



CREDIT FOR LEARNING

HEALTH EDUCATION
(grade 10)

CREDIT FOR LEARNING

Earning course credit for a planned out-of-school learning experience

Dear Student,

Credit for learning might be a good option for you if...

- You, your parents and dean agree that doing an out-of-school project would be a good way for you to earn a credit that you need.
- You have been successful with highly independent projects.
- You already have a special interest and involvement from which you could develop a project proposal.
- You have the background, extra time, and family support required to design and complete an out-of-school project.
- You know of an out-of-school expert in the content area who would be willing to sign on as your consultant.

On the other hand,

Credit for learning might *not* be a good option for you if...

- Your out-of-school time is already filled with many activities.
- You don't like taking on extra responsibilities outside of school.
- You suspect that doing an out-of-school project might be much easier than taking a course in school.
- Your parents have limited time to monitor your progress.
- You have been much more successful with teacher directed projects than with more independent assignments.
- You don't know of anyone with the background to serve as your content area expert.

YOU MUST HAVE PARENT PERMISSION TO SUBMIT A CREDIT FOR LEARNING PROPOSAL.

QUESTIONS?—please talk to your dean.

Health Education (grade 10) - Credit for Learning Requirements

The Mounds View Learner Outcomes for this course are attached. Learner outcomes are statements that describe what a student is expected to know and be able to do as a result of their learning experiences. In the school, all teaching, assessment and guidance is designed to support students in attaining the required learner outcomes at a high level.

In order to receive .5 course credit, you must present evidence of the following:

1. CPR certification
2. Knowledge in the required areas of health information: alcohol, tobacco and other drugs, sexuality, wellness (nutrition, stress, fitness) and mental health
3. In-depth study of a significant health issue that confronts individuals, families and communities

Design your credit for learning experience in a way that allows you to learn and demonstrate increased proficiency in all seven areas and deeper understanding of the required content. It is your job to decide how to show what you have learned. Whatever you decide, check your work against the following criteria throughout and at the end of the project:

Please document at least 2 “check-ins” with your consulting expert—dated signature is sufficient.

_____ I am certified to practice CPR on adults and children.

_____ I have incorporated valid information and ideas about:

CPR	ATOD	Sexuality	Wellness	Mental Health
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_____ I use accurate vocabulary of the health information areas.

_____ The process I use to determine the credibility and validity of sources and information involves analysis, questioning and critique.

_____ The way I address health-enhancing versus health-risky behaviors reflects real life and incorporates accurate information.

_____ My analysis processes are thorough and allow me to identify, describe, compare, evaluate, and pose questions about factors that influence health.

_____ The skills I use for communication with peers and adults include respectful expression of my needs, wants and feelings, and seeking to understand those of others.

_____ I communicate about health in ways that demonstrate my commitment to personal, family and community health.

_____ I use clear patterns of goal setting and decision making that allow me to fully consider key factors and implications.

Grade 10 Health Outcomes

1: Students will comprehend concepts related to health promotion and disease prevention.

Explain how the family, peers, and community influence the health of an individual.

Explain how a decision-making model impacts personal choices.

Identify personal needs and the characteristics of a positive self-concept.

Describe how violence affects total health and identify healthy ways to resolve conflict.

Review the causes of stress and the effects of stress on the body.

Recognize the warning signs and causes of distress, depression and potential suicide.

Identify types of loss, the stages of grief, and recognize the impact of loss.

Identify sources of help and support for information, concerns, and decisions related to mental health, wellness, alcohol, tobacco and other drugs, sexuality, and aging.

Identify cause, signs, symptoms, treatment & prevention of sexually transmitted infections (STI) & HIV/AIDS.

Review the causes, signs, symptoms, treatment, and prevention of eating disorders.

Understand the skills necessary to perform CPR.

Analyze the progression from abstinence to use/misuse/abuse/addiction.

2: Students will demonstrate ability to access health info. and health-promoting products and services.

Evaluate the validity of health information, products, and services.

Demonstrate the ability to access school and community health services for self and others.

Analyze the role of individual responsibility for enhancing physical health.

3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Develop strategies to promote abstinent behavior.

Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.

Demonstrate ways to avoid and reduce threatening situations.

Explain when to ask for assistance when making health-enhancing decisions.

Demonstrate the skills necessary to perform CPR.

4: Students will analyze the influence of culture, media, technology and other factors on health.

Evaluate the effect of media and other factors on decision-making.

Evaluate the effect of marketing strategies, and other factors on alcohol, tobacco and other drugs.

5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Apply skills for communicating effectively with family, peers, and others.

Demonstrate ways to communicate care, consideration, and respect of self and others.

Demonstrate healthful ways to express needs, wants, and emotions.

Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.

6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Analyze the immediate and long-term impact of health decisions.

Identify abstinence as the foundation for making decisions regarding sexual behavior.

Explore career and college resources in the Career Center.

Build a program of study for high school.

Plan for their post-secondary training and education.

7: Students will demonstrate the ability to advocate for personal, family and community health.

Express information and opinions about health issues.

Demonstrate the skills to influence and support others in making positive health choices.

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PROPOSAL PROCESS

Item	Completed (date)
Complete Proposal (pages 1 and 2)	
Obtain Parent/Guardian Signature	
Obtain Dean Signature	
Proposal Sent to District Office by Dean	
Proposal Approved	
Final Project Submitted	

1. Your High School Dean will forward the entire packet to the Curriculum Coordinator at the District Office for review (keep a copy for your records).
2. Upon review, the Curriculum Coordinator will contact the student and verbally approve the proposal or request additional information.
3. Submit final project to the Curriculum Coordinator with the signed Statement of Assurance. If project cannot be approved at this time, applicant will be contacted with what corrections, improvements or additional information is required.
4. Upon final project approval the Curriculum Coordinator will complete a Certificate of Completion and forward to the High School Dean for signature. The Dean will send a copy to parent/guardian notifying them that course credit has been granted. Original will be forwarded to High School Registrar to update student transcript.



CREDIT FOR LEARNING PROPOSAL

FORM #EG-2101

STUDENT NAME _____ HOME PHONE _____

ADDRESS _____ CITY _____ ZIP _____

GRADE _____ SCHOOL _____ H.S. DEAN NAME _____

TO BE COMPLETED BY THE STUDENT:

I am requesting permission to meet the Mounds View Learner Outcomes outside the classroom, thereby fulfilling requirements of the following existing high school course (e.g. Fitness for Life, Health I, Health II "Issues in Life"):

Please write an **overview of your proposal** in the space below (provide specific information on page 2).

STUDENT SIGNATURE _____ **DATE** _____

TO BE COMPLETED BY PARENT/ GUARDIAN:

_____ My child and I have read the learner outcomes and fully understand what is required.

_____ My child and I also understand that:

1. The school's involvement in the credit for learning process is limited.
2. Planning, implementing and monitoring the project is the responsibility of the student & parent/guardian.
3. The school will evaluate results to determine whether credit can be given.
4. Grading is on a credit/no credit basis (no letter grades are given).

With this understanding, I give my child permission to proceed in the credit for learning process.

PARENT/GUARDIAN SIGNATURE _____ **DATE** _____

HIGH SCHOOL DEAN SIGNATURE _____ **DATE** _____

Submit to Curriculum Coordinator at the District Office by 8/15, 1/15, or 5/15

Curriculum Coordinator Notes

SUPPORTING INFORMATION FOR THE CREDIT FOR LEARNING PROPOSAL

1. Content Area Expert

Name _____
(someone qualified to provide expert guidance and feedback on your progress and the quality of your work)

Business / School Name (if applicable) _____

Phone Number / Email Address _____

2. Timeframe for the Project

Start Date _____

Completion Date _____

Total Hours _____

3. Periodic Progress Review

You must create a log in which you track your progress throughout the project. Indicate your activities, time spent and progress in a calendar format.

I have designed a format that I will use to log my progress.

4. Evidence of Work and Achievements

Please list below what you plan to submit in order to receive credit for your work. It should be material that will clearly indicate the skill and understanding that you have developed through the proposed project.

1. Self-evaluation (required)
2. Consulting Expert's Evaluation (required)
3. Progress Log (required)
- 4.
- 5.



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STATEMENT OF ASSURANCE

The attached material is a true and accurate record of the skill and knowledge I have acquired and the effort I have expended to earn course credit outside of school.

The project is completed and I have submitted all documentation as agreed in the proposal.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Content Area Expert Signature _____ Date _____