***Senior High Health Course Outline***

Course Objectives

The objectives of this course are to:

* Provide you with an understanding of modern health concepts related to health

promotion and disease prevention

* Relate these concepts to your present and future needs so that you may achieve maximum

personal, emotional, mental, and social well-being

* Demonstrate the ability to practice health-enhancing behaviors and reduce health risks

# Grading System Materials

Classwork/participation positive attitude

## Essential Questions folder

## Projects/Portfolio ½ inch binder

Unit Tests pen/pencil

Quarter averages will be comprised of the above assessments using a total point system; final average will be the average of the two quarter grades (x2) and the final exam.

***Participation***

Students are expected to read class handouts, articles, and any other readings assigned. You are expected to make worthwhile contributions to class discussions, participate in class activities, and turn in any class work that is to be graded. You are expected to attend class every day, be to class on time, be prepared, and be accountable for your learning.

# Essential Questions

At the beginning of each unit, questions will be assigned that are directly related to the health issues/concepts discussed in class for the current unit. This worksheet is due by the end of the unit. Reflection time will be given in class to complete each of the questions, as we conclude our discussion of that topic.

***Projects/Portfolio***

For each unit, a project will be assigned that relates to the topics covered in that unit. Projects will be graded on creativity, completeness, and clarity. Students should refer to the grading rubric for each assignment. Projects will receive a 5 point deduction for each day late; if a student is absent when a project is due, it is to be handed in on the day of return to class. Any project suspected of being “copied and pasted” from the internet or from a classmate will not be accepted and the student will receive a zero for that project. A final portfolio will be completed by the end of the semester that demonstrates the acquisition of health knowledge and skills.

# Unit Exams

A unit exam will be given upon completion of each of the six units of study. Questions will be multiple choice, true/false, matching, and short answer. Be prepared to answer questions generated from homework, classwork, class discussions, videos, activities, and guest speakers.

# Units/Topics

# Wellness:

* Factors that influence wellness
* Dimensions of health
* Goal setting
* Risk taking/Decision making
* Adolescent brain
* How behavior influences lifestyle
* How to be a wise consumer
* Technology safety

Nutrition/Fitness:

* Choose My Plate
* Dietary Guidelines
* Analysis of diet
* Food labels
* Benefits of physical activity
* Body image
* Eating disorders
* How media/tech. influences nutrition/fitness

Wellness vs. Disease:

* Leading causes of death
* Diseases caused by lifestyle choices
* Heart disease
* Cancer
* Diabetes
* asthma
* STDs
* HIV/AIDS
* How technology influences disease

Alcohol, Tobacco, and Other Drugs:

* Effects of drugs on dimensions of health
* How drugs impact adolescent brains
* Current drug trends and its impact on teens
* Stages/signs of drug dependency
* How media/technology influences drug use

Mental Health:

* Pressures of adolescence
* Stress & stress management
* Life crises
* Death and dying
* Grief
* Depression
* Suicide and suicide prevention
* Self-esteem
* How media/technology influences mental health

Human Sexuality:

* Male reproductive system
* Female reproductive system
* Conception, Prenatal development
* Pregnancy, Labor and delivery
* Gender identity
* Sexual harassment
* Sexual orientation
* Dating violence and Healthy relationships
* Dignity for all
* How media/technology influences relationships

This curriculum is skill-based; seven developmental personal and social skills are incorporated into each of the above units. They are: Self-management, relationship management, stress management, communication, decision making, planning and goal setting, and advocacy. Students mastering these skills will be able to enhance their personal, family and community health and safety.

As supplements to each unit of the health curriculum, several community professionals will be used as guest speakers to share their area of expertise with students. These historically include, but are not limited to:

* + Rob Reyngoudt- School Resource Officer for Cortland Jr.-Sr. High School
  + Diedre Plumley- Educator for the Prevention Center
  + Mary Dykeman- Public Health Educator for Jacobus Center for Reproductive Health
  + Advocates from Aid to Victims of Violence
  + Educators from Family Counseling Services

***Class Expectations***

The expectations of classroom behavior are to create an environment that is conducive to learning for all students. Demonstrating respect to yourself, your classmates, and your teachers is the rule to follow. Individual behaviors will reflect a following of this rule or a disregard for this rule; in the latter case, consequences will be assigned per the Code of Conduct.

***Health Bonus Bucks***

What is a health bonus buck, you ask? Health bonus bucks will be awarded to students who are contributing positively to the learning environment. Participating actively in class activities or discussions and modeling appropriate classroom expectations are two ways to earn bonus bucks. Why would you want a health bonus buck? You may use these bucks to “buy” extra points on certain classwork assignments.

***Academic Expectations***

It is your responsibility to complete all assignments thoroughly and on time. It is also your responsibility to make arrangements for making up missed work.For those students who are struggling to perform academically, student contracts will be drafted and sent home for parents to review and sign.

Teacher: Mrs. Amy Johnson

Contact information: 758-4110, ext. 1138; [ajohnson@cortlandschools.org](mailto:ajohnson@cortlandschools.org)

Please contact me with any questions or concerns about your child’s progress.

Information and resources for senior high health can be accessed through my website. Go to [www.cortlandschools.org](http://www.cortlandschools.org) –Click on “events/activities” tab-select “staff websites”- type in “Johnson” –click enter. Senior High Health is a link on the right.

Or visit: http://www.cortlandschools.org/teacherpage.cfm?teacher=1748

Before health class After health class



(Please sign, detach, and return to Mrs. Johnson by next class.)

We have read and understand the Senior High Health Course Outline.

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(Date) (Student Name) (Student Signature)

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(Parent Name) (Parent Signature)

Parent e-mail address:

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Any information you would like to share with me about your child: