

Overview

The High School Health course at City Honors explores the attributes of physical and emotional wellness, the human life span, and characteristics of a quality life, focusing on life skill acquisition and positive lifestyle choices.

Course Objectives - The students should know and be able to do the following:

1. Demonstrate proficiency in traditional health content areas relating to the growth and development of the human body, body systems, and the human life span.
2. Recognize the causes and circumstances behind health risk factors and their connection to lifestyle choices.
3. Examine and practice specific life skills that promote emotional wellness and healthy lifestyle behaviors.
4. Analyze and evaluate media influences, health information, and products for validity and reliability.

Reference: New York State Standard #1 - Personal Health and Fitness:

“Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health”

Reference: New York State Standard #3 - Resource Management:

“Students will understand and be able to manage their personal and community resources”.

IB / Middle Years Program (MYP) Elements and Approaches

1. Students will compare and contrast the impact and prevalence of health issues in the United States with similar issues in other countries and cultures.
2. Students will examine cultural influences on health related choices and practices.
3. Students will explore the contributions of individuals throughout history that have led to major progress and breakthroughs regarding quantity and quality of human life.
4. As a result of the second semester project, students will work toward social conscience and personal responsibility development through advocating for individuals or community.

Major Units For 2009 - 10:

September

1. Proficiency Check: Human Body and Major Systems

Students will complete a final high school proficiency review of the body systems and their relationship to overall wellness.

Essential Question: How do the human body systems function for optimum wellness?

October

2. Self Management, Planning and Goal Setting

Students will complete personal health inventory and analysis relating to exercise and nutrition. Content principles of Exercise and Fitness, and Nutrition will be reviewed. Students will demonstrate comprehension and skills with a self improvement plan.

Essential Question: How can lifestyle choices and habits be modified for personal improvement?

November and December

3. Decision Making

Students will review personal and societal costs of substance use and abuse, including tobacco, alcohol, and all illegal substances.

Students will analyze causal factors regarding peer age substance abuse.

Essential Question: What factors influence personal decisions regarding substance use?

January and February

4. Communication and Relationship Management

Students will examine the positive and negative impact of human relationships and effective and ineffective communication on emotional growth, maturity, teen pregnancy and disease prevention, and personal achievement. Students will practice effective communication skills promoting positive lifestyle choices.

Essential Question: What factors contribute to unwanted pregnancy, sexually transmitted infections and diseases, date rape and relationship abuse?

March and April

5. Stress Management

Students will identify sources of stress and examine physical and emotional effects of short and long term stress. Students will propose positive strategies and solutions for stress management, and explore community resources promoting individual and family health.

Essential Question: Are there healthy and effective ways to handle stress?

6. Resource Management and Consumer Issues

Students will demonstrate how to evaluate health information, products and services for validity and reliability.

Essential Question: On what basis and facts can we decide which goods and services will have a positive impact on our health and wellness?

May and June

7. Advocacy and Activism

Students will design and execute a project or effort benefiting, enhancing or promoting a solution to an individual or community health concern.

Essential Question: Can we benefit or enhance community health issues through personal intervention?

8. First Aid and Safety

Students will receive an orientation to, and experience skill practice related to the American Red Cross CPR and AED courses.

Essential Question: Which types of accidents and injuries are preventable, and how can we reduce the incidence of accidental injury?

Text Book

Merki, Mary Bronson and Don Merki, Ph.D., Health: A Guide to Wellness. New York: Glencoe McGraw-Hill, 1999.

Text books are not a principle resource. Occasional use will be in class.

Homework

Most student work will be generated during classroom time. Course projects (see details below) will involve moderate out of class time, including research, which can be done at home if resources (internet, encyclopedia, etc.) are available. Occasional family discussion of health related issues will be assigned, with a corresponding summary worksheet due at the next class meeting. Students completing assigned family discussions, and corresponding worksheets, will be rewarded with additional course grade credit. Students not completing family discussion worksheets will not be penalized.

Students will be expected to study (at home) classroom notes, work and unit content prior to unit tests (see below for test information)

Grading

Tests covering unit content and expressed objectives will be given during class time, pre-announced at least 1 week in advance. Unit tests will count 40% toward marking period grade during the marking periods containing a project (marking periods #2 and #4). Projects assigned will account for 60% of grade. During the marking periods with no project assigned (marking periods #1 and #3), unit tests will account for 60% of grade, with effort, attitude and focus on school citizenship initiatives accounting for the remaining 40%.

Major Assignments and Projects

The first of 2 extended tasks will be assigned and completed during the second marking period, in November and December. The focus will be lifestyle analysis and a self-management plan, following assigned guidelines. This project will be due prior to the Winter Recess.

The second extended task will be assigned prior to Spring Recess in April, and will be centered on Advocacy and Activism, and may involve a school based service project or peer teaching for middle school students.

Communication

E - Mail address: kholme@buffaloschools.org. This will be checked at least once daily, most likely in the a.m. School phone: 816-4230 ex. 1309. Parents can also leave a message on my home phone # 689-7388. The best time to call with an immediate concern is evenings, between 9:30 and 10:30 p.m.

Student Extra Help Opportunities

I can be found in the health classroom #309, daily in the latter part of 5th period.

