Tompkins Cortland Community College

Cortland Jr.-Sr. High School

**Dual Credit Course: Personal Health 206**

Fall 2012 Syllabus

**Contact Information:**

Mrs. Amy Johnson

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**Course description:**

This semester course covers all the ten conceptual areas of health education. It is designed to meet the needs, interests, and abilities of eleventh and twelfth grade students with the purpose of developing the use of desirable health-enhancing knowledge, attitudes, and behaviors as well as critical thinking, problem solving, decision making, resistance, and coping skills in health related matters. All units and topics emphasize assuming responsibility for one’s personal, family, school, and community health and developing a wellness lifestyle. Health is viewed as a process, not an end in itself. Rather, it is a means to an end for a happy, healthy, productive, and fulfilling life.

**Prerequisites:**

None

**Semester credit hours:**

½ high school credit; 3 TC3 credit hours

**Text:**

MCj01495950000[1]Access to Health, 10th edition, 2008, Rebecca Donatelle

**Materials needed for the course:**

3 ring binder or pocket folder

Textbook

Pen/pencil

Positive attitude

**Basic skills required:**

* Writing: college level writing skills
* Math: basic math application
* Reading: significant reading application
* Technology: knowledge in basic computer applications
* Communication: effective listening and speaking skills
* Library: research skills are helpful, but not required

**Course Goals:**

* Provide student with an understanding of modern health concepts related to health promotion and disease prevention
* Relate these concepts to one’s present and future needs so that one may achieve maximum personal, emotional, mental, and social well-being
* Demonstrate the ability to practice health-enhancing behaviors and reduce health risks

**Course objectives:**

Upon completion of the course, the student will be able to:

* Define the five dimensions of health
* Analyze causes of lifestyle diseases and identify ways to prevent them
* Predict lifestyles and behaviors as they relate to health problems with a variety of age groups
* Speak knowledgably about issues concerning personal health and wellness
* Apply health literacy skills to promote one’s health and wellness
* Develop one’s own philosophy of health
* Deliver to one’s family, friends, and co-workers an element of excitement about the importance of the quality of life
* Develop an elevated self-standard of wellness that enhances productivity, learning, happiness, and a peaceful existence.

This is an upper level course designed for college students; therefore the content is more mature, especially in the areas of human sexuality.

**Methods of assessment:**

Examinations and Projects: 50% of grade

Reading comprehension/online blogs/other homework 25% of grade

Class work assignments/participation: 25% of grade

Final exam and final project averaged for final exam grade.

**Reading Comprehension Questions:**

At the beginning of the unit, questions will be assigned for homework that are directly related to the health issues/concepts discussed in class for the upcoming week and correlates with textbook reading assignments. These questions are due at the end of the unit.

**Online blogs:**

Each student will be responsible for participating in the class’s online blog about various readings assigned. The website is: [www.CHSpersonalhealth.wordpress.com](http://www.CHSpersonalhealth.wordpress.com) Students should refer to the online blog rubric for details on assessment and grading.

**Class assignments/participation:**

Students are expected to read chapters assigned in the textbook, 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 be in class every day, be on time, be prepared, and be accountable for your learning.

# Unit Exams:

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

**Projects:**

There may be a project assigned for each unit. These projects will relate to the content covered in that unit. Projects will be graded on research, creativity, comprehensiveness, and clarity. Students should refer to the grading rubric for each assignment.

**Final project:**

This project will be a comprehensive presentation of the different aspects of your personal health.

It is 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.

**Class expectations:**

The expectations of classroom behavior are to create an environment that is conducive to learning for all students. Demonstrating respect for 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.

**TC3 Grading scale:**  CHS grade: numeric grade 0-100

A = 90 or better D = 60-69

B = 80-89 F = less than 60

C = 70-79

**Course content:**

***Tentative Dates Units Text chapters***

# Sept. 5 and 6 Introduction and baseline SLO assessment

Sept. 7-22 Wellness 1, 22, 23

Sept. 14 Wellness Reading Comprehension Questions

Sept. 19 Wellness blog

Sept. 21 Unit exam

Sept. 24-Oct. 12 Nutrition/Fitness 8, 9, 10

Oct. 3 Nutrition Reading Comprehension Questions

Oct. 10 Nutrition/fitness blog

Oct. 12 Nutrition/fitness unit exam

Oct. 15-31 Disease prevention

Oct. 24 Disease prevention Reading Comprehension Questions 15, 16, 17, 18

Oct. 29 Disease prevention blog

Oct. 31 Disease Prevention unit exam

Nov. 1-21 Chemical Substances

Nov. 9 Chemical Substances Reading Comprehension Questions 11, 12, 13, 14

Nov. 19 Chemical Substances blog

Nov. 21 Chemical Substances unit exam

Nov. 26-Dec. 14 Mental Health 2, 3, 19, 20

Dec. 7 Mental Health Reading Comprehension Questions

Dec. 12 Mental Health blog

Dec. 14 Mental Health unit exam

Dec. 17-Jan. 11 Healthy Relationships

Jan. 3 Healthy Relationships Reading Comprehension Questions

Jan. 9 Healthy Relationships blog 4, 5, 6, 7

Jan. 11 Healthy Relationships unit exam

Jan. 14-18 Final projects

Jan. 22-23 Final Exam

Jan. 24 Final SLO assessment

Jan. 25 Self/teacher/class evaluations

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

Information and resources for Personal 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. Personal Health is a link on the right.

Or visit: http://www.cortlandschools.org/teacherpage.cfm?teacher=1749

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*I have read the course syllabus and understand the expectations for this class.*

Student’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian’s e-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian’s home phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cell: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Parent/guardian’s questions or comments, if any: