

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

# Health

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Required of all Freshman, this one semester course covers the content areas mandated by the state. Areas covered include decision making, family life, healthy relationships, growth and development, mental health, consumer health and tobacco, alcohol and other drug use and prevention, safety and accident prevention, community health, environmental health and prevention, reproductive health, and control of diseases and disorders.

## Graduation Standards

**Health Standard 1 - HEALTH CONCEPTS**

Students comprehend concepts related to health promotion and disease prevention to enhance health. (MLR A)

**Health Standard 2- HEALTH INFORMATION, PRODUCTS, AND SERVICES**

Demonstrate the ability to access valid health information, services and products to enhance health. (MLR B)

**Health Standard 3 - HEALTH PROMOTION AND RISK REDUCTION**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (MLR C)

**Health Standard 4 - INFLUENCES ON HEALTH**

Analyze the ability of family, peers, culture, media, technology and other factors to enhance health. (MLR D)

**Health Standard 5 - ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS**

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 and improving health literacy.</b>
Performance Indicators Assessed in Unit	<p>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.</p> <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>

<b>Unit 2</b>	<b>Mental Health</b>
Summary	<b>Unit 2 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	1C: Explain causes of common diseases, disorders, and other health problems, and propose ways to reduce, prevent or treat them.  3C. Design, implement and evaluate a plan for stress management.
<b>Unit 3</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>
Performance Indicators Assessed in Unit	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.  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.  4C. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use.  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.
<b>Unit 4</b>	<b>Reproductive/Sexual Health</b>
Summary	<b>Unit 4 focuses on healthy relationships, the health of the reproductive systems, STI prevention, and the beginning of the life cycle.</b>
Performance Indicators Assessed in Unit	1E. Describe the characteristics of human growth and development through the various stages of life.  1F: Analyze complex health concepts related to family life; personal health; safety and injury prevention.  2B: Determine when professional health services may be required and access valid and reliable health information, products and services.

### **Summative Assessments Retake**

- Summatives will count as 70% of the overall grade.
- Students have the opportunity to retake summative assessments.
- 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.

### **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.