

Crook County School District

where students dream, learn, & succeed



<u>School</u> : Crook County High School		<u>Instructor</u> : Jessica Cross
<u>Course</u> : Health 1		<u>Email</u> : Jessica.cross@crookcountyschools.org
☒	Trimester #1	<u>Phone</u> : 541-416-6900 ext 3129
☒	Trimester #2	<u>Methods for Communicating with Families</u> : Phone and Email
☒	Trimester #3	
<u>Course Description</u> : Health 1 is planned and designed to provide decision making skills for individual health in fitness, wellness, relationships, stress, substance abuse, sexuality, AIDS, food/nutrition and healthy lifestyle choices.		
<u>Learning Standards/Targets</u> : - Wellness - How to set goals and utilize the decision making model to minimize risk behaviors. - The components of overall physical fitness for life - The concepts of good mental health and “coping skills” for stressful situations. - The components of mental, social and physical health. - Human sexuality, including STI prevention, promoting healthy relationships and personal responsibility. - Recognize the traits of health relationships, impact of peer pressure on behaviors and develop an understanding of healthy family relationships. - Recognize the harmful effect of substance abuse on the body and society. - The components and functions of each body system and how lifestyle choices impact the human body. - The basics of disease transmission, prevention, and treatment.		
<u>Instructional Materials</u> : - Core Texts: - Glencoe - Health and Wellness. - Glencoe Human Sexuality - High School Flash - Films, Videos/Other Electronic Media: Periodic educational films will be shown along with video feeds from the internet. Films may include Super Size Me, Nova-Life’s greatest miracle,		

Fat Boy Chronicles, Bully, Choices. All film clips will be accessible on google classroom prior to the lesson and video hyperlinks are accessible on google slideshows. Please see attached document with a list of videos and links used in class.

- Other Supplementary Curriculum (Articles, etc.): Refer to curriculum binder, and google classroom for the most up to date list.
- Potential Planned Guest Speakers: Crook County Health Department, and Pregnancy Resource Center

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contract shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- *See [CCSD Board Policy JFC](#) for more details.*

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- *See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.*

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 80%
- Daily Homework & Practice Assignments: 10%
- Engagement in the form of opener/closers and unit note packets: 10%

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.). Teachers may set guidelines around submission timelines, as this category is tied to learning progress, please refer to policy IK-AR.

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

Freshman Health

Unit 1: Health and Wellness

Covers the 6 dimensions of wellness – Protecting your health – Role of lifestyles in overall health – Goal setting – Communication – Decision Making

Unit 2: Fitness and Nutrition

Covers the 7 Components of Fitness – Personal fitness programs, balancing nutrition with physical activity. Choosing healthy eating patterns using the 6 essential nutrients, while also exploring food and nutrition labels.

Unit 3: Mental and Emotional Health

Coping healthfully with your emotions. Positive vs negatives stressors, stress management techniques, impact of stress on overall wellness. Understanding mental disorders and characteristics, and how to access mental health resources. Risk factors and warning signs of suicide, and how to access help.

Unit 4: Family, Relationships and Bullying

Covers family structures and how family relationships can impact overall wellness. Students will learn ways to develop healthy relationships and be able to identify healthy and unhealthy characteristics. Types of peer relationships and the positive and negative influence of peer pressure. The impact of bullying and the influence bystanders play on bullying incidents.

Unit 5: Human Body Systems, First Aid and CPR

Function and structure of each body system and potential injuries associated with each body system. Hands on first aid and CPR practice.

Unit 6: Drugs and Alcohol

Students will learn about medicines, tobacco, e-cigarettes, alcohol, and illegal drugs, including the health risks of each. Short and long term risks associated with substance use, as well as the risk of addiction, and the impact on overall wellness.

Unit 7: Sexual Education

Understanding reproductive organs and functions, pregnancy and childbirth. Define sexual consent and explain its implications for sexual decision making. Identifying risk factors known to transmit sexually transmitted infections and how to protect oneself. Discussing and exploring effective forms of contraceptive methods and abstinence.

If you have any questions or concerns about any of the units that we cover in class please do not hesitate to contact me.

Please sign and return after reviewing the syllabus.

Parents/Guardians if you have any questions or concerns please contact your student's teacher.

Student Name: _____ Date: _____

Parent Name: _____ Date: _____

Parent Signature: _____