

Three Village Central Schools

Secondary Health Education

Essentials of Learning

As a result of participating in this quality health education program it is reasonable to expect that at the conclusion of each year 7th, 10th and 12th grade students will be able to:

- Identify and demonstrate positive lifestyle choices, wellness behaviors and decision making skills.
- Understand the components and benefits of a physical fitness program. Develop and participate in their own personal fitness program.
- Identify and explain the food pyramid and competent nutritional choices. Understand the dangers in numerous fast food meals.
- List and explain all nutritional related diseases.
- Assess and identify diseases related to poor lifestyle factors.
- Understand the components, dangers and regulations of tobacco.
- Support smoking cessation and other substance abuse prevention programs.
- Define, explain and understand the dangers of drug use, misuses, abuse, OTC, prescription drugs, street drugs and their classifications.
- Assess drug users effects on society today such as: drug treatment, lost wages, accidents, violence and domestic incidents.
- List and analyze alcohol and drug dangers that occur to the user, such as: personal safety, casual sex, date rape, binge drinking, STI's, etc.
- Explain and identify families, relationships, dating, abstinence, birth control, teen pregnancy, options and other family life issues.
- Identify, understand and explain sexually transmitted infections, transmission, prevention and control.
- List and access health related community resources.
- Design, implement and participate in an individual healthy lifestyle plan.

Three Village Central School District Secondary Health Education Policies & Procedures

“When health is absent, wisdom cannot reveal itself, art cannot manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied”

Herophilus

Don Webster
Executive Director of Health, Physical Education,
Recreation and Athletics
730-4980

Department Chairpersons

Ward Melville HS
Erin Blaney
730-4988

Murphy JH
Stephan Restivo
730- 4838

Gelinas JH
Greggory Wormuth
730-4734

Health Education Curriculum

Ward Melville

Wellness
Nutrition
Life Style Diseases
Chemical Substances
Human Sexuality/Family Life
Sexually Transmitted Infections
Personal Decision Making

Murphy/Gelinas

Mental Health/Wellness
Alcohol and Tobacco
Drug Use and Abuse
Communicable and Non-Communicable Diseases
Sexually Transmitted Infections
Human Sexuality/Family Life

High School Health Courses Offered

Mandatory: Health Classes
Taken in 10th grade only!
Choose one!

1607: Health. Level 2
1611: Critical Health Issues. Level 3

Mandatory: Health Class
Taken in 12th grade
1612: Health for the Real World

Curriculum will vary and be modified based on the goals and objectives of the instructional program.

Grading

The grade for health education will be based on the following:

Ward Melville High School:

Quarterly grades are based on test scores, homework, portfolio, projects and a parent activity. Grades will be calculated on the following point system, comparing students point total to a possible point total of 600*

***Based on course 1607: Health**

Tests: 300pts (3 per quarter)

Homework: 100pts

Projects: 100pts

Portfolio: 50pts

Parent activity: 50pts

Quarter 1 = 40% Quarter 2 = 40%

Final Exam = 20%

Gelinas Junior High and Murphy Junior High

7th grade health may be taken as a semester class meeting everyday. Or a year long class meeting every other day. Either way, 7th grade health is worth 1/2 credit.

Grades will be based on the following percentages:

Tests: 25%

Projects: 25%

Quizzes: 20%

Class work: 10%

Homework: 10%

Participation 10%

Health Education Departmental Policies

The health curriculum in the Three Village Central School District is the result of a 30 year effort on the part of the department's instructional staff. This dynamically changing program is under constant revision in order to keep abreast of the current relevant concerns of health education. In our program students will be made aware of the fact that his or her own health and wellness is to be valued, appreciated and even celebrated. Furthermore, our students are encouraged to realize that their own health is primarily dependent upon the individual's own decision making process. The assumption of this individual responsibility is enhanced by the building of a positive self concept. To meet these outcomes, the high school and junior high school's health curriculums strive to provide useful and unbiased content material to aid in the evaluation of decision alternatives. The individual's self image is explored and fostered by various classroom interaction and activities. Instructional methods are intentionally varied to appeal to a diverse student population. Expectation of students interest and achievement are realistic and clearly defined as are expatiation of teacher preparation. Each teacher will hand out their own course outline and expectations at the beginning of each class and parents are to sign and return this document to their teacher.

New York State Standards:

Standard 1:

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

Standard 2:

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3:

Students will understand and be able to manage their personal and community resources

“ Clearly, no knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.”
-Boyer, E.L.