



*We, the members of the Crosby High School Community are committed to providing a safe and welcoming environment that promotes a creative, innovative, and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.*

## **CROSBY HIGH SCHOOL COURSE SYLLABUS**

Crosby Course Number & Title: HPE 840 Health and Conditioning

Instructor's Name: Kyle Tehan

Semester & Year: Semester 1 2018-2019

### COURSE DESCRIPTION

This is a dual-purpose course in which students acquire the knowledge and skills necessary to design, execute, and track the progress of their own personalized fitness program while exploring contemporary issues surrounding nutrition, personal and mental health, safety, substance abuse, human growth and development, and family life education. Students will understand, compare and contrast, and then apply principles of health and wellness to develop decision-making skills, habits, and attitudes that positively impact them physically, intellectually, and socially/emotionally. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within values and character education themes are integral instructional delivery systems for this course of study.

\*Required for graduation

### COURSE GOALS/LEARNING OBJECTIVES

#### Standard 1

Comprehend concepts related to health promotion and disease prevention

The intent of this standard is to provide a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body and the prevention of diseases and/or other health problems. Comprehension of current health information and concepts enable students to become health-literate, self-directed learners who establish a foundation of healthy and balanced living. Topics to be included are: human growth and development; community/ environmental health; human sexuality; injury and disease prevention; mental and emotional health; nutrition and physical activity; and alcohol, tobacco and other drug prevention strategies.

#### Standard 2

Demonstrate the ability to access valid health information and health-promoting products and services

This standard addresses the ability of the learner to enhance health and to access valid health information, products and services. This is important in prevention, early detection and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select and access health-promotion services and products. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

#### Standard 3

Demonstrate the ability to practice health enhancing behaviors to reduce health risks

The intent of this standard is the achievement of self-initiated behaviors that promote a healthy and balanced life. Research confirms that many diseases and injuries can be prevented by avoiding or reducing harmful risk-taking behaviors. Strategies used to maintain and improve positive health behaviors will use knowledge and skills that help students become critical thinkers and problem solvers.

#### Standard 4

Analyze the influence of culture, media, technology and other factors on health

This standard is designed to develop an awareness of the variety of factors that coexist within society. These influences include family, peers, schools, communities, media, technology and cultural beliefs. A

critical thinker and problem solver is able to analyze, evaluate and interpret the influence of these factors on health. The health literate, responsible and productive citizen draws upon the contribution of culture, media, technology and other factors to strengthen individual, family and community health.

#### Standard 5

Demonstrate the ability to use interpersonal communication skills to enhance health

This standard involves the ability of the learner to use effective communication to enhance health and avoid or reduce health risks. A responsible individual will use verbal and nonverbal skills in developing and maintaining healthy personal relationships. The ability to organize and to convey information, beliefs, opinions and feelings are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health-literate demonstrate care, consideration and respect of self and others.

#### Standard 6

Demonstrate the ability to use decision-making skills to enhance health

This standard involves the ability of the learner to use the process of decision-making to implement and sustain health-enhancing behaviors. This essential, life-long skill makes it possible for individuals to transfer health knowledge into healthy and balanced living.

#### Standard 7

Use the goal-setting process to enhance health

This standard involves the ability of the learner to use the goal-setting process to improve health. This essential, life-long skill enables individuals to formulate and implement an effective plan for healthy and balanced living.

#### Standard 8

Demonstrate the ability to advocate for personal, family and community health.

This standard is designed to develop a variety of health advocacy skills. Responsible citizens who are health literate are characterized by advocating for positive healthy living in their communities.

### REQUIRED TEXTBOOK AND MATERIALS

Athletic Sneakers

Changes of clothes for activity

### COURSE POLICIES

- Attendance and Tardy Policy
  - Attendance Policy: Please refer to the district policy located on the Crosby website or in the student handbook (<https://goo.gl/nSz4er>)
  - Students who are tardy to a class 3 times will serve a detention issued by the classroom teacher. Each subsequent tardy will be a referral to the office for disciplinary action.
- Late Work Policy
  - Refer to district grading policy or see the link at the bottom of the page.
- Academic Dishonesty - Academic dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to:
  - a. Cheating on an examination
  - b. Collaborating with others in work to be presented, contrary to the stated rules of the course
  - c. Plagiarizing, including the submission of others ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own

- d. Stealing or having unauthorized access to examination or course materials
- e. Falsifying records, laboratory or other data
- f. Submitting, if contrary to the rules of a course, work previously presented in another course
- g. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students should not give or receive aid during examinations, quizzes, tests or lab assignments. Students should not use answers to examinations, quizzes and tests written on cheat sheets, clothing or body parts, or obtained from others who have taken the same test prior to them. Students should not use in any written work, without proper acknowledgement, the wording of any sentence or part of a sentence of another author without acknowledgement of the original author. Students should not use calculating devices during tests where calculators are not permitted.

**Plagiarism** according to The American Heritage Dictionary of the English Language, Fourth Edition, 2000, is “1. A piece of writing that has been copied from someone else and is presented as being your own. 2. The act of plagiarizing: taking someone’s words or ideas as if they were your own.” If you copy another’s work in a paper, for instance, you must put the copied material in quotation marks and footnote or endnotes. If you restate the language or thoughts of another in your own words, you are paraphrasing. Omit the quotation marks, but footnote or endnote the original source. Not to attribute the idea to the original person is to plagiarize. In general, it is better to acknowledge too many sources than too few.

Plagiarism, as defined above, is considered a serious academic offense. According to Connecticut statute, plagiarism is a criminal act and classified as a Class “B” misdemeanor. The teacher, in conference with an administrator, will exercise his/her professional judgment when determining an appropriate penalty for a project that has been plagiarized. The nature of the penalty should be relative to the magnitude of the offense. Examples of penalties that will be invoked are: a zero for the project, an “F” for the course, and/or referral to the proper authorities. The teacher and administrator will determine if the student may be permitted to complete the paper properly, or write an entire new paper properly. These and other penalties will not be imposed when the classroom teacher determines that the sources in a paper have been mis-cited. The teacher with the administration will determine the extent of grade reduction and possible suspension or referral to authorities. (Obtained from Tunxis Community College Handbook)

### **CODE OF CONDUCT**

- Profanity
  - The use of profanity in school is unacceptable and can result in an office referral.
- Cell Phone Usage Policy
  - Cell phones **MUST BE** off and away other than when approved by the teacher for academic purposes
  - 1st offense: Confiscate, warning and notify parent, return to student at the end of the school day.

- 2nd offense: Confiscate, in school suspension or after school detention, item to be returned to parent/legal guardian only at the end of the school day.
  - 3rd offense: Confiscate, out of school suspension, item to be returned to parent/legal guardian only at the end of the school day. (<https://goo.gl/FMxNyt>)
- Disposition Toward Learning

COURSE GRADING (Per District Policy)

60% Assessments

20% Classwork

10% Disposition Toward Learning

10% Homework

*Student/Parent Handbook:* <https://goo.gl/rsFr95>