

Grade Level:	Parent: fill in with appropriate grade level
Class Title:	Parent: APEX PE/Health
Subject:	Parent: PE
Class Description:	Parent: Type an "X" in this box. <i>This may be modified at the September/20-Day Review Meeting with the consultant.</i>
	<p><b>Consultant:</b></p> <p>Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.</p>
	<p>Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.</p>
	<p>The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.</p>
Learning Materials:	<p>Prerequisites: None</p> <p>This class will cover the common core mathematics standards for algebra. This will be a semester-long, high school credit class, spanning the 2014-2015 school year.</p>
	<p><b>Must include this statement:</b> This class will work toward one or more EALRs. This will be a semester-long class, spanning the 2014-2015 school year.</p>
Learning Goals/ Performance Objectives:	Parent: APEX Computer Program
	Parent: Type an "X" in this box.  <b>Consultant:</b>
	<p><b>Course Outline</b></p> <p>Unit 1: Building Skills for Health</p> <p>Lesson 1: What Is Health?</p> <p>Lesson 2: Building Skills for Health</p>

Unit 2: Thoughts and Feelings

Lesson 1: Mirror Mirror on the Wall

Lesson 2: Effective Communication

Lesson 3: Managing Stress

Lesson 4: Support for Mental and Emotional Problems

Unit 3: Nutrition

Lesson 1: Why Eat Healthfully?

Lesson 2: Think Before You Swallow

Lesson 3: Managing Your Weight

Lesson 4: Food Safety

Unit 4: Physical Activity

Lesson 1: Why Is Physical Activity Important?

Lesson 2: What Is Physical Fitness?

Lesson 3: Being Physically Active

Lesson 4: Physically Active Injury Free and Quackproof

Unit 5: Alcohol Tobacco and Other Drugs

Lesson 1: Alcohol

Lesson 2: Tobacco

Lesson 3: Other Drugs

Lesson 4: Take a Stand Make a Difference

Unit 6: Injury Prevention and Safety

Lesson 1: Injuries and Taking Risks

Lesson 2: Preventing Violence

Lesson 3: Save a Life or a Limb

Lesson 4: Be Safe Think Safe

Unit 7: Social and Sexual Health

Lesson 1: Relationships

Lesson 2: The Reproductive Systems

Lesson 3: Making Decisions about Sex

Lesson 4: Marriage Parenthood and Preventing Pregnancy

Unit 8: Personal Community and Environmental Health

Lesson 1: Causes of Diseases and Disorders

Lesson 2: Your Personal Role in Disease Prevention

Lesson 3: Community Health

Lesson 4: You and the Environment

Unit 9: Skills for Health Review and Exam

Lesson 1: Skills for Health Final Exam

**Parent:** Type an "X" in this box.

**Consultant:** *What specific activities will the student be doing each day/week/month to accomplish the goals of this course and complete the curricula? The easiest way is to divide up each curriculum according to the number of days or weeks or months in the school year. For example:*

- [Student's name] will complete \_\_\_\_ chapter/unit tests.

Other examples of activities:

Chapter review online questions; online chapter quizzes; online unit tests; final exam / semester exam.

**Learning Activities:**

These examples will need to be specific to the chosen curricula.

**Must include the pace at which the student will move through each of the materials in order to finish them by the end of the school year.**

Moving through the materials at this pace will ensure completion by the end of the semester and accomplish the goals of the course. <Student's Name> will complete \_\_\_\_\_ each week \_\_\_\_\_ each month to ensure completion by the end of the semester. (The goal may be to finish part of a text, etc.)

Parent: Type an "X" in this box.

**Consultant:**

The student will cover all topics and be assessed with a variety of materials ranging from tests & quizzes. These assessments are developed by the Apex. The grade for the class will be assigned using the Mid-Columbia Partnership's grading scale (90-100 = A; 80-89 = B; 70-79 = C below 70 would = incomplete.)

[Student's name] will be expected to achieve 70% accuracy on each assignment or test before moving on to the next. Concepts not mastered at this level will be retaught until 70% mastery is achieved. Mastery may be evaluated by written tests, oral questions and answers, or parent observation.

**Must include this statement:** [Student's name] will complete all quizzes and tests assessments and will present to consultant at face-to-face meetings at the end of each month. All quizzes and tests will also be made available to the HQ teacher upon request for the awarding of high school credit.

Progress  
Criteria/  
Methods of  
Evaluation:

*List the methods by which you will evaluate your student's mastery of the material. Answer the questions: "How will you know they have learned the material?" and "What will you do if they have not?" Include the level of accuracy you expect them to achieve (70% is generally considered to be indicative of mastery). For example:*

[Student's name] will complete 1 unit each monthly with a mastery of 70% of the concepts studied. Student's conceptual mastery will be determined based on completion of all quizzes and tests assessments to present to consultant at face-to-face meetings at the end of each semester. **Every month progress will be determined by the HQ teacher of this course based on the question: "Will the student master his performance objectives by the end of the course?" The HQ teacher will take into consideration ALL factors (including student life situation, effort, attitude, etc.) when making this professional judgment. Each month, the student will be expected to master approximately 10% of the yearly goals for this class (or 20% of semester goals), with all of the goals being met by the end of the year (or semester.) The mastery of any one goal may be an on-going process and some goals may overlap or be difficult to measure. Evaluation of progress toward the mastery of the goals will be based on monthly completion (or progress toward completion) of the learning activities that are designed to provide the means to achieving the goals of the learning plan. With that said, monthly progress can still be marked satisfactory based on the professional judgment of the teacher that the student will complete the goals of the course.**

Estimated  
Weekly Hr:  
CEDARS  
Code:

**Consultant:** *The typical number of hours spent on this subject at this age in a traditional classroom is 5+ hours.*

**Consultant:** 08051