



# U.S. INTERNATIONAL CHRISTIAN ACADEMY

is an independent, international autonomous global high school institution

Serving students since 2001

**Owned and Operated by Teachers**

25 years of experience in Teaching and Administration

[www.USICAhs.org](http://www.USICAhs.org)

[admin@USICAhs.org](mailto:admin@USICAhs.org)



<http://www.usicahs.org/Library.html>

<http://www.usicahs.org/Curriculum.html>

## U.S.I.C.A. Course Outline/Syllabus

**Grade/Course: HEALTH FITNESS LIFESTYLE DESIGN 1501310**

**Grade Level:** 9<sup>th</sup> High School

**A)TEXT BOOK: HEALTH SKILLS FOR WELLNESS THIRD EDITION STUDENT EDITION HARDCOVER 2001C [Hardcover] PRENTICE HALL (Author)  
ISBN-10: 0130521264 | ISBN-13: 978-013052126**

<b>Order No.:</b> 1	<b>Code:</b> HEA5001	<b>Class Type:</b> Online
<b>Resources:</b> Text book Teacher works CD Teacher interactive online Links Skype-Conference Photographs for use in teaching	<b>Length:</b> 1 year	<b>Instructional Supports:</b> Textbook, Magazines, Journals, Websites Links, Conference, Comprehensive Reading Plan, Health Television
<b>Area:</b> Health	<b>Credits:</b> 1	<b>Total Numbers of class hours:</b> 300 hrs
<b>Type:</b> Mandatory	<b>Standards:</b> Florida Sunshine State Standards	<b>Prerequisite:</b> No requisite

## **B) Description:**

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

## **C) Objectives:**

1. To develop in all students an understanding of Health and Wellness
  - Analyze and solve real-life health problems.
  - Work cooperatively on tasks that develop and enhance their conceptual understanding of health.
  - Develop lifelong positive attitudes and behaviors related to health.
  - Incorporate health-related knowledge into everyday behavior.
  - Understand the effects of personal behavior on the health and well-being of others.
  - Understand the influence that people have on the environment and the way in which elements within the environment affect the health of groups and individuals.
  - Understand the aspects of physical, mental, emotional, and social growth and development common to all people as well as those aspects that are unique to individuals.

## **D) Contents**

Chapter 1 Making Healthy Choices

**UNIT 1** Mental Health

Chapter 2 Personality and Self-Esteem

Chapter 3 Managing Stress

Chapter 4 Mental Disorders and Suicide

**UNIT 2** Social Health

Chapter 5 You and your Family

Chapter 6 Building Healthy Relationships

Chapter 7 Preventing Violence

**UNIT 3** Human Development

Chapter 8 Reproduction and Heredity

Chapter 9 Pregnancy and Birth

Chapter 10 Childhood and Adolescence

Chapter 11 Adulthood, aging, and Death

**UNIT 4** Nutrition and Fitness

Chapter 12 Food and Nutrition

Chapter 13 Making Healthy Food Choices

Chapter 14 Digestion and Excretion

Chapter 15 Movement and Coordination

Chapter 16 Cardiovascular and Respiratory Health

Chapter 17 Exercise , Rest and Recreation

Chapter 18 Personal Care

**UNIT5** Substance Abuse

Chapter 19 Alcohol

Chapter 20 Tobacco

Chapter 21 Preventing Drug Abuse

**UNIT 6** Preventing Disease

Chapter 22 Infectious Diseases

Chapter 23 Aids and Sexually Transmitted Diseases

Chapter 24 Noninfectious Diseases and Disabilities

**UNIT 7** Environmental and Community Health

Chapter 25 A Healthy Environment

Chapter 26 Choosing Health Care

Chapter 27 Public Health

**UNIT 8** Safety and First Aid

Chapter 28 Preventing Injuries

Chapter 29 First Aid

### **E. Methodology**

<b>E)Academic Methodology:</b>	
Tests	30%
Writing Reports	20%
Homework	5%
Class Work	20%
Reading Assignment	25%

### **F) Book Reference:**

- 1.Lifetime Health: Life Skills Workbook (Lifetime Health 2009) Paperback by RINEHART AND WINSTON HOLT (Author)
- 2.Fitnes100 Interactive Activities for Mental Health and Substance Abuse Recovery [Spiral-Bound]
- 3.Carol A. Butler (Author)s and Wellness [Paperback] by Wener W.K. Hoeger and Sharon A. Hoeger (Authors)
- 4.Wellness: Nursing Diagnosis for Health Promotion [Paperback] by Karen M. Stolte (Author)
- 5.Prentice Hall Health Skills For Wellness Teacher Edition 1997 Isbn 0134249046 Textbook Binding – January 1, 1997by Prentice Hall (Author)
6. Walking and Jogging for Health and Wellness (Cengage Learning Activities) [Paperback] by Frank Rosato (Author)
- 7.Teen Health, Course 2, Student Edition [Hardcover] by McGraw-Hill (Author)
- 8.Family Guide to Emotional Wellnes Paperback by Patrick Fanning (Editor) , Matt McKay (Editor)

### **H) Web Reference:**

<http://www.fitness.gov/>  
<http://www.class.co.uk/links/>  
[www.http://marshhealthclasswebsite.weebly.com/links.html](http://marshhealthclasswebsite.weebly.com/links.html)  
[www.lausd.net/Sepulveda\\_MS/ClassLinks/Aguinaga/page7.html](http://www.lausd.net/Sepulveda_MS/ClassLinks/Aguinaga/page7.html)  
<http://www.pinellashealth.com/RelatedLinks.asp>  
<http://www.nutrition.gov/>  
<http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm>  
<http://www.healthypeople.gov/2020/default.aspx>

<http://www.doh.state.fl.us/>  
<http://www.health.gov/dietaryguidelines/2010.asp>  
<http://www.nhlbi.nih.gov/index.htm>  
<http://www.healthfinder.gov/>  
<http://healthierus.gov/>  
<http://www.fruitsandveggiesmorematters.org/>  
<http://www.floridacharts.com/charts/default.aspx>  
[www.whitehouse.gov/the-press-office/first-lady-launches...](http://www.whitehouse.gov/the-press-office/first-lady-launches...)  
[www.presidentschallenge.org](http://www.presidentschallenge.org)  
[www.fitness.gov/be-active](http://www.fitness.gov/be-active)  
[www.letsmove.gov/blog/2012/09/11/americas-youth-fitness](http://www.letsmove.gov/blog/2012/09/11/americas-youth-fitness)

### **I. Journals:**

Journal in Health

### **J. Magazines:**

Health and Fitness

AHealthyMe

Women Health

Alive

B Positive

Living Nutrition

Men Health

Total Health Magazine

Shape

### **K. Organizations:**

President's Council on Fitness, Sports & Nutrition

Presidential Youth Fitness Program

U.S. Olympics

### **M. Comprehensive Reading Plan**

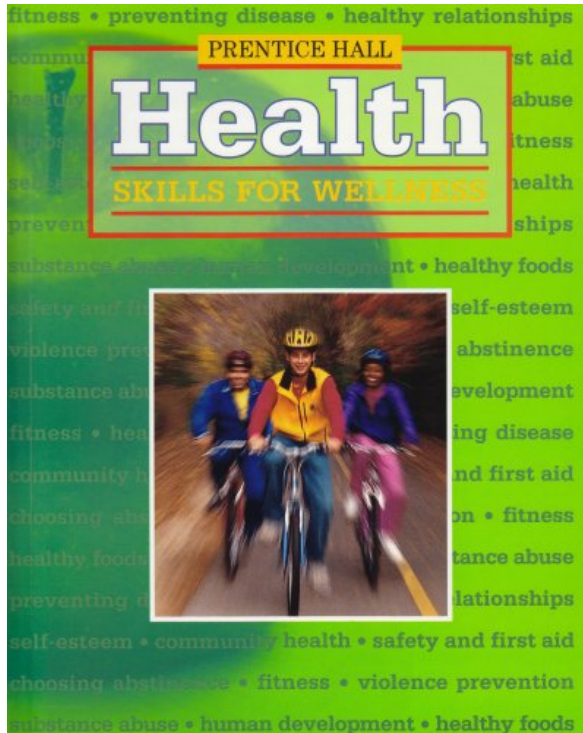
Students are required to read at least 1 book or their equivalent during each class as independent reading at-home. Students must also read for 30 minutes at home as part of their daily homework assignment in all subjects. Check your Class Reading Assignment at [www.USICAhs.org/CURRICULUM](http://www.USICAhs.org/CURRICULUM) and check free ebooks at [www.openlibrary.org](http://www.openlibrary.org).

## **Text Book Description:**

Publication Date: January 14, 2000 | ISBN-10: 0130521264 | ISBN-13: 978-0130521262 |

Edition: 2001

Health Skills For Wellness contains accessible content and a critical writing style that empowers students to take responsibility for their own wellness.



## **ACADEMIC MISCONDUCT:**

Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the school and therefore is unacceptable and prohibited.

Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head or administrative supervisor.

Students violating the standards of academic honesty are subject to disciplinary action including reduction of a grade(s) in a specific course, assignment, paper, or project; a formal or informal reprimand at the professorial, dean, or academic vice president level; expulsion from the class in which the violation occurred; expulsion from a program; or expulsion from the school.