

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

## Health & Wellness

### Instructor(s):

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### Health & Wellness

½ year, ½ credit

All sophomores will be required to complete and pass their second half-year Health course in a pre-designed program focused on understanding and implementation of ownership over their own health. Students will be able to learn the value of mindset, nutrition, body systems, chronic diseases, and overall decisions in regards to their own health.

### Graduation Standards:

- Clear and Effective Communicator  
**HE** - Students identify and demonstrate effective communication skills within healthy relationships.
- Self-Directed and Lifelong Learner  
**HE** - Students practice and apply goal setting skills as they relate to enhancing health.
- Creative and Practical Problem Solver  
**HE** - Students utilize decision making strategies and reflect on the outcomes of their choices in relation to health behaviors.
- Respectful and Involved Citizen  
**HE** - Students examine and evaluate community health issues, the influences and using advocacy skills for healthy changes.
- Integrative and Informed Thinker  
**HE** - Students apply and analyze the influences of peers, family, and the media on personal health.

Standard HE 1 - Health Concepts

Standard HE 2 - Health Information, Products, and Services

Standard HE 3 - Health Promotion and Risk Reduction

Standard HE 4 - Influences on Health

Standard HE 5 - Communication and Advocacy Skills

Standard HE 6 - Decision-Making and Goal-Setting Skills

<b>Unit 1</b>		<b>Goal Setting/Mindset</b>	
Summary	<b>This unit 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	<ul style="list-style-type: none"> <li>● <b>1.4 Environment and Personal Health</b> Students analyze how one’s environment and other factors impact personal health.</li> <li>● <b>3.1 Health-Enhancing Behaviors and Self-Management</b> <ul style="list-style-type: none"> <li>○ <b>3.1.9-Da</b> - Students analyze the role of individual responsibility for enhancing health.</li> <li>○ <b>3.1.9-Db</b> - Students evaluate health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.</li> </ul> </li> <li>● <b>4.1 Influences on Health Behaviors</b> Students evaluate positive and negative influences on health practices and behaviors including peers, family, media, culture, community, perception of norms, government, technology, and social platforms.</li> <li>● <b>6.2 Goal-Setting Skills</b> Students analyze goal-setting skills to achieve short and/or long-term personal health goals.</li> </ul>		
<b>Understandings:</b>		<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students can take charge of their physical, mental/emotional, and social health by making healthy choices and practicing healthful behaviors.</li> <li>● They can understand the factors that impact health and can identify risk behaviors and their consequences to help teens reduce or avoid disease or injury.</li> </ul>		<ul style="list-style-type: none"> <li>● How to take care of their health (increase lifestyle factors and decrease risk behaviors)</li> <li>● The importance of keeping the health triangle balanced.</li> <li>● How heredity, environment, culture, behavior, and media/technology affect health</li> <li>● The importance of goal-setting</li> <li>● The importance of a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>● Define health</li> <li>● Identify the three sides of the health triangle and describe why it is important to keep it balanced</li> <li>● Identify risk behaviors</li> <li>● Identify lifestyle factors</li> <li>● Write a long-term SMART goal</li> <li>● Access an accountability buddy for monthly check-ins</li> </ul>
<b>Unit 2</b>		<b>Wellness</b>	
Summary	<b>This unit focuses on the state of being in optimal mental &amp; physical health, the process of becoming aware of and making choices toward a healthy and fulfilling life and the active pursuit of activities, choices and lifestyles that lead to a state of holistic living.</b>		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● <b>1.1 Health Concepts, Behaviors and Personal Health</b> Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.</li> </ul>		

	<ul style="list-style-type: none"> <li>● <b>2.2 Accessing Health Resources</b> Students access reliable health information, products, and services.</li> <li>● <b>3.2 Avoiding/Reducing Health Risks</b> Students assess health-enhancing behaviors to avoid or reduce health risks to self and others.</li> <li>● <b>6.2 Goal-Setting Skills</b> Students analyze goal-setting skills to achieve short and/or long-term personal health goals.</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students can self-assess the 8 wellness domains.</li> <li>● Students can determine the value of each domain in their life and how to set goals.</li> </ul>	<ul style="list-style-type: none"> <li>● 8 wellness domains</li> <li>● The importance of balance</li> <li>● Stress relieving techniques</li> <li>● Understanding of self</li> <li>● Impact of influence (friends, parents, social media)</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to understand and self-assess their 8 wellness domains.</li> <li>● Students will be able to set goals based on their self-assessment.</li> <li>● Students will design and implement stress reduction techniques.</li> <li>● Students will learn strategies on how to advocate for themselves in school, family, and social settings.</li> </ul>
Unit 3	Nutrition	
Summary	<b>This unit focuses on the role of nutrition in health. It explains how to manage body composition in a healthy way and how to make healthy food choices.</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● <b>1.3 Health Conditions</b> Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.</li> <li>● <b>3.2 Avoiding/Reducing Health Risks</b> Students assess health-enhancing behaviors to avoid or reduce health risks to self and others.</li> <li>● <b>4.1 Influences on Health Behaviors</b> Students evaluate positive and negative influences on health practices and behaviors including peers, family, media, culture, community, perception of norms, government, technology, and social platforms.</li> <li>● <b>4.2 Compound Effects of Health Behaviors</b> Students analyze how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students will learn the value of ingredients, balance of macronutrients, healthy options, meal planning, and maintaining a budget for nutritional goals.</li> <li>● Students can learn how to take</li> </ul>	<ul style="list-style-type: none"> <li>● 6 nutrients</li> <li>● Recommended percentages of nutrients</li> <li>● MyPlate</li> <li>● Macronutrients</li> <li>● Micronutrients</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to self-assess their nutritional habits.</li> <li>● Students will understand the value of meal prepping and planning on budget.</li> </ul>

<p>more ownership of their food/drink choices and have strategies to make positive food/drink choices.</p>	<ul style="list-style-type: none"> <li>● Meal planning</li> <li>● Recipes</li> <li>● Food label</li> <li>● Grocery shopping/budget</li> <li>● Calculate caloric intake needs</li> <li>● Calculate carbs, protein, fats</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to modify their nutritional needs based on goals.</li> <li>● Students will be able to make small changes in their own nutritional journey.</li> <li>● Students will have the tools and resources to make positive nutritional choices.</li> </ul>
<b>Unit 4 Body Systems</b>		
<p>Summary</p>	<p><b>This unit focuses on how the body functions as a whole unit and how health &amp; wellness impacts the following systems: Digestive, Respiratory, Cardiovascular, Urinary.</b></p>	
<p>Performance Indicators Assessed in Unit</p>	<ul style="list-style-type: none"> <li>● <b>1.3 Health Conditions</b> Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.</li> <li>● <b>3.2 Avoiding/Reducing Health Risks</b> Students assess health-enhancing behaviors to avoid or reduce health risks to self and others.</li> <li>● <b>4.1 Influences on Health Behaviors</b> Students evaluate positive and negative influences on health practices and behaviors including peers, family, media, culture, community, perception of norms, government, technology, and social platforms.</li> <li>● <b>4.2 Compound Effects of Health Behaviors</b> Students analyze how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.</li> <li>● <b>5.2 Advocacy Skills</b> Students analyze advocacy skills for self and others to make positive health choices.</li> </ul>	
<p><b>Understandings:</b></p>	<p><b>Students will know...</b></p>	<p><b>Students will be able to...</b></p>
<ul style="list-style-type: none"> <li>● Students will learn how the body systems function and the value of maintaining overall health.</li> <li>● Students will take ownership over their choices that impact the overall health and function of their body systems.</li> </ul>	<ul style="list-style-type: none"> <li>● Digestive</li> <li>● Excretory</li> <li>● Cardiovascular</li> <li>● Respiratory</li> <li>● Skeletal</li> <li>● Muscular</li> <li>● Impact of exercise and nutrition on body systems</li> <li>● Optimal health choices</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to understand terminology, function of structures, and impact of behavior choices on body systems.</li> <li>● Students will be able to understand the value of their overall health.</li> <li>● Students will have the opportunity to take ownership of their health.</li> </ul>
<p><b><u>Summative Assessments/Retake</u></b></p> <ul style="list-style-type: none"> <li>● Summative assessments will count as 70% of the grade.</li> <li>● Students have the opportunity to retake summative assessments.</li> </ul>		

- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### **Make-up Work**

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

### **Grading of Formative Assessments**

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

### **Finals / Midterms**

An end of course Final Exam will be conducted, making up 10% of the students overall grade.