



Health & Human Development Course Syllabus

Instructor: Lincoln Dearing

Office: Baseball Field

Email: dearingl@bethel.k12.ok.us

Catalog Description: This course increases the students' understanding of health and increases the students' knowledge in making lifestyle decisions that culminate in improved health and quality of life. Students will develop knowledge of challenges to health and how to cope with those challenges in their lives.

Rationale: During the past century, modern medicine has helped to control many of the diseases of bacterial origin that once were the greatest threat to health. However, we now live in a time when many of the "killer diseases" are at least partially lifestyle related. Many are preventable when healthy lifestyle choices are made. The course attempts to address the health issues of today and to motivate students to take responsibility for their own health and well-being. The course examines the impact of lifestyle decisions that are related to physical, emotional, and psychological well-being. Among the areas of concern are lifestyle stress, substance abuse, diet, and exercise.

Mission Statement

- Enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society
- Prepare students to continue their education beyond high school to train students for careers and other educational opportunities, and to make available resources and services designed to benefit students and the community at large.

General Education Outcomes: Bethel High School students are expected to achieve the following outcomes.

Outcome 1: Demonstrate effective and scholarly communication skills

Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.

Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.

Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

Class Outcomes:

DP Outcome 3: Demonstrate knowledge of current issues and historical context in regard to the fields of health and/or sports administration and/or physical education.

DP Outcome 4: Demonstrate preparation for further study of sport and physical education in specific areas of expertise.

Course Outcomes: Students in this course are expected to achieve the following Course Outcomes:

Gen Ed or Degree Outcomes

Outcome 3

Outcome 3

Outcome 3

Course Outcomes

A: To improve the students' understanding of the dimensions of health and how they relate to total wellness.

B: To improve the students' understanding of factors affecting and methods to improve psychological and emotional health.

C: To improve the students' understanding of how lifestyle choices related to diet, substance use and exercise affect physical health and well-being.

Learning Objectives:

Course Outcomes

Outcome A

Outcome B

Outcome C

Learning Objectives

1. Recognize wellness as being a dynamic process in developing a healthy lifestyle

1. Demonstrate an understanding of emotional and psychological wellness and how these affect their lives

1. Make positive behavioral changes based upon attitudes, values, behaviors, and skills providing physical and emotional well-being

Course-Embedded Assessment: The General Education Outcomes, Degree Program Outcomes, Expected Learner Outcomes, and Enabling Objectives have been provided to inform students of the expectations for this course. To determine if those expectations have been met, the College assesses each of these outcomes. Courses are evaluated through the course-embedded assessment process by using one or more of the following options: A: Pre- and Post-Tests; B: Pre- and Post-Writing Assignment; C: Pre- and Post-Performance Tests; D: Reading Assignment; E: Creative Assignment; F: Testing and Writing Assignment.

Teaching Methodology: The instructor will make various reading assignments from various sources for the class discussion. Information will cover concepts, ideas and information that parallel the course outcome and will be delivered through a combination of lecture, audio-visual methods, papers, and handouts.

Evaluation Procedures

Grading Policy:

1. A designated number of points will be awarded for any graded assignment.
2. At the conclusion of the course, there will be a maximum number of total possible points for all graded assignments.
3. All assignments are to be completed and turned in on time for the student to receive the maximum number of points.
4. Late work is not accepted, except in special cases approved by the instructor and dependent upon the nature of the assignment. If permission is granted, the assignment is due without fail at the beginning of the next class. Late work may include a deduction of credit for the original value.
5. The final grade will be based upon the percentage of the total accumulated points divided by the number of maximum possible points, according to the following scale:
 - A = 90 – 100%
 - B = 80 – 89%
 - C = 70 – 79%
 - D = 60 – 69%
 - F = 0 – 59%
6. Other means of assessment used during this course include quizzes, tests, (multiple choice, matching, short answer, essay, etc.) and written papers.
7. Student attendance is important to the discussion in class and the ability of the student to benefit most from the class. Point penalties may be assessed for excessive absences,

Attendance Policy: Student attendance is important to the discussion in class and the ability of the student to benefit most from the class. Authorized school activities are examples of excused absences not counting toward the penalty. In case of extenuating health circumstances that require the student to miss class, the student must meet with the instructor. It will be up to the instructor to decide if the student has met necessary requirements for a satisfactory course grade. Documentation may be required. However, illness should not be assumed to constitute a reason for an excused absence.

ADA Statement: Under Bethel High School policy, federal and state laws regarding Americans with Disabilities Act, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. Students who are in need of assistance in dealing with any special needs that affect their ability to deal with the physical and/or learning environment required in this course, or in the classroom setting, need to advise the instructor immediately after the first class. It is the student's responsibility to notify the instructor on the first day of class.

Cell Phone Policy: Students may not have their phones out during instruction time. Only before the bell rings. ONLY if the teacher's instruction time allows for the use of cell phones.

Tobacco and Food Policy: In order to protect the health of students, faculty, and staff of Bethel High School, and to comply with HB 2529, the use of any tobacco product is prohibited in all campus buildings and on the grounds. The policy does allow for tobacco use only in parking areas and on campus roads.

Academic Honesty: The instructor and the instructor's academic superiors have final authority over the grades given to students or the lowering of grades because of cheating or plagiarism.

Plagiarism: As defined by Bethel High School's policy, plagiarism is the use, without the knowledge, of a person's ideas and/or materials, either in whole or in part, to fulfill required course assignments. The purchase of any written material which is intended for presentations as one's own work in partial fulfillment of a course assignment will be considered an act of plagiarism. Consequences of plagiarism will comply with those listed in the Bethel High School Handbook.

Materials Required:

Writing Utensil

Binder or Folder

Paper

Colored Pencils

I have read and understand the rules and guidelines of Mr. Dearing's Health class.

Student Name

Student Signature

Date

Parent Name

Parent Signature

Date
