

Kolbe Academy

HEALTH HIGH SCHOOL ELECTIVE (1 SEMESTER)

TABLE OF CONTENTS

SYLLABUS	1
COURSE TEXTS AND MATERIALS	1
COURSE DESCRIPTION	1
SCOPE AND SEQUENCE	1
“AT A GLANCE” COURSE OUTLINE	2
COURSE PLAN METHODOLOGY	3
SEMESTER REPORTING REQUIREMENTS	4
COURSE PLAN.....	5
“DISCUSS AND WRITE” ANSWER KEYS.....	23
EXAMS	30
EXAM ANSWER KEYS	46

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COURSE TITLE: Health**COURSE TEXTS AND MATERIALS:**

- ❖ Glencoe. *Health*. McGraw-Hill Education, 2015.
- ❖ *Kolbe Answer Key to Glencoe Health*, Kolbe Academy Press, 2021.

COURSE DESCRIPTION:

This one-semester course is designed to give students an understanding of the physical, emotional, spiritual, and social elements of human health. Students will learn about diet and exercise, mental and emotional health, family and peer relationships, conflict resolution, body systems, and human development. Additionally, they will study the risks associated with poor choices including drug and tobacco consumption. The course is structured to situate each topic in the context of Church teaching. Students should finish the semester with a profound awareness of the gift and responsibility of being made in the image and likeness of God.

Many sensitive issues including eating disorders, depression and anxiety, addiction, and sexuality are covered in the scope of the course. It is the role of the parent to discuss these issues with the student and instruct the student in Church Teaching. To facilitate conversation, we have included “Discuss and Write” prompts for most weeks. Students should reflect on the prompts with their parents before writing a 2-3 paragraph response. Church documents and other resources have also been included in the course plan to guide conversation. If the optional readings are intended for the student, they will have an **S** designation. Some readings are included to assist parents with the prompt topics and will have a **P** designation.

SCOPE AND SEQUENCE:

1. A Healthy Foundation: Understanding and Taking Charge of Your Health
2. Mental and Emotional Health
3. Healthy Relationships
4. Nutrition and Fitness
5. Body Systems
6. Growth and Development
7. Making Healthy Choices

◆ SYLLABUS ◆

“AT A GLANCE” COURSE OUTLINE:

	<u>Materials Covered</u>	<u>Exam Schedule</u>
Week 1	Chapter 1:1–1.3	
	Chapter 2.1-2.3	
Week 2	Chapter 3.1-3.3	
	Chapter 4.1-4.2	
Week 3	Chapter 5.1-5.4	
Week 4	Review Chapters 1-5	Exam 1
	Chapter 6.1-6.3	
Week 5	Chapter 7 (optional)	
	Chapter 8.1-8.3	
	Chapter 9.1-9.2	
Week 6	Chapter 10.1-10.4	
Week 7	Chapter 11.1-11.3	
Week 8	Chapter 12.1-12.3	Exam 2
Week 9	Chapter 13.1-13.3	
Week 10	Chapter 14.1-14.3	
Week 11	Chapter 15.1-15.4	
Week 12	Chapter 16.1-16.3	Exam 3
Week 13	Chapter 17.1-17.3	
Week 14	Chapter 18.1-18.3	
	Chapter 19.1-19.2	
Week 15	Chapter 20.1	
	Chapter 21.1	
	Chapter 22.1	
	Chapter 23.1 & 23.3	
Week 16	Review Chapters 17-23	Exam 4

COURSE PLAN METHODOLOGY:

There are 4 exams incorporated into the health course. These exams reflect the content of what was assigned in the weekly course plans. If students do the work assigned during the week, they should be adequately prepared for any question that arrives on the exams. The exams consist of many different types of questions including matching, multiple choice, and essays. The exams may be altered to meet the individual learning needs of the student; however, students seeking the K designation for this course may not skip or alter questions on the exams except when specified within the exam itself.

The following key will help the instructor and student understand how each week's assignments are laid out.

Key Topics: These are the topics that will be covered each week.

Reading: Includes pages from the specified chapter in the Glencoe *Health* textbook or other specified outside reading.

Section Assessment: Suggested questions from the text at the end of each section. The suggested questions will help the student prepare well for each exam provided by Kolbe Academy. Answers to these questions are provided in the Kolbe Academy Answer Key to the Glencoe *Health* textbook.

Chapter Assessment: Suggested questions from the text at the end of each chapter. The suggested questions will help the student prepare well for each exam provided by Kolbe Academy. Answers to these questions are provided in the Kolbe Academy Answer Key to the Glencoe *Health* textbook.

Project: Several project ideas are suggested for each semester. Some deal with moral or ethical concepts which the student may wish to understand better. The projects may be submitted to fulfill the "written work" requirement.

Key Terms: This is a list of important vocabulary terms to look out for as the student reads the chapter.

Discuss and Write: Prompts used to incorporate Church Teaching alongside the study of health are provided in this section. Many of the references are to documents easily found on the Internet. These references are by no means exhaustive and not every chapter will have references to Church Teaching, depending on the subject matter being covered.

Key Concepts: These are the key ideas that students need to understand each week.

KOLBE CORE (K) COURSE:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do all of the readings. **Kolbe Core students need to complete 4 of the 7 “Discuss and Write” assignments in this course;** they should have discussions in response to the rest of the “Discuss and Write” prompts as these are designed to facilitate conversation between students and their parents and/or instructors.
- ❖ For students who are not seeking the Kolbe Core (K) designation for this course, instructors may alter the course as they so desire.

SEMESTER REPORTING REQUIREMENTS:

Designation*	No Designation	K
Course Title	Health	Health
Semester 1	Any TWO samples of written and <i>graded</i> work	1. <i>Complete and graded</i> Exam 2 2. <i>Complete and graded</i> Exam 4

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, instructors may alter the lesson plan in any way they choose, and any two samples of written and graded work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) designation, please contact your advisor.

◆◆◆ COURSE PLAN ◆◆◆

WEEK 1		
Key Topics	1.1 Your Total Health 1.2 What Affects your Health 1.3 Health Risks and Your Behavior 2.1 Building Health Skills 2.2 Making Responsible Decisions and Setting Goals 2.3 Being a Health-Literate Consumer	
Reading	Chapter 1	Sections 1-3 (omit section 4)
	Chapter 2	Sections 1-3 (omit Section 4)
Optional Reading	<i>The Rapid Development</i> : Apostolic Letter of Pope John Paul II to Those Responsible for Communication (S & P)	
Section Assessment	1.1	1, 2, 4
	1.2	1-3
	1.3	1
Chapter Assessment	2.1	2, 6
	2.2	2, 3
Chapter Assessment	2.3	2, 6
	Chapter 1	1-7, 14-16, 23-25, 28
	Chapter 2	1-5, 13-15, 17, 19-23, 25
Projects (optional)	Interview a family member or adult family friend and ask about goals they have set over the course of their life. What helped them to achieve their goals? Set a health goal for yourself and develop an action plan following the steps described in Figure 2.10 on page 44 of the textbook.	
Key Terms	1.1 health, spiritual health, wellness, chronic disease 1.2 heredity, environment, peers, culture, media, technology 1.3 risk behaviors, cumulative risks, prevention, abstinence, lifestyle factors 2.1 health skills, interpersonal communication, refusal skills, conflict resolution, stress, stress management skills, advocacy 2.2 values, decision-making skills, goals, short-term goal, long-term goal, action plan 2.3 health consumer, advertising, comparison shopping, warranty	
Discuss and Write	Reflect on the following quote from an apostolic letter written by St. John Paul II: "In the first place, a <i>vast work of formation</i> is needed to assure that the mass media be known and used intelligently and appropriately. The new vocabulary they introduce into society modifies both learning processes and the quality of human relations, so that, without proper formation, these media run the risk of manipulating and heavily conditioning, rather than serving people. This is especially true for young people, who show a natural propensity towards technological innovations, and as such are in even greater need of education in the responsible and critical use of the media." Discuss the risks to human health -- mental, emotional, physical, and spiritual -- associated with media consumption, especially social media. How can you educate yourself to avoid being manipulated and conditioned by mass media? How can you	

◆ COURSE PLAN ◆

	use technology productively to communicate the Gospel message? Research the life of Blessed Carlos Acutis for ideas!
Key Concepts	<p>Chapter 1: Health is defined as a physical, emotional, social, and spiritual state of well-being. Behaviors and choices have the potential to impact one's health positively or negatively. Knowledge, skills, and good decision-making are a prerequisite to long-term and life-time health.</p> <p>Chapter 2: Interpersonal communication, self-awareness, and self-management are skills which enable a person to take charge of his well-being. Setting long and short-term goals makes it possible to accomplish health goals now and in the future. Health literacy is the process of evaluating consumer goods and programs for validity and safety. Carefully evaluate health information and services by making sure that sources are valid, reliable, and reputable. Doctors, nurses, and pharmacists are often good sources of reliable health information.</p>

◆ COURSE PLAN ◆

WEEK 2		
Key Topics	3.1 Developing Your Self Esteem 3.2 Developing Personal Identity and Character 3.3 Expressing Emotions in Healthful Ways 4.1 Understanding Stress 4.2 Managing Stress	
Reading	Chapter 3	Sections 1-3
	Chapter 4	Sections 1-2
Section Assessment	3.1 1,2, 5	4.1 1-3
	3.2 1-3, 5	4.2 1-3
	3.3 1-4	
Chapter Assessment	Chapter 3	1-3, 8, 16-19, 20, 25-28
	Chapter 4	1-6, 11, 17-20
Key Terms	3.1 mental/emotional health, resilient, self-esteem, competence, hierarchy of needs, self-actualization 3.2 personal identity, role model, personality, character, integrity, constructive criticism 3.3 emotions, hormones, hostility, empathy, defense mechanisms 4.1 perception, stressor, psychosomatic response 4.2 chronic stress, relaxation and response	
Discuss and Write	1) Read CCC paragraphs 1762-1775. What is the role of feelings and emotions (the "passions") in the Christian life? 2) What are some practices, prayers, and rites the Church gives us to cope with stress and grief?	
Key Concepts	<p>Chapter 3: Developing a realistic and positive self-esteem is contingent on good mental and emotional health. Human needs can be ranked in ascending order. Basic needs including food, shelter, sleep, and safety are the primary concern of children. In adolescence, the need for belonging and recognition become more urgent. Meeting these needs in a healthy manner requires self-awareness and a commitment to character development. Emotions run high during puberty due to hormone fluctuations. Learning to recognize and manage strong emotions is part of good social, emotional, and mental health.</p> <p>Chapter 4: Stress is an unavoidable part of life, but the impact of stressors often hinges on one's perception of a stressful event. Stress cannot be eliminated, but positive management techniques can limit its physiological and psychological effect.</p>	

◆ COURSE PLAN ◆

WEEK 3		
Key Topics	5.1 Dealing with Anxiety and Depression 5.2 Mental Disorders 5.3 Suicide Prevention 5.4 Getting Help	
Reading	Chapter 5	Sections 1-4
Optional Reading	<i>Salvifici Doloris</i> : Apostolic Letter of Pope John Paul II on the Christian Meaning of Human Suffering (<i>P</i>)	
Section Assessment	5.1 1-4 5.2 1, 2, 4, 5 5.3 1-3 5.4 1, 2, 4	
Chapter Assessment	Chapter 5	1-5, 7, 13-15, 18, 23-25, 29-33, 36
Key Terms	5.1 anxiety, depression, apathy 5.2 mental disorder, stigma, anxiety disorder, mood disorder, conduct disorder 5.3 alienation, suicide, cluster suicides 5.4 psychotherapy, behavior therapy, cognitive therapy, family therapy, group therapy, drug therapy	
Discuss & Write	Mental illness is often stigmatized by society. The Church clearly teaches that mental illness is not a sign of spiritual weakness or laxity. The lives of the Saints bear witness to the redemptive power of God acting through holy men and women who bravely carried the cross of anxiety, depression, obsessive compulsive disorder, and even suicidal ideation. Research the life of one of the following Saints and discuss how mental illness shaped their growth in holiness: St. Elizabeth Ann Seton, St. Ignatius of Loyola, St. Mary Magdalen dei Pazzi, Venerable Francis Mary Paul Libermann, St. Oscar Romero, St. Albert Chmielowski, St. Louis Martin, St. Jane Frances de Chantal, Blessed Bartolo Longo, Blessed Benedetta Bianchi Porro, Servant of God Rose Hawthorne Lathrop, or Servant of God Dorothy Day.	
Key Concepts	Chapter 5 discusses the diagnosis and treatment of common mental health disorders as well as risk factors and warning signs of suicidal ideation. Therapy and medication can be an important part of recovering from mental illness.	