

Course Syllabus
Health/Wellness I

Course Description:

In this course students will participate in a variety of activities that support each student's learning around healthy life choices and lifestyles and with improving their decision making skills. Students will be provided with a foundation toward being fit for life.

Competencies:

1. Students will predict how healthy behaviors can affect health status.
2. Students will access and use resources that provide valid health information.
3. Students will demonstrate and apply effective communication skills to enhance the health of self and others.
4. Students will evaluate and defend health choices and alternatives to promote effectiveness of health-related decisions.

Standards: National Health Education Standards

<u>Standard 1</u>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<u>Standard 2</u>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
<u>Standard 3</u>	Students will demonstrate the ability to access valid information, products, and services to enhance health.
<u>Standard 4</u>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
<u>Standard 5</u>	Students will demonstrate the ability to use decision-making skills to enhance health.
<u>Standard 6</u>	Students will demonstrate the ability to use goal-setting skills to enhance health.
<u>Standard 7</u>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
<u>Standard 8</u>	Students will demonstrate the ability to advocate for personal, family, and community health.

Student Targets: By the end of this course, students will be able to...

Unit	Targets	Summative
Leading a Healthy Life	-I can list and describe each of the six components of health	Health Risk Factor Survey & Reflections
	-I can define health risk factor and provide examples along with ways to avoid or reduce the risk associated with each	
	-I can define health and wellness and explain how they are different, and how they each relate to the 6 components of health	

H-DHS commits to building community, providing a personalized education, encouraging continual progress, and inspiring purposeful lives.

	-I can evaluate my own health practices and behaviors to determine my strengths and weaknesses in each area of health.	
SE/Self-Mgmt./Communication	-I can demonstrate effective verbal and nonverbal communication skills, stress managements techniques, and compromise versus refusal skills -I can advocate for the needs and rights of self and others, for a healthy social environment, and for fairness and resolution to conflict -I can define self-esteem and explain benefits of a high self-esteem, and risks of a low self-esteem, as well as a variety of ways to improve self-esteem of myself and others	Scenario Responses and Skit Script
Mental/Emotional Health	-I can define and identify multiple characteristics (including sign/symptoms, prevalence, treatment, etc.) of depression and other mental illnesses -I can define 'stressor' and identify multiple examples of stressors and their effects on other health components (physical, mental/emotional, social); I can demonstrate health ways to manage or cope with stress -I can compare & contrast characteristics of eating disorders and their behaviors, while identifying signs/symptoms, behaviors, causes, and treatments of each; I can explain why they are classified as mental health disorders -I can describe various philosophies related to mental health and how each can be useful in assessing one's own state of mental health and describing individual behaviors.	Mental Health Disorder Project
Growth & Dev.: Relationships, Family Life, Parenting, Reproductive Health, HIV/AIDS, STIs	-List and distinguish the difference between characteristics of healthy and unhealthy relationships -Identify common causes of stress within a family, and effects that each may have on structure and/or circumstance -List and describe the various family forms that exist and the progression of change within family forms from the mid-1800s to present -Compare and contrast a variety of parenting styles with at least two supporting facts or details describing each -Properly identify and label the parts of the male and female reproductive anatomy using scientific terminology, and explain reproductive processes -Identify and explain modes of transmission, signs/symptoms, treatment options, and further health risks of STIs, HIV, & AIDS -Evaluate the overall health benefits of abstinence and demonstrate refusal skills for engaging in risky behaviors -Identify various influences on sexual behavior, as well as facts/myths associated with sexually transmitted infections -Locate and access valid and reliable resources for services, care, information, counseling or testing related to any aspect of reproductive health	Mini-Poster & Unit Exam Anatomy and Process ID and Sequencing Assessment; Transmission Simulation Response

Grading Practices: Students will work towards proficiency in all course competencies. You will have formative and summative assessments multiple times for each course competency and will be given ample opportunities to meet each competency in a variety of ways.

What is formative? Formative assessments consist of those assignments and assessments that measure your understanding of the vocabulary, content, and skills being studied. Typically, they build towards mastery of the summative assessments. In order to redo summative assessments for mastery, students must also complete all formative assessments.

What is summative?

Summative assessments are given during or at the end of a unit to demonstrate your mastery of a competency, a skill. These assessments will be given to you, with a clear rubric when appropriate, with sufficient time for review, application practice, conferencing, and demonstration of knowledge and/or skills. If a student does not meet the minimal “competent” expectations on the rubric or assignment, he/she will be given the opportunity, until the end of the marking term, to redo the summative assessment until mastery is achieved.

Assessments: [Summative Assessments for the course listed.]

- Health Risk Factor Survey & Reflection: Students will use their knowledge of a health risk factor, as well as skills for enhancing overall health to create a 25 question multiple choice surveys. They will anonymously exchange surveys assessing health risk factors, complete a peer’s survey and score accordingly, and analyze and reflect upon their results.
- Advocacy – PSA Announcement: Students will choose one of the six components of health and create a public service announcement advocating for that component of health. Their PSA may be in any creative format, but must strictly advocate for the promotion of health in that area
- Scenario Responses & Skit Script: Students will receive a variety of scenarios surrounding conflict, self-esteem, self-management, stress, etc. and will need to write a healthy response to each demonstrating a variety of management skills, resolution skills, and strategies for coping or managing stress. They will choose one of the scenarios and their response to create a fictional skit in which they will use characters to present the situation and respond to it.
- Mental Health Disorder Project: Students will research a mental health disorder of their choice to identify key defining characteristics and facts about the disorder. They will use their research to write an analysis of a “day in the life” with the disorder, as well as create a final product of their choice to present the researched information to their peers.
- Mini Poster: Each student will be assigned a section of the family life, parenting, and relationship unit to create a mini-poster recalling and identifying the key pieces of information relating to their specified topic. Their poster will be a resource for review of the information and will be shared whole group.
- Unit Exam: Family life and family forms, Parenting Styles and responsibilities, and Relationships
- Labeling & Sequencing Assessment: Students will correctly label a provided diagram of both male and female reproductive systems. They will also be given a sheet with multiple steps of both male and female reproductive processes in which they will have to sort, and reorganize in proper sequential order to describe the overall process. They will complete a written piece summarizing the order of events for both the male and female reproductive systems.
- Transmission Simulation Response: Students will participate in a “modes of transmission” simulation to demonstrate ideas such as patient zero, spread of disease, prevention methods, etc. They will be asked to evaluate their role in the activity and respond to a series of questions analyzing the multiple factors that affected their overall results in the simulation.

H-DHS commits to building community, providing a personalized education, encouraging continual progress, and inspiring purposeful lives.

This Course will evaluate the following 21st Century Skills:

*Discussion

*Physical & Mental Health Awareness

* Collaborative Inquiry