designed to meet the California State and National Health Education Standards for Health in a five-week period. The course is equivalent to a one-semester health class for the Los Angeles Unified School District.

Course Description:
This health class is designed to inform students about the skills and knowledge necessary to maintain all aspects of health. Throughout the course, the students will explore heredity, nutrition, reproductive health, including sexually transmitted diseases and HIV/AIDS, physical environment, health care and lifestyle choices affecting on individuals’ health.

Course Objectives:
The student gives evidence of having achieved the objectives of this course when s/he has the ability to meet the following student expectations:

Student Expectations:

1: Students will demonstrate ways in which they can enhance and maintain their health and well-being by:

The Human Body
- practice good personal hygiene
- use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises
- recognize and accept differences in body types and maturation levels
- respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise.

Food Choices
- make healthy food choices in a variety of settings
- establish and maintain healthy eating practices that practice to maintain, lose or gain weight based on scientific research
- recognize the need for updating one’s personal nutrition plan as individual needs or activities change
- analyze influence on food choices
Physical Activity
- participate regularly in a variety of enjoyable physical activities
- analyze personal motivators related to pursuing physical activity
- explore ways to continue regular exercise practices when schedules change, such as during travel or while working
- explore ways to engage in and out of school activities that promote fitness and health
- follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment
- analyze influences on food choices

Mental and Emotional Health
- demonstrate characteristics that contribute to self-confidence and self-esteem
- develop and use effective communication skills
- develop and use effective coping strategies
- avoid self-destructive behaviors and practice strategies for resisting negative peer pressure
- relate in positive ways to peers and adults in and out of school
- identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors
- develop protective factors that help foster resiliency
- select entertainment that promotes mental and physical health
- identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health

2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness:

Disease Prevention
- practice positive health behaviors to reduce the risk of disease
- cooperate in regular health screenings
- practice and use effective self-examination procedures
- analyze personal behaviors in relation to health, well-being, and personal goals
- practice good personal hygiene
- recognize the importance of prenatal and perinatal care
- demonstrate care and concern toward ill persons in the family, the school and the community
- make a commitment to abstain from sexual activity
- receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted disease

Treatment and Disease
- recognize symptoms of common illnesses
- take prescriptions and over-the-counter medicines properly
- interpret correctly instructions written on medicine container labels, including information about side effects
- determine when treatment of illness at home is appropriate and when and how to seek further help when needed
- accept responsibility for active involvement in the treatment or management of disease
- interpret correctly information provided by health-care providers regarding tests or procedures
- analyze one’s patterns related to treatment of disease to determine their effectiveness

3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations react to potentially dangerous situations in ways that help to protect their health:

*Potentially Dangerous Situations*
- develop and use skills to identify, avoid and cope with potentially dangerous situations
- use skills to avoid, resolve and cope with conflicts
- understand and follow rules prohibiting possession of weapons at school
- identify factors that reduce risks of accidents
- recognize that the use of alcohol, tobacco and other drugs play a role in many dangerous situations
- use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards
- practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat-belt and ensuring that others wear set belts
- carry appropriate emergency equipment and use latex gloves when assisting individuals who are injured
- practice safe behaviors in recreational activities, even in the absence of adults
- practice safe behavior in and near water
- report or obtain assistance when faced with unsafe situations
- identify environmental factors that affect health and safety
- demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways

*Alcohol, Tobacco and Other Drugs*
- exercise self-control
- develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation and conflict resolution
- avoid, recognize and respond to negative social influences and pressure to use alcohol, tobacco or other drugs
- use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco or other drug abuse or dependency exists
- identify ways of obtaining help to resist pressure to use alcohol, tobacco or other drugs
- distinguish between helpful and harmful substances
- differentiate between the use and misuse of prescription and nonprescription drugs
- identify and participate in positive alternative activities, such as alcohol-, tobacco- and drug-free events
- help to develop and support the school’s no-use policy and work to support it

**Child Abuse, Including Sexual Exploitation**
- identify ways to seek assistance if worried, abused or threatened
- avoid, recognize and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate
- recognize and avoid situations that can increase risk of abuse
- develop and use assertiveness skills and learn self-defense techniques

**Emergencies**
- recognize emergencies and respond appropriately
- develop and maintain with other family members a personal and family emergency plan and emergency supplies at home and in vehicles
- identify appropriate use of local emergency services
- use latex gloves when assisting persons who are injured

**4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families**

**Roles of Family Members**
- develop and use effective communication skills
- seek assistance if living in a family where abuse of alcohol or other drugs exist
- support and value all family members
- demonstrate ways to help support positive family interactions
- practice health-promoting behaviors within the family
- complete self-initiated activities beyond assigned chores to help support the family
- identify safety hazards in the home and help to remove them

**Change Within the Family**
- use effective strategies to cope with change within the family
- develop a plan to facilitate transition from the role of a child to the role of an independent adult
- discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions

**5: Students will understand and demonstrate how to promote positive health practices within the school and community including how to cultivate positive relationships with their peers.**

**Friendship and Peer Relationships**
- know and use appropriate ways to make new friends
- demonstrate positive actions toward others
- resolve conflicts in a positive, constructive way
- interact effectively with many different people including males and females and members of different ethnic and cultural groups
- analyze appropriate behaviors in a dating relationship
- demonstrate how to resist negative peer pressure
- avoid demeaning statements directed towards others
- promote positive health behaviors among peers
- participate in group activities as a means of getting to know other people
- respect the dignity of others
- respect marriage

School and Community-Based Efforts to Promote and Protect Health
- understand and follow school rules related to health
- participate in school efforts to promote health
- assume responsibility for helping to take care of the school
- participate in communicate efforts to address local health and environmental issues
- encourage others to become involved in health-promotion efforts at school
- analyze the impact of laws, policies and practices on health-related issues
- encourage others to become involved in health-promotion efforts at many different levels
- access appropriate services available within the community
- initiate and involve others in health-promotion efforts at school or in the community

6: Students will understand the variety of physical, mental, emotional and social changes that occur throughout the life:

Life Cycle
- practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse
- recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle age or old age
- develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence
- recognize and acknowledge that different people progress through different stages of the life cycle at different rates
- express support and compassion for others who are grieving
- recognize and discuss with parents and other trusted adults questions regarding death and dying
- review family histories and determine whether a genetic disorder exists in the family

7: Students will understand and accept individual differences in growth and development.

Growth and Development
- demonstrate an understanding of individual differences
- develop a realistic body image
- recognize problems associates with not having a realistic body image
- recognize the effects of performance-altering substances and avoid the use of those substances
- adapt group activities to include a variety of students
- promote acceptance of a range of body types and abilities
- use scientific data as a basis for individual nutrition and fitness plans

Mental and Emotional Development
- identify, express and manage feelings appropriately
- develop and use effective communication skills
- recognize one’s own strengths and limitations
- use coping strategies, including time-management skills
- develop a focus on the future

8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health and will treat the sexuality of others with respect.

Sexuality
- use good judgment to recognize and avoid situations that could lead to subsequent sexual activity
- avoid, recognize and respond to negative social influences and pressure to become sexually active
- demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active
- practice behaviors that support the decision to abstain from sexual activity
- analyze messages about sexuality from society, including the media and identify how those messages affect behavior
- develop and use effective communication skills, including the ability to discuss with parents questions on sexuality
- identify appropriate ways to show affection
- identify ways to seek assistance if abused
- evaluate what the students can do to counteract the false norms portrays in the media
- receive and understand statistics based on the latest medical information citing the failure and success relates of condoms and other contraceptives in preventing pregnancy and sexually-transmitted disease

9: Students will identify information, products and services that may be helpful or harmful to their health.

Products and Services/Food Choices
- identify a variety of consumer influences and analyze how those influences affect decisions
- use critical-thinking skills to analyze marketing and advertising techniques and their influence
- recognizes helpful products and services
- seek care from the school nurse or school-linked services when appropriate
- identify appropriate sources of health services for a variety of illnesses
- develop and apply criteria for the selection or rejection of health products, services and information
- use critical-thinking skills to analyze the cost benefits of health care products and services
- develop and use strategies for identifying and combating fraudulent or misleading health products, services and information
- use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection
- use valid nutrition information to make healthy food choices
- use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods and food supplements
- use critical thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose or gain weight according to individual need and scientific research
- use labels to compare the contents of food products
- use unit pricing to determine the most economical purchases
- use effective consumer skills to purchase health foods
- adapt recipes to make them more healthy by lowering the amount of fat, salt or sugar and increasing the amount of fiber

**Course Materials:**


Each student should bring the following to class daily:

1. A 3-ring notebook binder.
2. College-rule, lined notebook paper.
3. Daily journal.
4. Pens (blue or black –and- red)
5. Pencils
6. Highlighter
7. Markers, crayons and/or colored pencils

**Grading:**

**Introduction to Health: Key Assignments**

Lecture, quizzes, and correlation assignments on various topics discussed in student expectations.

**Instructional Methods and/or Strategies:**

A variety of instructional strategies will be utilized to accommodate all learning styles. Methods of instruction include, but are not limited to: lectures; discussions; demonstrations; student presentations; group and individual work; and projects.
The teacher will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom.

- Lecture
- Teacher-directed lessons
- Peer teaching

Assessment Methods and/or Tools
Grading Criteria:
- Tests and quizzes
- Graded class work and homework
- Class projects and presentations
- Daily journal

Assessment criteria:

- 100% to 90% - A
- 89% to 80% - B
- 79% to 70% - C
- 69% to 60% - D
- Below 59% - Fail

Classroom Behavior:
The student is expected to demonstrate mature, polite behavior and extend courtesy to everyone at all times:
1. Respect is to be shown for all CSUN property.
2. No food or beverages will be permitted in the classroom. Snacks must be eaten outside between the designated breaks.
3. Warnings for behavior / discipline problems will be given once. Any further problems will result in a phone call to the parent(s) or guardian(s) and possible dismissal from the program.

SAEP Electronics Policy:

**Cell phones, music players and headphones are not permitted to be used during class hours.**
- Please put your cell phone on silent (NOT vibrate).
- No texting is allowed during class.

You will be given one verbal warning if the above is not followed. Should a second warning be necessary, your cell phone, music player and/or headphones will be confiscated and held by the teacher until after class. If a third time occurs, your cell phone, music player and/or headphones will be confiscated and held in the SAEP office and MUST BE PICKED UP BY A PARENT.
After reading through the syllabus, please sign and date and have your student return it to class. The signature constitutes your commitment to the class as we partner to make the next five weeks a life-long, educational experience for your student.

**Student/ Parent Agreement:**
Please bring this signed and dated *Health* syllabus agreement to class tomorrow.

If you do not understand any portion of this syllabus, or if you have any questions regarding this class, please do not hesitate to email the teacher.

**We have read and understand the contents of this syllabus.**

Student name ______________________________________________________

Student signature____________________________________________________

Date______________________________________________________________

Parent/Guardian name ________________________________________________

Parent/Guardian signature_____________________________________________

Date______________________________________________________________

Phone _____________________________________________________________

E-mail______________________________________________________________