I. Course Description: Introductory course that examines the multi-dimensional factors that affect health and provide base knowledge to promote individual and community health.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered. This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.

This course links with SFA’s Envisioned Goal 5: We will be an innovative university. This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Public Health):

1. The student will design and implement a health behavior change plan. HLTH 1304 - Health Behavior Evaluation (NCHEC I, II & IV)
2. The student will assess population health and health determinants and identify strategies for population health improvement. HLTH 3360 – PowerPoint Presentation (NCHEC I, III, VI & VII)
3. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions. HLTH 4320 – Health Lesson (NCEC I, II, VI, & VII)
4. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue. HLTH 4389 – Health Proposal (NCHEC I, II, & V)

Student Learning Outcomes – The student will be able to:

1. Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan (NCHEC II)
2. Apply the principle factors involved in developing one’s optimal health (NCHEC VI & VII)
3. Identify the major concepts relative to making positive decisions regarding one’s health(NCHEC I & VI)
4. Comply with the principle factors that affect quality of life (NCHEC VI & VII)

** See Appendix 1 for alignment of course outcomes for students in EC-12 Physical Education Concentration – TEA Alignment Chart for Physical Education EC-12
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- **Behavior Change Project:** This assignment includes **four parts** (see below):

**Part 1. HOW HEALTHY ARE YOU?** (25 points)
Complete “How Healthy Are You” (found under the Content tab in D2L). Include with this assessment a typed one (1-2) page double-spaced with 1” margins summary addressing the following questions. What was your highest score and why do you think it was highest? What was your lowest score and why do you think it was lowest? How do you think your behaviors are impacting your overall health? What score do you most want to improve and why? What can you do to improve your health behaviors/score? You will upload this project part into the “Healthy You” D2L Dropbox.

**Part 2. HEALTH CONTRACT** (25 points)
Decide what health behavior you would like to change (i.e., sleeping habits, stop smoking, move more, incorporate a healthy stress coping strategy, etc.) This must be written as a SMART Goal. Complete “Health Contract” in the back. of the textbook or found under the Content tab in D2L. You will upload this project part into “Contract” D2L Dropbox.

**Part 3. PROGRESS UPDATES** (5 progress updates @10 points each for a total of 50 points)
Students will upload the five progress updates (Progress #1-5) into the Progress #1-5 D2L Dropbox.

**Part 4. HEALTH BEHAVIOR CHANGE EVALUATION (HBCE)** (75 points)
At the end of the semester, each student will submit an evaluation of their attempt to change the health-related behavior identified in their health behavior contract. Your grade on this portion of the project is not based on changing behaviors (I hope you were successful though), but on the summary of the project. See Content tab in D2L for rubric criteria.

- **Mini Assignments (8 assignments worth a total of 130 points):**
  Hands-on and computer-based discovery exercises are intended reinforce, supplement, and extend traditional text- and lecture-based learning. All assignments include detailed instructions and due dates/times (refer to D2L for these instructions & due dates/times).
  Late Mini Assignments will receive a score of 0 for that assignment.
  
  Mini Assignments include:
  1. Syllabus Agreement – 5 points
  2. Introduction to You – 15 points
  3. Mental Health Worksheet – 15 points
  4. Relationship Questionnaire – 15 points
  5. How Much Do I Move? Worksheet – 20 points
  6. Weight of the Nation – 20 points
  7. Alcohol Impaired Driving Worksheet – 20 points
  8. Death & Dying Worksheet – 20 points

- **Quizzes (3 quizzes worth 100 points each):**
  There will be a three quizzes in this course. Each quiz is worth 100 points. Quizzes will be taken online on the scheduled date and time. If you are absent on the day of the quiz without prior communication/excused absence, you will receive a grade of 0. **Students are not permitted to take a quiz with other students, family members, or friends.**

- **Extra Credit Participation “ECP”** (maximum of 5 ECP points): Can and will be used for attendance purposes. If you have more than 4 absences and/or tardies you are not eligible for ECP points (unless school sponsored events). All ECP assignments will be uploaded in the ECP Dropbox by the due date. Points will be deducted if formatting is not followed.  **WORTH 5 BONUS POINTS**

- **Technology:** Students will access all course information on D2L and will utilize D2L for all assignment submissions.
IV. Evaluation and Assessment:

- Behavior Change Project (4 parts) = 175 total points
  1. Part - How Healthy Are You? = 25 points
  2. Part 2 - Health Contract = 25 points
  3. Part 3 - Progress updates = 5 updates @ 5 points each = 50 points
  4. Part 4 - Health Behavior Change Evaluation = 75 points
- Mini Assignments (MA) = 8 (MA) for a total of = 130 points
- Quizzes 3 quizzes X 100 points each = 300 points

Extra Credit Participation (ECP) – maximum 5 points

Attendance (See Section III for how Extra Credit Participation (ECP) can and will be used for attendance). 

Scoring guides/rubrics can be found on D2L.

Total Course Points = 605

A (90%) = 544+
B (80-89.99%) = 484-543
C (70-79.99%) = 423-483
D (60-69.99%) = 363-422
F (below 59.99%) = 362 or below

V. Tentative Course Outline/Calendar: See page 8 of this syllabus for tentative course schedule.

VI. Required Readings:

- Brightspace: The course has a Brightspace site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on D2L, so you must check it daily (M-F). Your course grades will be posted here. If you do not have access to our class D2L page for any reason, you must contact me ASAP. A great resource for Brightspace questions can be found at https://www.sfactl.com/student-support
- QClassroom Statement: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”
In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy:
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity (4.1)
The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf

Withheld Grades Semester Grades Policy (HOP policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.
• **Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

• **Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

• **Other important course-related policies:**
  ***Other SFA policy information is found in the [Handbook of Operating Procedures (HOP)](http://www.sfasu.edu/disabilityservices/).***

**IX: Resources**

**On-campus Resources:**

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)  
  [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)  
  936.468.7249  
  dos@sfasu.edu
- SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
- SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
  Human Services Room 202 • 936-468-1041

- **The Health and Wellness Hub “The Hub”**  
  Location: corner of E. College and Raguet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education
  - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)  
  936.468.4008  
  thehub@sfasu.edu

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO TO 741-741

**X: Additional Information Specific to Educator Preparation**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall
measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

- Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

- A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
  - You enrolled or planning to enroll in an educator preparation program or
  - You are planning to take a certification exam for initial educator certification, and
  - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
  - You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

- Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

- Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

NO LATE ASSIGNMENTS WILL BE ACCEPTED!

- MY PHILOSOPHY OF TEACHING AND GRADING IS SUCH – “FIX IT BEFORE IT’S BROKE!” I WILL PROVIDE YOU WITH FORMATIVE FEEDBACK.

- FOR FORMATIVE FEEDBACK THE ASSIGNMENT MUST BE EMAILED TO ME 48 HOURS PRIOR TO THE DUE DATE AND TIME.

- IF UPLOADED TO DROPBOX NO FORMATIVE FEEDBACK WILL BE PROVIDED!

Final grades – Due to my “fix it before it’s broke policy” my position on rounding grades is very strict. For example, if you have not completed all of the work (see Section IV) and you have earned a B (89.51% or higher) I will not round your grade to an A. You must complete all work for rounding to be considered.
Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill): When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors:

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, **please use a formal salutation when e-mailing professors**, such as: “Dear Dr. Rust.

- When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore **do not use informal language in your e-mails**.

- **If you have a request, say it politely.** You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ....,” “I want you to,” “Send this tome”, “Tell me when .................... ” Just adding the word “please” does not mean that you are being polite.

- **Your identity is an important clue to the context of the message.** Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class and section you are enrolled in, such as: “Dear Dr. Rust, I am a student enrolled in your HLTH 1304-005 course.”

- Also, **please include a brief description of the subject of your email in the subject line of the email.**

- **Be concise.**

- **Always re-read your e-mails** and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

- **When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.”** If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Mon
**Tentative Class Calendar** - Dates may change at the discretion of the instructor. Should a date change be required, it will be announced thorough D2L email, D2L course news, and on the D2L calendar. All assignments are due (uploaded into D2L) by 5 pm on the due date listed below. Quizzes #1 & 2 will be taken online during class time. Quiz #3 will be taken online on final schedule.

<table>
<thead>
<tr>
<th>Assignment &amp; DUE date</th>
<th>“Tentative” PPTX and topic covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Assignments (MA)</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td></td>
</tr>
<tr>
<td>• WELLcome!</td>
<td>• Day 1 F2sp24.pptx</td>
</tr>
<tr>
<td>• R, Jan. 18 - MA “Syllabus”</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
</tr>
<tr>
<td>• R, Jan. 25 – MA “Introduction to You?”</td>
<td>• Accessing Your Health pptx (chap. 1)</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td>• R, Feb. 1 - How Healthy are You?</td>
<td>• Stress ppt (chap. 3)</td>
</tr>
<tr>
<td>• R, Feb. 1 – MA “Mental Health Worksheet”</td>
<td>• Creating Healthy and Caring Relationships handout (chap. 6)</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td></td>
</tr>
<tr>
<td>• R, Feb. 8 - Health Contract</td>
<td>• Improving Your Physical Fitness pptx (chap. 12)</td>
</tr>
<tr>
<td>• R, Feb. 8 – MA “Relationship Questionnaire”</td>
<td>• Movement Day!</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td>• Quiz #1 opens on W, Feb. 14 @ 1 pm and closes on R, Feb.15 @ 2:15 pm – 75 minutes to take the quiz</td>
<td>• Cardiovascular Disease (CVD) ppt (chap. 13; pages 363-377)</td>
</tr>
<tr>
<td>• R, Feb. 15 – Progress Update #1</td>
<td>• Cancer pptx (chap. 13 pages; 377-389)</td>
</tr>
<tr>
<td>• R, Feb. 15 – Progress Update #1</td>
<td>• Review for Quiz #1</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td></td>
</tr>
<tr>
<td>• R, Feb. 22 – MA “How Much Do I Move? Worksheet”</td>
<td>• Eating for a Healthier You pptx (chap. 10)</td>
</tr>
<tr>
<td>• R, Feb. 22 – Progress Update #2</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td></td>
</tr>
<tr>
<td>• R, Feb. 29 - Progress Update #3</td>
<td>• Healthy Weight ppt (chap. 11)</td>
</tr>
<tr>
<td>• R, Feb. 29 – MA “WotN”</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td></td>
</tr>
<tr>
<td>• Mid-Term Grades Posted</td>
<td>• Drug Abuse (chap.8)</td>
</tr>
<tr>
<td>• R, March 7 – MA “Alcohol Impaired Driving Worksheet”</td>
<td></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td></td>
</tr>
<tr>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td></td>
</tr>
<tr>
<td>• Quiz #2 opens on W, March 20 @ 1 pm and closes on R, March 21 @ 2:15 pm – 75 minutes to take the quiz</td>
<td>• Alcohol and Tobacco ppt (chap. 9)</td>
</tr>
<tr>
<td>• R, March 21 – Progress Update #4</td>
<td>• Review for Quiz #2</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reproductive Choices ppt (Chap 7; handout)</td>
</tr>
<tr>
<td></td>
<td>• No class on R, March 28 - Easter Break</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>• R, April 4 – Progress Update #5</td>
<td>• Infectious Diseases &amp; Sexually Transmitted Infections (STI) ppt (chap. 14)</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td></td>
</tr>
<tr>
<td>• R, April 18 - Health Behavior Change Evaluation (HBCE)</td>
<td>• Environmental Health ppt (chap. 16)</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td></td>
</tr>
<tr>
<td>• R, April 25 – MA “Death &amp; Dying Worksheet”</td>
<td>• Smart Health Care Choices pptx (chap. 15)</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td>• T, April 30 – ECP</td>
<td>• Aging ppt (chap. 15)</td>
</tr>
<tr>
<td>• Sunday, May 5 by 11:59 pm Course Evaluations</td>
<td>• Death &amp; Dying pptx (chap. 15)</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>• Quiz #3 (final) opens on T, May 7 @ 10:30 am and closes on W, May 8 @ 3 pm – 120 minutes to take the quiz</td>
<td>• Review for Quiz #3 (final)</td>
</tr>
</tbody>
</table>
### Appendix I – TEA Standards Alignment Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Change Project - Students assess an area of their health that needs improved, plan how to achieve the goal, implement the plan, and evaluate the results.</td>
<td>5a, 5b, 5c</td>
<td>1.3</td>
<td>3.15k</td>
<td>2.6c</td>
<td>6k, 6m</td>
</tr>
<tr>
<td>Class worksheets/participation - assignments vary on the weekly health topic but address topics such as: mental health, physical activity, nutrition, cancer, alcohol, sexual health, communication, injuries, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz #1 - Content includes: Overview of health, health behavior theory, psychological health, stress, sleep, relationships, communication, reproductive choices, and sexual health.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes #2 &amp; #3 - Content includes: Fitness/physical health, nutrition/weight management, chronic disease, environmental health, health care, injury, and death/dying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Links to additional standards can be found on the PCOE website.