

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

<h1>Health</h1>	
<b>Instructor:</b> Mrs. Holly Cough Room 117 coughh@hermon.net	
Required for graduation and typically taken by Sophomores, this one semester course covers the content areas mandated by the state. Areas covered include health promotions, including healthy relationships and disease prevention; acquiring valid health information about health issues, services, and products; the understanding of how to reduce health risks through refusal skills and acquiring the knowledge and practice of healthy behaviors; an understanding of how media techniques influence health, cultural perspectives, technology, how peers and family can influence behaviors that affect health; an understanding of skillful communication; and learning how to set personal goals and make decisions that lead to better health.	
Graduation Standards	
<b>Health Standard 1 - HEALTH CONCEPTS</b> Students comprehend concepts related to health promotion and disease prevention to enhance health. (MLR A)	
<b>Health Standard 2- HEALTH INFORMATION, PRODUCTS, AND SERVICES</b> Demonstrate the ability to access valid health information, services and products to enhance health. (MLR B)	
<b>Health Standard 3 - HEALTH PROMOTION AND RISK REDUCTION</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (MLR C)	
<b>Health Standard 4 - INFLUENCES ON HEALTH</b> Analyze the ability of family, peers, culture, media, technology and other factors to enhance health. (MLR D)	
<b>Health Standard 5 - ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS</b> Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health. (MLR E, F)	
Unit 1	Health Skills
Summary	<b>Unit 1 focuses on skills that individuals can use to promote their health including making responsible decisions, setting goals, and improving health literacy.</b>
Performance Indicators Assessed in Unit	5A: Utilize effective communication skills with family, peers and others to enhance health in the following ways: asking for and offering assistance to enhance the health of self and others: refusal, negotiation and collaboration skills to avoid and reduce health risks;  5D. Develop and analyze a plan to attain a personal health goal in the following ways: assess personal health practices and overall health status; select a personal health goal that addresses strengths, needs and risks; implement strategies and analyze progress towards achieving the goal  5E: Formulate a long-term personal health plan, incorporating decision-making and goal-setting.

	<p>1A: Predict how behaviors impact health status by analyzing individual responsibility for one's health, barriers to healthy behaviors, personal susceptibility and potential severity of injury and illness when practicing unhealthy behaviors.</p> <p>1B: Analyze the interrelationships of physical, mental/intellectual, emotional and social health.</p> <p>1D: Analyze and describe how the environment, genetics, family history, and access to health care are interrelated and can impact personal health.</p> <p>4B. Evaluate the impact of technology, including medical technology, on personal, family, and community health</p> <p><i>*SUMMATIVE ASSESSMENTS: ROAD MAP, UNIT 1 QUIZ</i></p>
<b>Unit 2</b>	<b>Nutrition</b>
Summary	<b>Unit 2 focuses on the role of nutrition in health. It explains how to manage body weight in a healthy way and how to make healthful food choices.</b>
Performance Indicators Assessed in Unit	<p>2A: Evaluate the validity and accessibility of health information, products, and services.</p> <p>3A: Demonstrate healthy practices/behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating, physical activity, tobacco, alcohol and other drug use prevention.</p> <p>5C. Apply the following decision-making process to enhance health: compare the value of thoughtful decision-making to quick decision-making in a health-related situation; justify when that decision should be individual or collaborative; generate alternative approaches and predict the potential short and long-term impact for themselves and others with each alternative; defend the healthy choice; and evaluate the effectiveness of the healthy decision.</p> <p><i>*SUMMATIVE ASSESSMENTS: NUTRITION RESEARCH QUESTION, NUTRITION TAKE-HOME QUIZ</i></p>
<b>Unit 3</b>	<b>Mental Health</b>
Summary	<b>Unit 3 focuses on healthy ways to manage stress and achieve good mental/emotional health. The risk factors and treatment of mental health problems such as anxiety, depression, and eating disorders are discussed.</b>
Performance Indicators Assessed in Unit	<p>1C: Explain causes of common diseases, disorders, and other health problems, and propose ways to reduce prevent or treat them.</p> <p>3C. Design, implement and evaluate a plan for stress management</p> <p><i>*SUMMATIVE ASSESSMENTS: STRESS MANAGEMENT PLAN, MENTAL HEALTH TAKE-HOME QUIZ</i></p>
<b>Unit 4</b>	<b>Addiction (Alcohol, Nicotine, Medicines/Drugs)</b>
Summary	<b>Unit 4 focuses on the addiction cycle. Substance abuse and addiction prevention and treatment are also covered, as well as how to safely use medications.</b>

<p>Performance Indicators Assessed in Unit</p>	<p>3B. Demonstrate a variety of behaviors to avoid or reduce health risks to self and others including first aid for personal, family and community health.</p> <p>4A. Analyze and evaluate how multiple factors such as norms, culture and values influence health and health behaviors and investigate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4C. Analyze how some health risk behaviors, can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use.</p> <p>5B. Demonstrate the following ways to influence and support others to make positive health choices: formulate health messages utilizing accurate peer and societal norms; adapt health messages and communication techniques to different audiences; and work cooperatively as an advocate for personal, family and community health.</p> <p><b><i>*SUMMATIVE ASSESSMENTS: MARIJUANA DISCUSSION, STOMP ROLE-PLAY, ADDICTION PAMPHLET OR RAP/POEM/SONG</i></b></p>
<p><b>Unit 5</b></p>	<p><b>Reproductive Health/Sex Education</b></p>
<p>Summary</p>	<p><b>Unit 5 focuses on healthy relationships, the health of the reproductive systems, STI prevention, and the beginning of the life cycle.</b></p>
<p>Performance Indicators Assessed in Unit</p>	<p>1E. Describe the characteristics of human growth and development through the various stages of life.</p> <p>1F: Analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention.</p> <p>2B: Determine when professional health services may be required and access valid and reliable health information, products and services.</p> <p><b><i>*SUMMATIVE ASSESSMENTS: REPRODUCTIVE SYSTEM AND SEXUALITY MINI-QUIZZES, FINAL EXAM</i></b></p>

## HEALTH EXPECTATIONS

~Mrs. Cough~

I can be reached at <a href="mailto:coughh@hermon.net">coughh@hermon.net</a> and after school at 848-4000 ext. *1117	I am available for additional help during Intervention, Study Hall (G3), BEFORE school on Mon, Wed, or Fri or AFTER school on Friday
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### **Materials Needed (and brought to class EVERY day!):**

3 ring binder with plenty of paper (please see me privately if you need a binder or paper)

Pencil

You must keep all work until Health class is over as the final will cover the entire semester.

You do NOT need to bring your book to class; however, you will need it in order to do your homework. Please take good care of it as it costs \$74 to replace it!

### **I have HIGH EXPECTATIONS of all of my students.**

All students must come to class prepared and ready to learn. All students must complete the assigned work. I will bend over backwards to help you but you have to do the work.

My goal is to help you to develop good work habits for your future. That is why it is your responsibility to regularly check your PowerSchool and edyousched to see if I have tagged you for Intervention. It is up to you to come see me to make up work if you are absent as well.

My expectation is that everyone who enters my classroom is treated with respect. In Health class, there is a lot of class discussion and group work. You may not necessarily like a person in your group or class, but you WILL respect them and practice tolerance.

Any disrespect shown to a guest speaker, substitute teacher or Ed Tech will result in an automatic phone call home (no student conference).

**A student who chooses to disrupt the positive learning environment will face disciplinary consequences as stated in the Student/Parent Handbook and Code of Conduct.**

**GRADING: Grades determined based on the following Hermon High School grading policy.**

**FORMATIVE ASSESSMENTS 20%** Used to determine progress at any given point in time and scored:

4	Excellent
3	Satisfactory
2	Room for Improvement
1	Unsatisfactory
0	Insufficient Work Shown (incomplete or missing)

You are only allowed one 0 or 1 formative grade at any one time (per quarter). If at any point you have more than one missing or unsatisfactory formative (0 or 1), you will need to stay after for Block 5 (detention in my room). Even if you turn the work in late, you will still need to stay. The only exception is if you are absent; the work will need to be made up ASAP or a Block 5 will be assigned.

**SUMMATIVE ASSESSMENTS 80%** Used to determine mastery and may include tests, quizzes, projects, or any assignment for which time and practice is sufficient to determine mastery. Scoring will be recorded using a traditional points system. Those scoring below a 75 on a summative assessment may retake up to a maximum score of 75%.

All summative assessments are expected to be completed by the due date. However, I do realize “life happens.” **In order to receive full credit, I must receive the summative by the BEGINNING of the very next class following the due date. The highest possible grade you can receive after that is a 75. This is why it is so important to turn in work on time!**

*Example: if the assignment was due Monday, the very latest you would be able to turn it in and still receive full credit would be Wednesday at the beginning of class. After that, the highest grade you would receive is a 75.*

**Friday Night Phone Calls:** These can make or break your weekend and **YOU** alone determine how they go. ***I absolutely LOVE making positive phone calls/emails home!!!!***

However, if Room 117 Expectations are broken or if you have had more than one missing or unsatisfactory formative (0 or 1), I will typically call home on Friday to schedule a Block 5 for the following Friday.

## **Room 117 Expectations:**

#1) I am prepared and on time for class.

#2) I am respectful when someone else is speaking.

#3) I am positive about learning and I have a growth mindset.

#4) I am polite and I treat others how I want to be treated.

#5) I need to talk to Mrs. Cough at the end of class.

## **Consequences:**

- Student conference
- Parent phone call
- Block 5 (Detention in my room)
- Administrative detention

**HEALTH**

**SYLLABUS/EXPECTATIONS**

By signing below, you are acknowledging that you have read and understand the syllabus and expectations of Health class. This includes checking Power School and edyousched regularly.

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(Print Student Name) (Student Signature) (Date)

**Parent/Guardian Section:**

Unless it is something urgent, I will typically email or call on **Friday afternoons/evenings**. Please put an X or check next to your preferred method of communication:

EMAIL BEST address(es) to reach you: \_\_\_\_\_

\_\_\_\_\_

PHONE BEST phone number(s) \_\_\_\_\_

\_\_\_\_\_

***PowerSchool is the primary method that I will use to update you on your child's progress.***

If you are unable to access PowerSchool, please call or email me and I will send printed grade reports home each week with your child instead. Summative assessments listed on the syllabus are an outline and are subject to change at the discretion of Mrs. Cough (but PowerSchool will reflect any changes).

By signing below, you are acknowledging that you have read and understand the syllabus and expectations for your child's Health class.

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(Print Parent/Guardian name) (Parent/Guardian Signature) (Date)

# ZEN TEN

## Procedure for the first 10 minutes (approximately) of class

**Students will QUIETLY:**

- 1). Take your assigned seat.**
- 2). Write the date and copy the learning targets from the marker board in your Health notebook.**
- 3). Read the warm-up question(s) on the SMART board.**
- 4). Answer the question(s).**
- 5). If you are not quietly working one minute after the bell rings, I will write your name in my notebook and we will have a conversation at the end of class. If the behavior continues, I will call home and you will have to stay after for Block 5.**
- 6). You must keep all of your Zen Ten assignments together in one section of your notebook.**



# WHAT STUCK WITH ME

Procedure for the last 3 minutes (approximately) of class.

**Students will QUIETLY:**

- 1). Flip your Post-it over and write your name on the sticky side
- 2). Reread the Learning Targets. Below your name, self-assess (write a number 1-4 or draw the emoji that represents how you feel about the target)
- 3). Flip your Post-it over to the non-sticky side
- 4). Write the most important thing you will remember about today's lesson
- 5). Without disturbing anyone else, you may pack up your stuff. Quietly stick your Post-it on the back of the door on your way out the door.

**Examples of what to do: (these are both thoughtful and detailed)**

"A person's addiction can affect more than just them (ex: family and friends)"

"Addiction can ruin your life so make good decisions. No one sets out to be an addict and it can happen to you even if you don't think it will."

**Examples of what NOT to do: (these are too vague and do not demonstrate learning)**

"Addiction Path"

"Drugs are bad"

