



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/21/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Health 1, 2		
Instructor Name: Stone, Jaynes, Feuz, Gabriel, Weaver, McCarthy	Contact Info: sstone2@pps.net , lgabriel@pps.net , lfeuz@pps.net , djaynes@pps.net , nmccarthy@pps.net , mweaver2@pps.net	
Grade Level(s): 9, 11		
Credit Type: Health	# of credits per semester: 0.5	
Prerequisites (if applicable): Health 1: None. Health 2: Passing Health 1		
General Course Description: Health 1 Class discussion and instruction center on wellness and health promotion in the areas of mental health, stress management, depression and anxiety, male and female reproduction, healthy relationships, protective barrier methods for STI transmission and pregnancy, also, suicide prevention. Students will work cooperatively together to develop refusal skills and positive decision making skills. Students will learn about the food groups, eating disorders, diabetes, cardiovascular disease, foodborne illnesses and obesity, as well as being a smart consumer and increased awareness of the food industry and practices. Students will develop lifelong fitness goals and learn health principles such as overload, progression and specificity to apply to their daily life. Health 2 Health 2 is a course that includes the studies of: goal setting and advocacy as it pertains to the prevention of communicable and non-communicable diseases, media literacy, and sexual health. Students will work cooperatively together to develop refusal skills and positive decision making skills. Also, the harmful effects of alcohol, vaping, addictive tendencies, marijuana and other drugs.		
Prioritized National/State Standards: Health 1: Accessing Information <ul style="list-style-type: none">- Analyse Influences- Communication and Refusal Skills Health 2: Goal Setting and Advocacy <ul style="list-style-type: none">- Decision Making- Communication and Decision Making		
Course Details		



Learning Expectations

Materials/Texts:
Refer to Canvas

Course Content and Schedule:

Health 1:

(Weeks 1-2)

Welcomes and Introductions

3-4

Social Emotional: Accessing Information

5-6

Food and Fitness: Analyse Influences

7-8

Sexual Health: Communication and Refusal Skills

Week 9: Review/Final

Health 2:

(Weeks 1-2)

Welcomes and Introduction

3-4

Risk Taking and disease prevention

Goal setting and Advocacy

5-6

Alcohol, Vaping and other drugs

Decision making

7-8

Healthy and unhealthy relationships

Communication and Decision Making

Week 9: Review/ Final

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Students who are identified as having a 504, IEP, TAG, ELL, etc. will have accommodations met on an individual basis according to documentation.

Safety issues and requirements (if applicable): None

Classroom norms and expectations: Mute your mic when you enter, and when you are a listener. Actively listen while others are speaking, turn on your video if you feel comfortable, use the 'raise your hand' feature when you are ready to share and wait to be called on, participate on topic verbally or in the chat box.

Evidence of Course Completion

Assessment of Progress and Achievement:

Students will be able to show competency in assigned activities based on the national SHAPE standards.

Progress Reports/Report Cards (what a grade means):

Your grade will be determined by an equal combination of in-class work and small homework assignments, unit projects that range from artistic, verbal, written, and research skills, and formal assessments in the form of quizzes and tests.

Grading Scale: A = 90-100% B = 80-89% C =70- 79% D=60-69% F<60%

Career Related Learning Experience (CRLEs) and Essential Skills: N/A

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?
Canvas, e-mail, Synergy

Personal Statement and other needed info