

Franklin HIGH SCHOOL

Department of Health Education

Syllabus 2019-2020

COURSE INFORMATION

Title: HE 1-2 Health Education, CRN# 14011 (1 credit), Grades: 9, 10, 11, and 12
Location: Room G-111 Periods 4,6,7 Room G-110 Periods 8 Room G-012 Period 2
Instructor: Mr. Stone
Email: Sstone2@pps.net Prep periods 1 and 5

TEXT/READINGS (PROVIDED)

1. Pruit, Allegrante, Prothrow-Stith. (2008). Health. Boston, Massachusetts/ Prentice Hall.
2. Dave Kemper, Verne Meyer, & Patrick Sebranek. (2007). Write Source. Wilmington, Massachusetts: Great at Source Education Group.
3. Selected readings provided in class.

PHILOSOPHY OF HEALTH EDUCATION

Health is perhaps the single most important pursuit in life. Good physical, emotional, mental and social health is essential to enjoying life and living it to its fullest. Health 1-2 will help students examine their lifestyle, select goals, and make plans to achieve and maintain optimum health. This involves choosing behaviors that help prevent illness and accidents, promote health for oneself and others, or improve the quality of the environment.

GENERAL COURSE INFORMATION

Health 1-2 is a **required** course for graduation from Franklin High School. This course meets each of the Oregon Health Education Standards. Students are required by law to receive comprehensive sexuality education (OAR 581-022-1440), drug and alcohol prevention education (OAR 581-022-0413), and instruction in harassment, intimidation, and bullying, including teen dating violence and suicide prevention (ORS-339.351.364). This information is thoroughly covered, with specific learning targets, in our Health Education classes. Health Education supports the core curriculum standards. Critical thinking and inquiry skills are enhanced as students analyze current health issues and controversial information brought up by guest speakers and in films and documentaries. Well-researched informational and persuasive speeches and essays are required in all Franklin Health classes. Students will design a Health Advocacy project in Semester II.

The course covers concepts and skills necessary for attaining and maintaining personal wellness (the combination of physical and mental/emotional, and social health) throughout one's life. Emphasis is placed on health – promoting behavior as the most effective measure for preventing premature death and disease and leading a fulfilling and productive life.

Health 1 Overview

- Building community
- Introduction to health/wellness
- Accessing valuable resources: Current health issues
- Building healthy relationships, social skills, problem solving, decision making
- Healthy family and peer relationships
- Emotional and social health
- Managing stress
- Time management
- Understanding mental and emotional problems
- Suicide prevention

Health 2 Overview

- Noninfectious diseases and disabilities
- Infectious diseases
- Nutrition and your health
- Health-related fitness.
- Drug education including laws related to nicotine, alcohol, marijuana and illegal drug use
- Recovering from addiction and codependency
- Unintentional injury prevention.
- Conflict resolution/ dating violence prevention, sexual assault, sexual harassment, cyber bullying
- Human growth and development/male and female reproductive systems
- Healthy sexuality, consequences and responsibilities of sexual activity
- Abstinence, birth control methods, sexual orientation
- Communicable diseases (including HIV/AIDS and sexually transmitted diseases)

NOTE TO PARENTS/GUARDIANS

Thank you for your involvement in your student's academic health life. Health is inherently a subject with many personal implications, and for that reason, I want to encourage you regularly ask your student about the course and discuss the content within the context of your family's values and viewpoints. If you would like to more closely follow what is going on in class, consider asking your student for a copy of our course guide and syllabus. If you have any further questions or concerns about the class, do not hesitate to contact me via email.

LEARNING OUTCOMES: Oregon State Standards

- Health Skills- Demonstrate ability to use health skills, obtain and interpret health information, manage personal behavior, and advocate for health and safety issues
- Alcohol, tobacco, and other drug prevention-demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.
- Prevention and control of disease-Demonstrate self-management and advocacy skills while understanding the relationships among the health behavior and prevention of disease.

- Promotion of Environmental Health- Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.
- Promotion of Health Eating- Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.
- Promotion of Mental, Social, and Emotional Health- Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social, and emotional health.
- Promotion of Physical Activity- Demonstrate accessing information skills while understanding the components of physical activity.
- Promotion of Sexual Health- Demonstrate accessing information, interpersonal communication and decision-making skills while understanding the concepts of sexual health.
- Unintentional Injury prevention- Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision-making skills while understanding the components of injury prevention.
- Violence and Suicide Prevention- Demonstrate self-management, analyzing influences, and advocacy skills while understanding individual, community, and societal factors that prevent, reduce, and/or contribute to violence and suicide.

COURSE EVALUATION

To successfully complete this course, students must demonstrate competency of instructional objectives and proficiency on learning activities, quizzes and exams. Student learning will be invited through the use of study guides, small group discussions, teacher lecture, whole class discussion, quizzes/exams, presentations, current events, group projects, journals and reflections. Observation of programs and agencies, guest speakers and viewing of video/media materials will provide students further opportunities to gain knowledge and reflect on his or her learning.

SELF MANAGEMENT:** *Self-management is often what distinguishes successful citizens from those who are not. Self-management is a National Health Standard and will account for a big portion of your grade. I expect you attend and be engaged in our class to earn a grade and credit just as an employer or client will expect you to be productive at work to earn a paycheck. Good citizenship is required of all of us in order to have a safe, healthy and productive environment. **I expect you to be:

1. **Prompt:** *In your seat when the tardy bell rings and respond quickly to transitions. Take care of personal needs during break and lunch.*
2. **Prepared:** *Bring your Health binder (1.5-2" three-ring with dividers for our units of study) and writing utensil.*
3. **Participate:** *Be engaged in classroom discussions, group and individual activities.*
4. **Polite:** *Be kind to yourself and others. Open your mind to the diverse ideas, perspectives and personalities of your peers. Keep our classroom clean by picking up after yourself, not writing on the desks, etc.*
5. **Phones:** *Phones and earbuds must be stored in back packs and not used while in class.*

6. *Cell phones, and other electronic devices are not allowed in class at any time. Phones must be turned off. **Loss of class participation points will result for use in class of these devices. Please refer to Franklin High School Policy on the use of electronics in this classroom.***
7. *No food or drinks will be allowed into the classroom. Water in a closed container is allowed.*

GRADING

A = 90-100 %

C = 70.00-79.99%

F = 59.99% or below

B = 80.00-89.99%

D = 60.00-69.99%

FINAL GRADES WILL NOT BE NEGOTIATED.

MAKE UP POLICY

Students who are absent, excused or unexcused, are expected to make up all assignments. Missed assignments must be made up within **ONE week** of the absence. Assignments turned in after the ONE week policy are worth a maximum of 70%. **It is the student's responsibility to ask about missed assignments, quizzes, or assessments.** Attendance requirements will follow the Franklin High School Attendance Policy and Procedure Guidelines

FINAL EXAM

The final exam will be an assessment given at the end of each semester. There will be opportunities during each semester to earn extra credit. **Do not** rely on extra credit in place of daily points or assignment points within the class. **Extra credit is not recovery credit** from not attending class or completing assigned material.

HALL PASSES

Provided hall passes should only be used for emergencies. Use passing time break time, before and after lunch to use bathroom. **Remember, unused hall passes can be turned in for credit at the end of each semester.**

JOURNAL ENTRIES/REFLECTIONS

Each student will be required to maintain a health journal and respond to their own thoughts and reflections of issues related to teen health. The journals will not be turned into the instructor to be read to protect student confidentiality however, journals will be checked to insure this learning activity and writing exercise is being completed as assigned. **I request each student have a 70-page college ruled notebook for this activity.**

BINDER AND JOURNAL GRADE

Binder grades will be given each quarter. All assignments, tests, handouts should be organized in the appropriate sections. Students must keep a copy of the syllabus and issued hall passes in their binders.

REQUIRED MATERIALS

3-Ring Binder (1" or 1 ½") specifically for this class. 1 set of 5 tab dividers, 3-hole punched spiral notebook in binder, wireless notebook paper, pens (**blue or black only**), pencils, erasers, yellow highlighter, lined note cards (3x5). Poster boards and project tri-boards will be the responsibility of each student.

ACCOMMODATIONS AND TAG

In HE 1-2, I strive to provide a challenging environment for accelerated students and a supportive environment for students who are struggling. I promote a team atmosphere and utilize regular cooperative group work to acknowledge and celebrate the contributions from every student. I offer opportunities for students to be engaged in higher order thinking such as inquiry, problem solving, and investigation and reporting.

I continually assess the course, recognizing that it may be necessary to adjust my teaching to meet student needs. I offer opportunities for students to be engaged in higher order thinking such as inquiry, problem solving investigation, and reporting. 504 Plans and IEPs are followed carefully. Additionally, a variety of assessment options are provided to accurately evaluate student understanding and mastery. Please feel free to contact me by email: sstone2@pps.net or you may call me at 503-916-5200 ext. 75444 if you have any additional concerns. It is also possible to schedule a meeting if needed.

CHEATING AND ACADEMIC HONESTY

(Quoted from the LHS Student Handbook)

"Students are responsible for honest and ethical behavior in all their academic pursuits. Many projects and assignments are completed on the honor system with no mentoring of student behavior; however, the standards of ethical behavior are the same whether the student work is completed inside or outside the classroom. Evidence of conscious academic dishonesty such as cheating or plagiarism is a serious breach of trust between the teacher and student. Faculty will respond to academic dishonesty in a variety of ways depending upon the circumstances. Faculty may refuse to grant credit for the work, they may lower a grade, require an alternative assignment, request a parent/ administrator conference or impose other sanctions."

"The student's counselor may become involved. The student's college and other recommendations could be jeopardized. Counselors also recognize that academic dishonesty may signal that the problems and pressures which caused the situation may need to be addressed on an individual basis."

CELL PHONES AND PERSONAL ELECTRONICS

(Quoted from the LHS Student Handbook)

The student use of cell phones and personal electronics in the classroom is very disruptive to the educational environment. Students are prohibited from having cell phones and electronics out in any classroom for any reason. This includes text messaging, or use as a timepiece, calculator or as a camera. Parents and friends are asked to not call students during class times. Lunch and break are optimal times for parents to reach their student. Additionally, in the case of an emergency, the office can reach the

student in their classroom. Cell phones may be used only in common areas such as halls or the cafeteria. Students violating the cell phone/personal electronics policy may have such devices confiscated and returned to the student's parent/guardian.

TIPS FOR SUCCESS

- Come to class **ON TIME** every day.
- Come to class with a positive attitude, ready to actively participate.
- If/when you must be absent, take personal responsibility for what you missed.
- Electronic devices stored away during class.
- Be safe in the classroom.
- Complete work on time.
- Have fun ☺

PARENTS/STUDENTS

*To ensure that our students have the best chance at staying healthy and flu-free, we would like to ask families to **donate disinfecting wipes to ensure that germs are wiped off each desk each day, hand sanitizer to enable students to clean their hands, and tissues to keep germs from going airborne.** Please have your student deliver these items to our classroom room G-112.

Student: Please return this page only. The Course Syllabus should be kept in your Health notebook.

READ/UNDERSTAND THE SYLLABUS

My parent(s)/guardian(s) and I have read and understand the course syllabus for Health Education 1-2.

Student Signature: _____

Student's Name, printed: _____

Phone: _____

Email: _____

Parent/Guardian Signature: _____

Parent/Guardian Name, printed: _____

Phone: _____

Email: _____

Class period _____ Date _____

Notes: Is there anything you would like me to know?

_____ / 20 Points