



MASTER COURSE OUTLINE

Date: September 1, 2018

Prepared By: Rosemary Parsons, Jesse Allen, Christopher Browning, & Emily Anderson

COURSE TITLE

Health and Fitness

GENERAL COURSE INFORMATION

Dept.: HSC

Course Num: 025

(Formerly:)

CIP Code: 32.0240

Intent Code: 12

Program Code: N/A

Credits: 0.5-2

Total Contact Hrs Per Qtr.: 165

Lecture Hrs: 55

Lab Hrs: 110

Other Hrs:

Distribution Designation:

COURSE DESCRIPTION (as it will appear in the catalog)

This course is designed for students to develop physical and mental health fitness skills as required for high school graduation. High school completion credit only. May be repeated as needed

PREREQUISITES

Students must be enrolled in a Basic Skills class and have taken the CASAS pre-test

TEXTBOOK GUIDELINES

Instructional materials as determined by the instructor

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:

- Identify healthy stress management strategies and how to use them to relieve stress
- Develop a plan for healthy eating and a healthy lifestyle
- Research aspects of mental, physical and reproductive health
- Identify strategies to prevent and overcome addiction
- Demonstrate conflict resolution skills (verbal and non-verbal)

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

Course work equal to one high school credit must come from topics below (all are not required):

Food choices and nutritional labels

Fitness and nutritional plans

Medical conditions or diseases resulting from an unhealthy lifestyle

Medical, mental and reproductive health

Addiction

Conflict resolution

Financial Health

Documented physical activity required (unless student provides a documented waiver) such as print out of gym attendance, exercise log, athletic event participation documentation, etc.

DEPARTMENTAL GUIDELINES

This course will satisfy up to two high school PE/Health credits for HS21. Independent study may be approved by instructor on a topic related to mental, physical, and/or reproductive health.

College and Career Readiness Standards (CCRS) for BEdA Program: Instruction is aligned to the following CCR Standards:

D-E in Reading based on the CCRS anchors:

- 1 (Read closely to determine what the text says explicitly and to make logical inferences from it),
- 2 (Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas),
- 5 (Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text [e.g., a section, chapter, scene, or stanza] relate to each other and the whole,
- 6 (Assess how point of view or purpose shapes the content and style of a text),
- 7 (Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words),
- 8 (Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence),
- 9 (Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, and
- 10 (Read and comprehend complex literary and informational texts independently and proficiently).

D-E in Writing based on the CCRS Anchors:

- 1 (Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence),
- 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content),
- 3 (Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences),
- 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),
- 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 6 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),
- 7 (Conduct short as well more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation),
- 8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism), and
- 9 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

C-D in Math based on the CCRS Anchors:

- 1 (Make sense of problems and persevere in solving them)
- 2 (Reason abstractly and quantitatively)
- 3 (Construct viable arguments and critique the reasoning of others)
- 4 (Model with mathematics)
- 5 (Use appropriate tools strategically)
- 6 (Attend to precision)
- 7 (Look for and make use of structure)
- 8 (Look for and express regularity in repeated reasoning)

D-E in Speaking and Listening based on the CCRS Anchors:

- 2 (Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally),
- 3 (Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric),

- 4 (Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and organization, development, and style are appropriate to task, purpose, and audience), and
- 5 (Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations)

D-E in Language based on the CCRS Anchors:

- 3 (Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening),
- 4 (Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate),
- 5 (Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, and
- 6 (Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression).

DIVISION CHAIR APPROVAL

DATE