

Health & Wellness

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Required of all Sophomore, this one semester course covers the content areas mandated by the state. Areas covered include decision making, personal health, nutritional health, body systems and personal fitness.

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)

Goal Setting/Mindset

Summary

This unit focuses on skills that individuals can use to promote their health, including making responsible decisions, setting goals, and improving health literacy.

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.

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>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: Mindset quiz, Mindset case studies, Mindset summative</i></p>
	Nutrition
Summary	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.
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, and decision making.</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 summative test, Nutrition quiz</i></p>
	Body Systems
Summary	<p>This unit focuses on how the body functions as a whole unit and how health & wellness impacts the following systems: Digestive, Respiratory, Cardiovascular, Urinary.</p> <p>Urinary: Students will gain a working knowledge of the primary and accessory organs, and the overall function of the urinary system.</p> <p>Respiratory: Students will identify the structures of the respiratory system, and model the process of respiration (gas exchange) in the human body.</p> <p>Digestive: Students will gain a working knowledge of the primary and accessory digestive organs, and the overall function of the digestive system.</p>

	Cardiovascular: Students will understand how the heart and blood fuel the body for movement.
Performance Indicators Assessed in Unit	<p>4G - Demonstrate and understanding of the structure and function of the major human systems, including but not limited to: digestive, skeletal, nervous, circulatory, endocrine, lymphatic.</p> <p>*SUMMATIVE ASSESSMENTS: Quiz, Body system project</p>
	Wellness
Summary	This unit focuses on the state of being in optimal mental & 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.
Performance Indicators Assessed in Unit	<p>1A - Students predict how behaviors can impact health status.</p> <p>2A - Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health.</p> <p>6A - Students 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>2C - Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <p>1D - Students analyze and evaluate influences on health and health behaviors.</p> <p>2F - Students develop and analyze a plan to attain a personal health goal.</p> <p>*SUMMATIVE ASSESSMENTS: Self-assessments, quiz, summative test</p>

Summative Assessments Retake

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